



3rd European Congress on Global Education

Education for a Global Citizenship

Unity in Diversity

-Final report-

Organised in the framework of the Joint Management Agreement between the North-South
Centre of the Council of Europe and the European Commission

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Abbreviations and acronyms

APCEIU	Asia-Pacific Centre of Education for International Understanding
CoE	Council of Europe
CSO	Civil society organisations
DEEEP	Developing Europeans' Engagement for the Eradication of Global Poverty
DE	Development Education
EC	European Commission
ECE	Economic Citizenship Education
EU	European Union
GE	Global Education
GEG	Global Education Guidelines
GENE	Global Education Network Europe
GCED	Global Citizenship Education
GEW	Global Education Week
JMA	Joint Management Agreement
MSGs	Millennium Development Goals
NSC	North-South Centre of the Council of Europe
OTC	Online Training Courses
SDG	Sustainable Development Goals
TFT	Training for Trainers

1. Introduction

The North-South Centre (NSC) of the Council of Europe (CoE), in partnership with the Education policy division of the CoE, CONCORD Europe, UNESCO, and in affiliation with Global Education Network Europe (GENE), organised the 3rd European Congress on Global Education under the title *Education for a Global Citizenship: Unity in Diversity*. The Congress took place in Zagreb, Croatia, 26-28 November 2015 under the auspices of the Croatian Center for Peace Studies as NSC implementing partner.

Using the principle of “quadrilogue”¹, this Congress brought together approximately 140 stakeholders² in Global Education (GE), in particular from international organisations, governments, local and regional authorities, civil society organisations, as well as educators and researchers from Europe and beyond.

The 3rd European Congress on Global Education builds on the efforts of the NSC and other stakeholders to promote GE since the Maastricht Congress (2002) which established the first European strategy framework for improving and increasing GE in Europe to the year 2015. It also follows the outcomes of the 2nd European Congress on Global Education (Lisbon 2012), and its strategic recommendations in the following areas of work: national strategy development and implementation; curricular reform; continuing professional development of educators; quality support and monitoring; campaigning and outreach.

The Congress seals a cycle which started with the Maastricht Congress, 13 years ago. Building on existing alternative pedagogies - such as Human Rights Education, Peace Education, Development Education or Education for Sustainable development - the NSC conceptualised GE, a form of education for the twenty-first century. Positioning itself as a facilitator, the NSC strived to carry out three missions in this field:

¹ The “quadrilogue” is a unique CoE-NSC concept coined to explain a partnership which brings together representatives of governments, national parliaments, local and regional authorities and civil society to ensure good governance of the Centre, representative of all the relevant stakeholders.

² Participants representing Academia, CSO, Educators, Foundations, Local Authorities, and Ministries brought into discussion perspectives and experiences from Argentina, Austria, Belgium, Bulgaria, Byelorussia, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, Former Yugoslav Republic of Macedonia, France, Georgia, Germany, Greece, Hungary, India, Ireland, Italy, Korea, Latvia, Lithuania, Malta, Montenegro, Morocco, Portugal, Republic of Moldova, Romania, Russia, Serbia, Slovakia, Slovenia, Spain, Switzerland, Tunisia, Ukraine, United Kingdom, USA.

- Policy Development ;
- Awareness-Raising / Dissemination (namely through the Global Education Week and its Network) ;
- Capacity-Building (namely through the Global Education Guidelines, the Online Training Courses and the Training for Trainers).

The purpose of the 3rd Congress was to take stock of GE achievements since 2012 and define priorities and political guidance for implementation and recognition of GE beyond 2015, taking into consideration the overall political context and directions taken by other stakeholders, while linking the concept of GE to the concept of Global Citizenship Education (GCED) launched by UNESCO in 2013.

During the two and a half days of the 3rd European Congress on Global Education, beside the plenary sessions, three workshops focused on different dimensions of GE: (1) Intercultural and Interfaith Dialogue, (2) Active Citizenship, (3) Education and Sustainability. The workshops provided a space for dialogue which favoured an inclusive process, through which participants could not only elaborate a list of the competences GE should foster, but also suggest recommendations which would be approved in the final plenary session. These recommendations shall be used by organisations and educators at national, regional and global level in their advocacy work with decision makers.

2. Objectives and methodology

Taking into account the Lisbon Congress GE strategic recommendations and CoE recommendations, the post-2015 agenda framework, the Sustainable Development Goals (SDGs), and the UNESCO Global Citizenship Education (GCED) framework, the 3rd European Congress on Global Education aimed at bringing together stakeholders in global education, from formal and non-formal education sectors, civil society platforms, governments, parliaments, local and regional authorities and intergovernmental organisations from Europe and beyond, using the principle of “quadrilogue”³ and a holistic approach to GE/GCED.

The objectives of the Congress were to:

1. Contribute to a GE/GCED competence and methodological framework, in particular key competences for intercultural and interreligious understanding, to be used in both formal and non-formal education sectors and which contribute to critical and active citizenship, aware of and able to deal with global challenges and opportunities;
2. Identify the priorities and mechanisms for further strengthening of GE/GCED, given the existing needs and the achievements at the country level, within national strategy development, curricular reform, capacity-building, quality support, campaigning and outreach;
3. Identify the added value and possible contribution of GE/GCED to the achievement of Sustainable Development Goals (SDGs);
4. Outline proposals to establish an oversight mechanism to support evaluation and implementation of GE/GCED in Europe and propose an Action Plan for the next three years in terms of policy development, pedagogical support and training mechanisms.

³ The quadrilogue is a North-South Centre working methodology that promotes dialogue and action between the following actors: Governments, parliaments, local and regional authorities and civil society (namely youth organisations and trade unions).

During the two-day event, the members of the 'quadrilogue' engaged in a collective dialogue on GE/GCED, with a particular focus on its policies and practices within Europe and beyond. The discussions revolved around GE/GCED competences and the participants actively engaged and contributed to updating the Lisbon Strategic Recommendations on GE, which seek to promote coordination of GE/GCED at local and national level as well as within European and international institutions beyond 2015.

The 3rd European Congress on GE also sought to take stock of GE achievements since 2012, based on the Lisbon Congress Strategic Recommendations, the CoE's recent recommendations and the outcomes of various international events, seminars and forums held over the past years.⁴ It also strove to define priorities and political guidance for implementation and recognition of GE beyond 2015, taking into consideration the overall political context and directions taken by other stakeholders⁵ while linking the concept of GE to the concept of GCED launched by UNESCO in 2013⁶.

The Congress equally sought to contribute and build upon measures taken by the Council of Europe to initiate concrete measures in education to prevent and fight radicalisation. The Council of Europe is currently developing key competences for democratic citizenship for use in school curricula across member States. The objective is to ensure that young people acquire values, knowledge, understanding and the ability to act as responsible citizens. A reference document to promote better understanding about religious and convictional issues will also be prepared and a CoE Conference of Ministers of Education will also be organised. In addition, the Congress also took into account the proposed CoE "Building Inclusive Societies" Action Plan.

⁴ Events organised by the NSC and the CoE, by institutional partners such as CONCORD, GENE and UNESCO between 2013 and 2015

⁵ In particular taking into account the United Nations (UN) and the European Union (EU) post-2015 agenda.

⁶ Building on the report of UNESCO 2nd Forum on GCED, Paris, January 2015.

3. Overview of the process and programme

The participants actively contributed and engaged in the Congress dynamics based on participatory methods that encourage interaction, dialogue, critical reflection and proposals for action, both during the preparation phase and during the event. To that effect, a consultative process has been conducted with institutional partners for the preparation of the Congress Strategic Recommendations, background documents and agenda. The draft strategic recommendations resulting from this consultation were fine-tuned and adopted during the final plenary session on the third day of the Congress.

This consultative process was complemented with two surveys. The first survey consisted in monitoring the implementation of the Lisbon Congress Strategic recommendations and was conducted within the first semester of 2015 among CONCORD DARE Forum, NSC GEW network and regional GE seminars implementing partners⁷. The second questionnaire explored youth skills for the 21st century from the perspective of former participants of the Network of Universities on Youth and Global Citizenship⁸ and it looked for spaces within the Global Education/Global Citizenship Education set of competences to promote such skills.⁹

In addition, three briefing notes have been designed to serve as concept and support documents for the three aforementioned workshops.¹⁰ These documents were drafted with the assistance of the workshop moderators and the institutional partners and they were disseminated among the participants before and during workshop sessions.

Through this collaborative approach, the Congress facilitated a learning process leading to a growing commitment to GE/GCED and to a set of strategic recommendations and plans of

7 Report on Global/Development Education Survey Evaluating the 2012 Lisbon Congress Thematic Recommendations.http://nscglobaleducation.org/images/Documents_for_articles/GLOBAL_EDUCATION_SURVEY.pdf

8 The Network of Universities on Youth and Global Citizenship represents an articulated and coherent system that provides an exceptional space for young people and youth organisations around the world to meet, debate, build their capacity and cooperate on youth policy related issues. It currently encompasses the following sister Universities: The University on Youth and Development (Spain), the African University on Youth and Development (Cabo Verde) and the Mediterranean University on Youth and Global Citizenship (Tunisia); For further information: https://www.coe.int/t/dg4/nscentre/Youth/UYD/NetworkUniversities_en.asp

9 Youth Global Skills report;http://nscglobaleducation.org/images/Documents_for_articles/GECongress_2015_Youth_Global_Skills_FINAL.pdf

10 (1) Intercultural and Interfaith Dialogue, (2) Active Citizenship, (3) Education and Sustainability.

action that foster GE/GCED policy and practice at local and national levels and within European and international institutions for the coming period.

The overall programme focused on the main achievements since Maastricht (day 1), the framework of competences for global education (day 2- morning), updating the Lisbon Congress recommendations (day 2- afternoon) and GE/GCED beyond 2015 (day 3).

Through the consultation process among NSC partners in preparation of the Congress, and based on the Lisbon Congress Strategic Recommendations¹¹, the following key themes have been identified for the future-oriented discussions that will guide the strategic recommendations development:

- National Strategy Development and Implementation
- Curricula and Education at National and Local Levels
- Professional Development of Educators
- Quality support, Monitoring and Evaluation
- Awareness Raising and Outreach

¹¹ 2nd European Congress on Global Education Report (2012)
<http://nscgloaleducation.org/index.php/resource-center/item/24-2nd-european-congress-on-global-education-report>

4. Education for global skills

From Maastricht to Zagreb: 13 years of progress in Global Education

Opening session:

The opening session contained a round of introductory speeches on behalf of NSC core partners which contributed to the organisation of the 3rd European Congress on GE.

Ms **Tanja Djaković**, representing the **Ministry of Science, Education and Sports of the Republic of Croatia** spoke on behalf of Mr Vedran Mornar, the Minister of Science, Education and Sports and thanked the organisers for the invitation to the Congress. Ms Djaković emphasised that, taking into account our dynamic and volatile world, Croatia pleads to be an open, mobile and innovative society, not only in the area of economy and culture but also in the area of education. In addition, Ms Djaković stated that the goal of global education is for students to understand global problems and, at the same time, to empower them with knowledge, skills and attitudes, which are necessary for comprehending the global issues. Finally, she expressed her hopes for the Congress to create an environment of 'learning from' and 'learning with others', which contributes to the recognition of the importance of multidisciplinary approaches and mutual co-operation.

Mr **Jean-Marie Heydt**, **President of the Executive Committee of the NSC** spoke on behalf of the North-South Centre of the Council of Europe and he underlined the fact that the dream for a better world goes hand in hand with an education that connects: people with people, local with global, present with future, challenges with opportunities. Mr Heydt also showed his content to see all the different GE/GCED stakeholders gathering for this Congress so as to reflect on the meaning of active citizenship and to promote dialogue through learning from people who for generations have proved that intercultural and interfaith dialogue is possible. In addition, he stressed the significance of the SDGs since there is no development or future possible without sustainable economies and lifestyles.

All these elements are encompassed by GE/GCED, yet bringing together practitioners, decision-makers, non-formal and formal education, would allow us all to commit for an education which is more responsive to the needs of today's society.

Ms **Irene Katzensteiner**, representing **GENE-Global Education Network Europe** (Austrian Federal Ministry for Education and Women's Affairs, Head of Unit: UNESCO Education Policy and Global Learning), stressed the fact that the network has widened in the past years from 25 to 40 member states. This was possible through sharing strategies, mutual support through peer-learning, policy advice, research and the vision that one day everyone would have access to global education. Therefore, GENE would like to co-operate with their GE partners in order to make this vision come true. Ms Katzensteiner also noted that we need to trust young people to take on responsibility, raise awareness on universal values (human rights, peace and sustainability) and listen to their opinions, sorrows and worries because we need responsible citizens who participate in society actively.

Ms **Lydia Ruprecht**, spoke on behalf of **UNESCO** and offered an overview of GCED in the new Global Development Framework, with a focus on the International Education Agenda.

Ms Ruprecht reminded the audience that a bold new global agenda for sustainable development to end poverty by 2030 and pursue a sustainable future was adopted on 25th September 2015, by the 193 Member States of the United Nations. More importantly, one of the 17 goals contained in this global agenda focuses on Education and seeks to «Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all» (Goal 4).

In addition, target 4.7¹² looks at the links between education, development and peace. Ms Ruprecht also offered a brief account of the Education Agenda 2030, which was adopted by UNESCO's Member States at UNESCO's General Conference, in November 2015.

This agenda provides a framework in order to implement Target 4.7 as it offers some guidance for implementation through indicative strategies, while it outlines modalities for implementation at country, regional and global levels; builds common understanding for Target 7 and possible means of implementation, and renews UNESCO's mandate to lead and coordinate Education 2030.

By March 2016, an Expert Group (IEAG) composed of 28 regional countries representatives will have identified indicators to monitor the SDGs. Each target will have a corresponding indicator and an educational technical advisory group is currently examining Targets for Goal 4. In this vein, UNESCO is contributing to this global debate around target 4.7 by promoting a holistic vision of GCED, identifying key conceptual dimensions of GCED (cognitive, socio-emotional, and behavioural) and proposing a global indicator for monitoring Target 4.7.¹³ Finally, UNESCO has identified three main challenges which shall be tackled in the near future: measurement, pedagogical challenge and implementation challenge. One of the issues that was raised was how to address GCED in resource-poor context, where there are no books, computers, teachers are not well trained and so forth. These are issues which the global education community needs to tackle in the near future.

¹² *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 nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.*

¹³ *The indicator which is currently discussed is: Extent to which (i) global citizenship and (ii) education for sustainable development are mainstreamed in (a) national education policies (b) curricula (c) teacher education (d) student assessment. This refers to the percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability.*

Ms **Louiza Hadjivasiliou** spoke on behalf of CONCORD-DARE Forum, which is the Development Awareness Raising and Education Forum and one of CONCORD's co-working groups. Ms Hadjivasiliou gave a brief introduction to the work and structure of CONCORD and the DARE Forum. Since 2013, the DARE Forum has been working beyond Europe engaging in issues of global justice and global citizenship. Yet, global citizenship education remains the main focus for the DARE Forum and it is becoming one of the main working strands of CONCORD as they acknowledge that the SDGs cannot be achieved without education and mainly without quality education. Also, CONCORD acknowledges the need to work with all stakeholders – governments, education institutions, civil society. Finally, Ms Hadjivasiliou mentioned the existence of an informal network, called Bridge 47, supported by CONCORD and other international bodies such as Education International, which is a network seeking to work on Target 4.7 in particular.

Ms **Emina Buzinkic** spoke on behalf of the Centre for Peace Studies, working in the field of peacebuilding and protection of human rights and whose basic principle of work is transformation of conflict and affirmation of non-violence. In addition, the Centre for Peace Studies is change-oriented and their main channel is education. Ms Buzinkic adds that they are proud of the Peace Studies programme which has been running for 18 years, educating citizens about different aspects of peacebuilding through understanding the causes of violent and armed conflicts and other social conflicts. Apart from this programme, the Centre for Peace Studies seeks to introduce civic education in schools and support formal and non-formal education programmes that promote education for democracy and human rights. The Centre for Peace Studies equally established an 'Adult Peace Education Institution'.

Ms Emina Buzinkic acknowledged the importance of hosting such an important event as the 3rd European Congress on Global Education since the Centre for Peace Studies is searching for recognition of two main elements the Centre for Peace Studies is advocating for in Croatia: quality civic education and introduction of civic education in the formal education system.

After the presentation of the Youth Global Skills Survey Report¹⁴, two Panels of speakers representing different categories of stakeholders shared views, and reacting to this presentation. All the speakers performed this task admirably by voicing a different perspective on the survey and by sharing with the audience their experiences with regard to GE/GCED. They also engaged critically in discussing the results of the survey from the perspective of the field they were representing, either the non-profit sector, academia, students' unions, municipalities or international organisations.

1st Panel Discussion:

Mr **Lotfi Maktouf** spoke on behalf of Tunisian CSO Almadanya¹⁵, which he founded after the 2011 Tunisian revolution. He started his intervention by pointing out that the term “global” in Global Education is not understood in the same way by everyone – or even accepted by everyone. He suggested that the concept of global education itself should integrate the local and cultural dimension. Mr. Maktouf then praised the “quality and value” of the Youth Global Skills Survey Report and hoped that, in the future, light would be shed on the possible financial mechanisms and tools, essential for the report’s valid recommendations to be implemented.

More generally, Mr. Maktouf stated that quality education was “key to everything”, mentioning as examples several Almadanya programmes that demonstrated the impact of education on communities.

Almadanya’s “Fatma” Programme for instance, provides transportation for school children living between 5 and 13 km away from the nearest school. According to Mr. Maktouf, school is not only about access to knowledge but also about access to values.

Under Almadanya’s “Roots” Programme, children are taken to visit to the ruins of Carthage. Such action educates the youth on their 3000-years-old history and fosters the children's sense of belonging and dignity, the best antidote to radicalism.

The “License to Dream” Programme is another of Almadanya’s initiatives in the context of a grassroots approach to education. Unemployed young students from remote areas in Tunisia are offered the opportunity to train and obtain their driver’s licenses, a very high cost

¹⁴ Youth Global Skills report; http://nscglobaleducation.org/images/Documents_for_articles/GECongress_2015_Youth_Global_Skills_FINAL.pdf

¹⁵ <http://almadanya.org/home/?lang=en>

undertaking in Tunisia. As a result, 90% of the young beneficiaries found employment by themselves. Better yet, most of these jobs did not even require a driver's license. According to Mr. Maktouf, the results show that it is essential to make young people realize that they already have skills: education can be a trigger for these skills, showing young people how to empower themselves, gain self-esteem and put such skills in motion.

Ms **Felisa Tibbitts** spoke on behalf of educators, and more precisely of **Education International (EI)**¹⁶, the world's largest federation of unions, representing thirty million education employees in about four hundred organisations in one hundred and seventy countries and territories. For EI, education must go beyond literacy and numeracy, and foster Global Citizenship. Ms. Tibbitts stressed the fact that Global Citizens are not born as such, hence the need for GE/GCED, which should not only be carried out by non-formal education, but also supported by the formal sector. Quality public education is a prerequisite for GCED, as this form of education cannot reach only a few, and there are huge challenges ahead regarding equity and access.

Ms Tibbitts also called the public's attention to Education International's recent study, on *The Status of Teachers and the Teaching Profession*¹⁷. The report shows that teacher status has been affected by the austerity measures that followed the global economic crisis. Naturally, this “downgrade” in teachers' status has had direct effects on the quality of education. Job insecurity, worst working conditions and lower salaries and allowances diminish the attractiveness of the teaching profession, thereby leading to less qualified people being hired as teachers. Consequently, a number of policy recommendations to ensure high quality education are included in the report.

Ms **Tijana Isoski** spoke on behalf of the **European Students' Union (ESU)**¹⁸, an umbrella organisation of 45 National Unions of Students from 38 countries, representing over 15 million students in Europe. Ms. Isoski placed special emphasis on the Paris Declaration¹⁹,

¹⁶ <http://www.ei-ie.org/en/>

¹⁷ Symeonidis, V. (2015). *The Status of Teachers and the Teaching Profession - A study of education unions' perspectives*. Brussels: Education International Research Institute, p.71-72.

¹⁸ <http://www.esu-online.org/>

¹⁹ Informal Meeting of EU Education Ministers, (2015). *Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education*.

which brings together the concerns over employability and citizenship, therefore acknowledging the need to develop not only skills for work, but also skills for life.

2nd Panel Discussion:

Mr **Jespersgaard**, representative of **Vejle Municipality** (Denmark) and **LADDER** project presented the Local Authorities (LA's) perspective on development education and put forward that we live in a much interconnected world, where economic, social and technological changes connect countries and people. Furthermore, he added that the climate is changing, refugees are fleeing to Europe and our democracies are under pressure due to rising extremism. Mr Jespersgaard also highlighted that there was a need to develop a kind of a global distinct literacy - also for young people as much as a need to create an understanding that global problems require common, adequate global actions. In order to reach this goal there are three main paths to follow. First, capacity-building should be strengthened in order to promote an interdisciplinary understanding of global challenges and opportunities in the different subjects in elementary school. Mr Jespersgaard exemplified through the work of the Ministry of Education in Denmark that has prepared guidelines for working with this in the formal teaching of subjects²⁰. Second, the city of Vejle is given as an example of a Danish city which has become part of a worldwide network of 'resilient' cities. Besides, the work around this initiative has led to a focus on sustainable development, social and cultural resilience with particular attention to creating spaces and design relationships for informal learning. Lastly, online training is increasingly gaining popularity amongst municipalities as well as at universities. The online space creates conditions for "co-creation studying", blended learning and peer-to-peer interactions which is crucial quality online education. For instance, expats in the Vejle Municipality have particularly welcomed the initiative since it offers them access to intercultural meetings and tailored formal learning opportunities.

²⁰ Global Perspectives

<http://www.uvm.dk/Laeringskonsulenterne/De-internationale-vejledere/Vejledningsomraader/Det-globale-perspektiv-i-fagene>

Professor **Vedrana Spajić-Vrkaš**, from the Faculty of Humanities and Social Sciences of the University of Zagreb, Croatia underlined the importance of the clarification of concepts and means of global competences before further discussing the results of the Youth Global Survey. Ms Spajić-Vrkaš offered an extensive illustration of the functional dimensions of global competences (knowledge and understanding, skills and dispositions, values and attitudes and patterns of behaviour) and the structural dimensions of global competences (legal, political, social, technological, economic, environmental, and intercultural). She also underlined that global competences encompass a wide range of literacies, namely political literacy, legal literacy, civic literacy, intercultural literacy, scientific literacy, digital literacy. In addition, the global citizen holds a series of 'sub-competences' such as active participation, conflict management, intercultural dialogue, European and global perspective, voluntary work, language proficiency, local and national perspective and strategic planning.

Ms Spajić-Vrkaš invited the audience to reflect on the challenges of promoting GE/GCED. One of the first challenges presented was nation-centeredness. Hence, she questioned the potential of nation-centred education to be reconceptualised in order to promote a transformative type of learning that enables students to serve the global community. In addition, other challenges surfaced such as the liberation of services, three types of democratic traditions (formalistic, substantive and deliberative) and various kinds of approaches to citizenship (liberal, communitarian, multicultural and activist approach).

During the plenary session, on the second day of the Congress, Mr Roberto Guevara and Ms Lydia Ruprecht further explained the process of merging the concepts of Education for Sustainable Development (ESD) and Global Citizenship Education (GCED), which resulted in Education for Sustainable Development and Global Citizenship (ESDGC). This merger brings together two complementary concepts and holds sway on advocacy actions at a larger scale.

Mr **Jose Roberto Guevara** is an environmental educator, President of the Asia South Pacific Association for Basic and Adult Education (ASPBAE) and Vice-President of the International Council of Adult Education (ICAE). He gave a speech by video-conference, entitled «*Aligning Education for Sustainable Development (ESD) and Global Citizenship Education (GCED), Essential to achieving the Education Goal in the UN 2030 Agenda for Sustainable Development*».

He asserted that – rather than competition – there is alignment of purpose and means between ESD and GCED, as both forms of education are committed to transformative quality education. It is even more so since both ESD and GCED are now acknowledged in SDG 4.7. This alignment creates the need for cross-initiative partnerships, bridging ESD and GCED.

Congress participants echoed Mr Guevara's intervention by stating that competing agendas were an obstacle for advocacy at the national level. A participant gave the example of Switzerland, where the government made agencies merge: although the process was not without difficulties, as a result of this “merger” the debate became more intense and the approach more integrated and holistic.

Ms **Lydia Ruprecht** complemented Mr. Guevara's presentation with UNESCO's perspective. Ms Ruprecht stated that a new overarching concept – Education for Sustainable Development and Global Citizenship (ESDGC) – would be used from January onwards, and listed the commonalities between ESD and GCED: both forms of education are holistic, transformative, learner-centred and action-oriented, both encompass knowledge, skills, values and attitudes, and both are addressed through formal and non-formal education.

Ms Ruprecht also mentioned some differences between ESD and GCED, namely the fact that ESD has a Global Action Programme (GAP) and GCED does not. Lastly, separate ESD/GCED programmes can also be an advantage for advocacy work, as some contexts are more receptive to Sustainable Development and others to Human Rights.

5. Framing global competences

On the second day of the Congress, in the frame of each of the three workshops, participants were asked to reflect on the competences needed by global citizens to face today's challenges. The methodology differed according to the workshop.

Workshop 1: Intercultural and Interfaith Dialogue

Before starting the interactive part of the Workshop 1, **Mr Miomir Rajcevic** offered a brief introduction into the topic of intercultural and interfaith dialogue. According to Mr Rajcevic, interfaith dialogue is a vital foundation for fostering media and information literacy, which is one of the main tools for GE/GCED. For Mr Rajcevic, approaching other people, cultures or religions represents a delicate exercise, which he compares with treading on a 'holy land'. Therefore, one may find oneself treading not only on the 'other's land' but also on the 'other's dream'. Finally, he put forward a few examples of projects which tackle the issue of intercultural and interfaith dialogue, such as the 'Danube Peace Boat' or the 'World Summit on Media for Youth'.

During the second part of the workshop 1, the participants gathered in four smaller groups and expressed their suggestions of competences for global citizens, particularly regarding Intercultural and Interfaith Dialogue. According to Workshop 1 participants, the effective Intercultural and Interfaith Dialogue practitioners are able to:

- Understand the dynamics [social, political, historical, and economic] of their own context;
- Have a critical understanding of how a constructed reality not only shapes views about ourselves, but contributes to a process of 'othering' within which individuals and groups are viewed favourably or demonised based on stereotypes;
- Understand the power that is given to stereotypes – referred to as 'the stereotype threat';

- Develop a comprehensive understanding of the distinction between Justice, Inequality, Diversity, and Equality;
- Avoid being dogmatic, and instead master the skills and understanding to utilize an approach relevant to the circumstance – for example treating people with respect, working with the individual rather than with a perception of the person, based on their faith, language, culture;
- Understand that difference does not necessarily mean threat;
- Communicate sensitively and effectively;
- Express enthusiasm for the topic in culturally appropriate ways;
- Be culturally competent – learning about language, food, faith that make people feel more receptive to trying to reciprocate and interact with host communities;
- Recognise culture-specific risk factors for groups/individuals from diverse backgrounds (e.g. not making people feel shame or losing of face, group identity, etc.);
- Develop multiple frames of reference for interpreting intercultural situations;
- Demonstrate good judgment in selecting the most appropriate interpretation in a transcultural situation;
- Make effective use of cultural/faith informants to obtain needed information on subjective culture;
- Understand nonverbal behaviour and respond in a culturally appropriate way;
- Review, monitor and learn from interactions;
- Be confident but display cultural humility;
- Be culturally self-aware.

Workshop 2: Active Citizenship

This workshop focused on social competences and ways of contributing as a citizen to human dignity and equality through social undertaking and civic engagement. It also addressed the issue of media, information and digital literacy, which simultaneously poses new challenges and opens new avenues for the enrichment and enlargement of active citizenship education. This workshop in particular aimed at:

- a) Deepening our understanding of the competences involved in active citizenship - and those related to media, information and digital literacy - as well as the methodological framework and the evaluation mechanisms linked to those skills;
- b) Identifying the added value of active citizenship and media, information and digital literacy to GE through best practice and experience sharing;
- c) Contributing to the Congress recommendations.

Workshop 2 started with two introductory presentations to set the scene and inspire participants to discuss and debate the topic. First, Ms. **Alicia Cabezudo** gave an overview of GE/GCED pedagogies; and afterwards, Ms. **Celina Del Felice** gave a presentation encompassing (1) Aims of GE/GCED; (2) Key issues to consider in Quality Criteria for GE/GCED; (3) Examples of successful projects. The final sentence of this presentation should be recalled: GE/GCED *“is possible, difficult and more than ever, urgent and necessary.”*

Participants were then given two documents as bases for reflection: (1) an excerpt of UNESCO’s paper *Global Citizenship Education - Topics and Learning Objectives*²¹, and (2) Chapter C - «Concepts» of the NSC Global Education Guidelines (GEG). They were then divided into 5 groups and were asked to discuss GE/GCED aims and competences by answering the following questions:

- “What do you consider to be the key aims of active citizenship for learners? For society?”

²¹ UNESCO, (2015). *Global Citizenship Education - Topics and Learning Objectives*. Paris: UNESCO, pp.28-31.

- “What do you consider to be the key qualities of a programme/activity that successfully promotes active citizenship? Please share concrete examples from your own practice.”

The main conclusions can be summed up by the following table:

Key Aims for learners and societies	Key Features
<u>Empower people</u> to realise that they create change	Intergenerational
Overcome apathy	Dialogue / Deep dialogue with multiple actors
Foster advocacy	Advocacy based activities include political action
Make learners active and responsible citizens	Participatory approaches
<u>Realising rights</u>	Respect for Human Rights and rule of law
Promote/enable critical thinking and awareness raising about global issues	Promote tolerance
Transformation of society itself (sustainable values / fairer society)	Transformative
Stimulate curiosity and engagement	Learn – Think – Act process / pedagogy
Respect for diversity	Respect local and global mentality and diversity
Highlight current issues	Respect and reflect on the context and culture
Long term and continuous approach	Humble
Emancipation: freeing oneself from others’ control	Step by step learning process
Common sense of belonging / Common humanity	
Understand complexity	Trigger learners’ potential (relevance / reality / content) – Commitment and

	responsibility
Pursue happiness	Practice reflection
Develop competences	Experiential learning (ex.: Role playing)
Fight corruption	Sense of ownership (of activity / project)
Social cohesion – vision of a common future – earth family	Link “preaching” and putting in practice
Relate to others	Address multiple intelligence – ability to adapt / flexibility
Adapt to the audience	Acknowledgement
Inner motivation	
Link emotions to interests and to values	

Participants also gave detailed suggestions on the ways to update the framework of competences in Chapter C of the Global Education Guidelines (GEG). These comprehensive and precise outputs were duly communicated to the NSC, so they can be used when the GEG are updated.

Workshop 3: Education and Sustainability

On the first day of the Workshop 3, the participants were introduced to the topic, the workshop methodology and they received valuable inputs from the respective workshop speakers **Mr Ajay Kumar** and **Mr Jared Penner**. The participants were divided in six groups of five and they elected a representative per group. The groups were:

- quality support and monitoring
- national strategy development and implementation
- capacity-building
- curricular reform and education at the national level and local levels
- campaigning and outreach
- economic citizenship

Mr **Ajay Kumar** provided an overview of the Indian (Gandhian) perspective on education and citizenship. Mr Ajay rendered the idea that Gandhi provides a holistic world view about education, sustainability, life and universe. Following Gandhi's idea of the Commons, duties and rights are the basic foundation of Global Citizenship. The relation between rights and duties is very much like the relation between means and ends. A well performed duty will result in ensuring the rights. One of the pressing questions during this part of the workshop was to find out the means to translate the Gandhian doctrine into GE/GCED competences. This question was answered by Mr Kumar, who enumerated some of the competences inspired from the Gandhian philosophy: critical and ethical thinking, dialogue, persuasion, empathy, self-suffering (persuasive power to undergo all kinds of sufferings perpetrated by the opponent in order to win his/her heart), limiting desires and wants, social entrepreneurship, thinking about others and other communities, fasting.

Mr **Jared Penner** spoke on behalf of Child and Youth Finance International (CYFI) and presented the work of CYFI, an international non-governmental organisation that works with a theory of change in the form of a detailed model of economic citizenship.

This model poses that financial education²², social education²³, livelihoods education²⁴ and financial inclusion²⁵ are the building blocks of empowerment²⁶ and financial capability²⁷, which in turn underpin economic citizenship for children²⁸ and youth²⁹. For a clearer picture, Mr Penner offered an extensive clarification of the aforementioned terms.

The presentations offered food for thought for the participants and a few questions related to the risk of further promoting individualism from an early age, transparency and impact measurement were raised. Mr Penner assured the participants that the focus was not just on individual wealth generation but also on the concept of personal responsibility. Furthermore, youth and children gain knowledge on how the financial system works along with the capacity to discern which financial institutions offer the products best suited for their needs. Lastly, impact measurement translates into positive saving habits of the participants, money management and entrepreneurial skills, degree of self-confidence and positive outlook for one's social and economic future.

Following this speaker's input, the overarching question was whether economic citizenship education could be part of global education. The argument was built around the idea that ECE shares some values with GE/GCED, such as diversity, human rights, self-engagement, critical thinking, and responsibility. In addition, ECE focuses on building social skills and life skills to complement entrepreneurial skills, which ensures that youth and children's capability and enterprise ventures are developed in an ethically and socially responsible manner.

²² Financial education includes instruction and/or materials designed to increase financial knowledge and skills and awareness of financial systems.

²³ Social education is the provision of knowledge and skills that improve individuals' understanding and awareness of their rights and the rights of others. It also involves fostering of life skills such as problem solving, critical thinking and interpersonal skills.

²⁴ Livelihoods education builds one's ability to secure a sustainable livelihood through skills assessment and a balance between developing entrepreneurial and employability skills.

²⁵ Financial inclusion is access to safe, appropriate and affordable financial services.

²⁶ Empowerment is the sense of confidence and efficacy experienced by children and youth through controlling their own lives, claiming their rights, and having empathy toward others.

²⁷ Financial capability combines a person's ability to act with the opportunity to act. To be financially capable, people must have financial knowledge and skills as well as access to appropriate financial services to enhance social and economic well-being.

²⁸ CYFI defines a child as an individual under the age of 18, or under the age of majority as prescribed by national law, as defined by United Nations Convention on the Rights of the Child.

²⁹ Youth as those persons between the ages of 15 and 24 as defined by the United Nations.

In Workshop 3, a cluster methodology was used to facilitate the process of updating the framework of global competences comprised in the Global Education Guidelines³⁰. The outcomes were thus subsumed into nine clusters of competences:

1. Functional literacy:

- IT literacy: (digital) competence (for example to reach out to information);
- Understanding information in order to take informed decisions.

2. Environmental responsibility:

- Saving the environment for future generations;
- Knowing that we have to live / operate within the limited carrying capacity of the Earth (ecosystem);
- Independence / self-sufficiency (competent to do as much as you can yourself).

3. Dealing with global complexities / system thinking:

- Learning how to learn;
- System thinking (to think in interdependencies between human beings, policy fields etc; to make connections between the local and global; to be able to deal with complexity and ambiguity, analyse reasons for unsustainable development);
- Being aware of our position in global society and acting responsibly;
- Knowledge: understanding the nature of global interdependence and acting for sustainability;
- Understanding power structures;
- Global awareness;
- Awareness of the self and others - needs, goals, limitations, challenges;
- Philosophy: meta-thinking about reality.

4. Understanding rights and responsibilities:

- Understanding both rights and responsibilities in society related to the economy.

³⁰ North-South Centre of the Council of Europe, *Global Education Guidelines* (2012):<http://nscgloaleducation.org/index.php/resource-center/item/126-global-education-guidelines>

5. Critical thinking:

- Being self-critical: thinking critically about oneself and developing the skill of critical reflection of the external world.

6. Creating opportunities for ethical and sustainable livelihoods:

- Identifying opportunities for social entrepreneurship and civic / citizen engagement.

7. Developing values and attitudes for global society:

- Empathy (not equal to understanding);
- Multi-perspective approach;
- Critical solidarity;
- Sense of belonging to common humanity;
- Values: freedom as indivisible and inalienable; equity and justice secured through *swaraj*³¹
- Humbleness / humility;
- Feeling involved / empowered to make a difference;
- Curiosity;
- Valuing diversity;
- Readiness to accept and respect what „others “say / believe.

8. Self-empowerment

- Resilience to cope with the complexity of the world;
- ‘De-centration’ (psychological term - detachment from oneself);
- Self-respect and self-confidence.

9. Getting engaged in a responsible and reflective way

- A sense of agency - seeing oneself as an agent of change;
- Engaging oneself;

³¹ Self-governance or self-rule (in Hindi).

- Being empowered and motivated to participate in positive change with responsibility;
 - Common responsibility;
 - Inclusiveness;
 - Participating in an effective and constructive way;
 - Endurance and commitment to work hard on common goals;
 - Cooperation: to identify questions relevant to sustainable development and look for solutions; to negotiate differences in opinions and interests and to overcome blockades;
 - Anticipation: to think in advance and act in a future-oriented way; to be able to develop visions of the future; to be able to develop strategies to take action and assess them regarding impact, consequences and risks;
 - Ability to cooperate on a global level;
 - Conflict resolution skills: creativity, peacefulness.
-

Following the various presentations and case studies during the first day of workshop 3, key outputs were highlighted:

- Need to contextualize GE at different levels – taking into account the specifics of each level;
 - External non-European perspective on the concept of citizenship -> need to focus on „intercultural translation “of the GE concept;
 - Look for means to apply the Gandhian doctrine and economic citizenship education in GCED.
-

6. Updating the Strategic Recommendations

In the afternoon of the second day of the Congress, the participants were requested to actively engage in bringing the Lisbon Strategic Recommendations up-to-date to the current needs of our societies as well as taking into account the broader global trends in terms of GE/GCED.

The session sought to bridge the aforementioned framework of competences with the Congress Recommendations so as to bring improvements to the recommendations in light of the new development agenda. This process took an entire afternoon and the members of the *quadrilogue* actively contributed to each of the five thematic areas in a collaborative manner.

One of the first modifications was changing the name of two thematic areas. Thus, the 'Competence development of educators' area has become the '*Professional Development of Educators*' and 'Campaigning and outreach' has become '*Awareness Raising and Outreach*'.

1. National Strategy Development and Implementation
2. Curricula and Education at the National and Local Levels
3. Professional Development of Educators
4. Quality support, Monitoring and Evaluation
5. Awareness Raising and Outreach

The recommendations were the final concrete outcome of the Congress which would serve as an advocacy tool for the respective organisations and as guidelines for the following GE/GCED agenda.

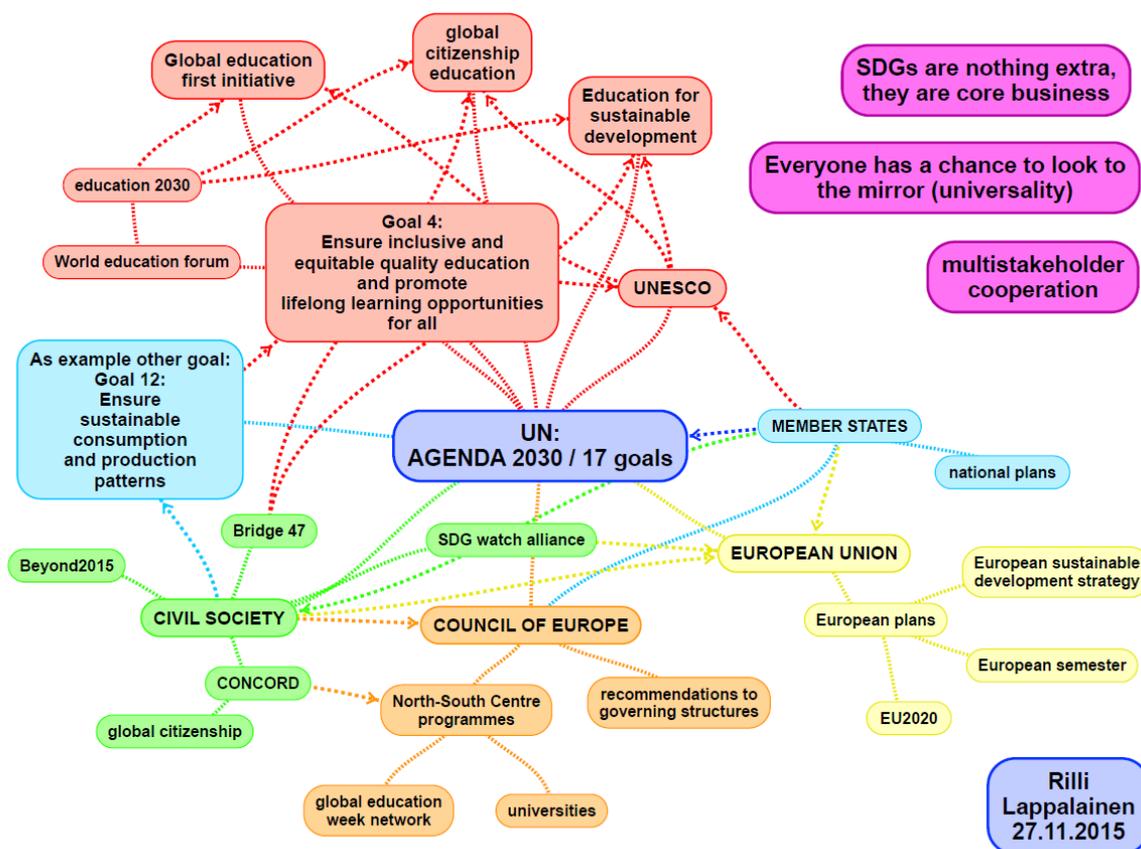
On the third day of the Congress, all the participants and the workshop moderators had the opportunity to put the final touches to the Congress Strategic Recommendations, whose final version was drafted at the end of Day 2 by the NSC secretariat and workshop rapporteurs, building upon the feedback and reports from the three workshops.

At the beginning of the final plenary session, workshop moderators described the dynamics and presented the outcomes of their respective workshop. The Congress Strategic Recommendations, based on workshop outputs, were then presented and discussed. Mr. Miguel Silva, from the NSC, expressed his gratitude to workshop participants for their very dense outputs. However, since the Recommendations were aimed at policy-makers, they needed to be concise and feasible, and all feedbacks – albeit analysed and taken into consideration – could not be expressed in the final document.

Constructive debate followed the presentation of the Recommendations: various features of the document's introduction were discussed, and the place of informal education in the final document was the issue that most divided participants before a compromise was reached. In addition, some of the participants attempted to make sense of some terms. Some of the discussions revolved around the use of initial/pre-service or in-service professional development for educators; the employment of the two concepts: global education and global citizenship education; the importance of timing and monitoring for effective global education projects, and looking for synergies between GE/GCED with the SDG 4.7 as well as other SDGs. At the end of the session, the 3rd European Global Education Congress Strategic Recommendation were approved by participants.

7. Global Citizenship Education taskforce

Ms **Rilli Lappalainen**, Secretary-General of Kehys, the Finnish NGDO Platform to the EU, and CONCORD Board Member, delivered the closing statements, mapping the different actors involved in the preparation and implementation of the UN 2030 Agenda for Sustainable Development. This presentation was accompanied by a visual scheme of the various initiatives and their interrelations.



One message was transversal to the whole presentation: the Sustainable Development Agenda is universal, it is core business for all, and only through multi-stakeholder cooperation can it be implemented.

The 3rd Global Education Congress held in Zagreb was the epilogue of a process initiated back in 2002, with the first GE Congress which established a European strategy framework for improving and increasing GE in Europe to the year 2015.

This framework, agreed by practitioners and decision-makers in Maastricht, guided the NSC work implemented through its GE programme in the areas of awareness-raising and advocacy; capacity-building and pedagogical support; and in the area of policy development.

10 years after, when practitioners and decision-makers gathered for the 2nd GE Congress in Lisbon to tackle achievements made so far, progress was evident in networking strategies, capacity-building and in policy development, in particular through the adoption of the GE Recommendation by the Council of Europe Committee of Ministers, in 2011. The Lisbon Congress also confirmed NSC growing cooperation with other European and international organisations working in the field, keeping this orientation for the following years.

For the 3rd GE Congress, the focus was put on the post-2015 Agenda, bringing the reflexion on GE position in relation to recent advancements, in particular in relation to UNESCO Global Citizenship Education programme launched in 2013 and UN SDGs and Education 2030 framework.

This reflexion was led, in preparation to the event, through a consultative process among institutional partners – namely CONCORD-DEEEP, GENE and UNESCO – and among GE practitioners and youth leaders. A set of preliminary recommendations were drafted and guided the works during the Congress. The workshops, the panel discussion and plenary exchanges led to the endorsement of these recommendations in the field of National Strategy Development and Implementation; Curricula development; Professional Development of Educators; Quality support, Monitoring and Evaluation; Awareness Raising and Outreach.

The recommendations, together with the set of competences that workshops participants were invited to work on in the field of Intercultural & interfaith dialogue; Active citizenship; and Education & sustainability, will serve as a basis for the NSC work for the coming three years.

Concretely, the set of competences will enable NSC to update its pedagogical tools (GE Guidelines; eLearning courses and training for trainers) while the Congress recommendations shall guide NSC advocacy work in the field of GE within CoE governing bodies and shall guide NSC policy-making strategy developed with its partners through the GE regional seminars planned in the Baltic, Balkan, Visegrad and South-East Europe & Mediterranean regions. These seminars will also serve to promote the CoE Competences for Democratic Culture project. The regional seminars will be organised in the context of a joint programme with the European Commission to promote dialogue, networking strategies, capacity building and exchange of practices in the field of GE.

The NSC will keep its inclusive working methodology, involving institutional partners and stakeholders through a consultative process when outlining GE priorities and related activities, in line with the overall political context and directions taken by other stakeholders.

8. Conclusions

The 3rd European Congress on GE gathered formal and non-formal educators and various representatives from governments, parliaments, regional and local authorities, civil society organisations and universities. Participants from Europe and beyond shared their experiences in fostering GE, its policies and practices as well as its challenges emerging from an ever-changing global learning context.

Significant efforts have been made in the past years in order to promote GE and GCED which is reaching out in Europe and beyond through a series of global and regional training opportunities, actions and exchange spaces such as, among many other initiatives, the North-South Centre GE e-learning programme, the Network of Universities on Youth and Global Citizenship or the Global Education Week Network and so forth. These are expressions of Global Education in practice and they offer spaces for learners to explore the world of GE/GCED at its fullest through a series of methodologies.

The 3rd European Congress on GE offered an insight on how different actors developed various approaches towards Global Education whilst trying to reach the same goal. In addition, the Congress completed a 15-year process of facilitation of the work of GE/GCED stakeholders, undertaken by the NSC and partners since the 1st European Congress on GE, in Maastricht, in 2002. Thanks to the success of this process, more and more actors have joined the Global Education 'family' in order to promote an education beyond borders and the nation-state. For instance, GENE has increased its membership to 40 Member States while UNESCO launched its GCED programme in coordination with actors involved in this field. This growing and intensified collaborative institutional approach has been reflected in the organisation of the 3rd European Congress on GE.

The 3rd European Congress on Global Education has extensively focused on GE policy development (one of the three pillars of the Global Education Programme of the NSC) by bringing the Lisbon Strategic Recommendations up to date.

In addition, the capacity building dimension has been addressed through the initiation of the updating process of the Global Education Guidelines - which will benefit the GE eLearning and residential training scheme as well - through the identification and the adding of new

competences. The Congress also benefited from presentations from experts, reference materials, discussions, workshops and beforehand consultations based on questionnaires.

This report put forward a number of challenges as well as opportunities for the GE/GCED stakeholders in Europe and beyond. Amongst those challenges, there is a need to further clarify the concept of GE/GCED and promote the universal values of GE/GCED while respecting the particular contexts. In addition, it is essential that all stakeholders address the education task, recognise GE/GCED as one of the ways to achieve the post-2015 development agenda and provide facilitating environments for pedagogical guidance and policy support. Lastly, implementation and evaluation of GE/GCED actions remain an incentive for furthering the global efforts of promoting quality and global citizenship education.

On the other hand, the inclusion of GE/GCED in the Sustainable development agenda, under SDG 4.7.; and the new Zagreb Strategic Recommendations brought GE/GCED a step further in representing an essential advocacy tool in various respects. It acquiesces the role of GE/GCED in achieving the broader development agenda and it also acknowledges the growing multi-stakeholder determination to promote global citizenship as part of our global values and skills. In addition, youth represent an opportunity in reaching these goals since they are essential stakeholders of GE/GCED. Indeed, continuing global challenges and tensions calls for a broader engagement of youth in dialogue and in conflict prevention mechanisms as empowered learners through GE/GCED. They have a sense of belonging to the global community and they can become proactive contributors to a more peaceful and sustainable world.

Therefore, a full stride forward has been taken through the 3rd European Congress on Global Education and together with its partners, the NSC remains committed to promote and assess the implementation of the new Zagreb Strategic Recommendations.

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- Global Education Congress webpage:

<http://nscglobaleducation.org/index.php/programme-activities/item/194-3rd-european-congress-on-global-education>

- Global Education Congress Strategic Recommendations:

http://nscglobaleducation.org/images/Resource_center/GECongress_2015_Recommendations_Final-draft-after-plenary.pdf

- Global Education Programme website:

<http://nscglobaleducation.org/>

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Appendix 1

Concept paper

http://nscgloaleducation.org/images/Documents_for_articles/2015_GE_Congress_Concept-Paper_draft-0.pdf

Appendix 2

Briefing Notes

Workshop 1 - Intercultural and interfaith dialogue

-Briefing note-

The 3rd European Congress on Global Education (GE) will bring together stakeholders from formal and non-formal education sectors, civil society platforms, governments, parliaments, local and regional authorities and intergovernmental organisations from Europe and beyond, using the principle of "quadrilogue"³² and of a holistic approach to global education.

Almost three years after the last European Congress on GE, the upcoming Congress seeks to take stock of the main achievements as well as the key issues to be tackled following the regional and national seminars organized by the NSC over the past three years. It also seeks to feed into the debate on the thread of consistency in terms of GE and explore new avenues of cooperation in light of the post-2015 development agenda. The Congress shall approve recommendations that respond to the new challenges faced by educators when dealing with GE.

Global education and youth skills

Tapping into the potential of today's youth requires fostering key skills of a segment of our society that makes up 25% of the total working age population and 40 per cent of the unemployed. (ILO, FAO, 2015). There has been a continuous and growing interest on the part of the international community on youth skills meeting the needs of our societies and economies. This year, on 15th July the world has celebrated the first **World Youth Skills Day** (WYSD), inaugurated by the United Nations, at the UN Campus in Bonn. According to the UN, the WYSD seeks to '*raise awareness of the importance of investing in youth skills as a means of promoting employment and sustainable development*'.³³

Even though the main motivation for establishing this day was the high rate of youth unemployment worldwide, the WYSD sprouts at a propitious moment when there is a need to look at youth skills gap from a different angle.

³² the "quadrilogue" is a unique North-South Centre concept coined to explain a partnership which brings together representatives of governments, national parliaments, local and regional authorities and civil society to ensure good governance of the Centre representative of all the relevant stakeholders.

³³ <http://www.unevoc.unesco.org/go.php?q=World%20Youth%20Skills%20Day%20at%20UNEVO>

Thus, the 3rd European Congress on GE seeks to go beyond the aforementioned motivation and look for other societal issues such as increasing inequalities, cultural ignorance, rising violence and extremism in Europe and beyond.

At EU level, youth are seen as the ‘driving forces of the European Union’³⁴. Equipping youth with the necessary skills represents a priority as a means to reach the main EU strategies and initiatives (*‘including the Europe 2020 Strategy, the Digital Single Market initiative, the European Agenda on Security and the Investment Plan for Europe’*)³⁵. Most importantly, beyond the market-driven skills, education has a role in *‘fostering inclusion and equality, cultivating mutual respect and embedding fundamental values in an open and democratic society’* and *‘promoting equity and non-discrimination and in imparting fundamental values, intercultural competences and active citizenship’*.³⁶ The Council of Europe has also a solid concern related to enhancing social competences and it is currently developing a framework of competences for democratic culture including: self-efficacy³⁷, autonomous learning skills³⁸ and knowledge and critical understanding of the self,³⁹ recognising the need for framing soft skills that are necessary for a sustainable society.

The objectives of the Congress are to:

1. **Contribute to a Global Education/Global Citizenship Education (GE/GCED) competence and methodological framework**, in particular key competences for intercultural and interreligious understanding, to be used in both formal and non-formal education sectors and which contribute to critical and active citizenship, aware of, and able to deal with global challenges and opportunities;
2. **Identify the priorities and mechanisms for further strengthening of GE/GCED**, given the existing needs and the achievements at the country level, within national strategy development, curricular reform, capacity-building, quality support, campaigning and outreach;

³⁴ http://www.cesci-net.eu/2015_youth

³⁵ Draft 2015 Joint Report of the Council and the Commission on the implementation of the Strategic framework for European cooperation in education and training (ET2020) New priorities for European cooperation in education and training, COM(2015) 408 final, Brussels, 26.8.2015, p. 3

³⁶ Ibid 3, p.3

³⁷ Self-efficacy is an attitude towards the self. It involves a positive belief in one’s own ability to undertake the actions which are required to achieve particular goals, and confidence that one can understand issues, select appropriate methods for accomplishing tasks, navigate obstacles successfully, influence what happens, and make a difference in the world.

³⁸ Autonomous learning skills are those skills which individuals require to organise and pursue their own learning, in accordance with their own needs, without being prompted by others. They include abilities in identifying, locating and accessing possible sources of the information, and the ability to judge the reliability of the various sources.

³⁹ Knowledge and critical understanding of the self has many different aspects, including knowledge and understanding of one’s own cultural affiliations, knowledge and understanding of the assumptions and preconceptions which underlie one’s perspective on the world, and knowledge and understanding of one’s own thoughts, beliefs, emotions, feelings and motivations.

3. **Identify the integral contribution of GE/GCED to the achievement of Sustainable Development Goals (SDGs);**
4. **Outline proposals to establish an oversight mechanism to support evaluation and implementation of GE/GCED in Europe** and propose an Action Plan for the next three years in terms of policy development, pedagogical support and training mechanisms, through a multistakeholder approach including policy-makers and practitioners.

Life skills and skills for work

There is a global tendency to give predominance to skills for work over life skills due to a worldwide high unemployment rate as well as the corporate-driven approach towards education. However there is a need to develop life skills from an early age so as to prepare the future global citizens to tackle future global problems and look for sustainable and people-centred solutions through an informed manner with proper tools. Ignoring the development of these life skills at an early age will entail at a later stage tensions within our societies as well as widespread ignorance. Life skills have the potential to fill in ignorance gaps. They are first and foremost life and societal skills. They complement skills for work and represent essential tools that foster sustainable and people-centred societies. The international and European communities have been focusing on entrepreneurship and financial education as necessary skills for work to face youth unemployment and other societal issues. Thereupon, this Congress seeks to develop a common understanding of the necessary life skills for a better society as a complementary approach to the skills for work. As mentioned before it seeks to 'contribute to a competence and methodological framework' of skills for work and life skills to be utilised both in the formal and non-formal education. This debate will revolve around three identified workshop⁴⁰ topics:

- Intercultural and interfaith dialogue
- Active citizenship
- Education and sustainability

Workshop 1: Intercultural and interfaith dialogue

1. Workshop objectives

⁴⁰ *Entrepreneurship and financial education and Media, information and digital literacy are subsidiary topics up for discussion, integrated into the aforementioned workshop topics*

This workshop seeks to open the debate on the role of intercultural and interfaith dialogue to prevent radicalization, violent extremism. It also stirs the debate on the role of youth in creating interfaith communities and intercultural understanding. It will in particular aim at:

- a. Deepening our understanding of the competences involved in intercultural and interfaith dialogue, as well as the methodological framework and the evaluation mechanisms linked to those skills;
- b. Identifying the added value of intercultural and interfaith dialogue to GE through best practice and experience sharing;
- c. Contributing to the Congress recommendations

2. Global framework

According to key institutions such as UNESCO or the Council of Europe, intercultural dialogue is a key 21st century skill. In today's world, the trends regarding the acceptance of diversity are paradoxical: *"Along with growing recognition of cultural diversity (whether historically inherent to nation-states or resulting from greater migration and mobility), we also note a dramatic increase in cultural and religious chauvinism and in identity-based political mobilization and violence"*⁴¹.

In this context, the role of education (and of GE / GCED in particular) is paramount. GE / GCED is crucial in fostering *"an attitude supported by an understanding of multiple levels of identity, and the potential for a 'collective identity' which transcends individual cultural, religious, ethnic or other differences"*⁴².

UNESCO notes that *"The role of education in challenging the status quo or building skills for activism may be a concern for those who see this as a threat to the stability of the nation state [...]. [This] should be considered and presented as a positive challenge that can enrich and broaden cultural, local and national identities"*⁴³, and lead to a more participatory and responsible citizenship.

*"The more than one billion young people between the ages of 15 and 24 in the world today are the most informed, active, connected and mobile generation the world has ever seen"*⁴⁴. This entails that the young can and must play an active role in fostering intercultural and interfaith dialogue.

⁴¹ UNESCO, (2015). *Rethinking Education: Towards a global common good?* Paris: UNESCO, p.16.

⁴² UNESCO, (2014). *Global Citizenship Education Preparing learners for the challenges of the 21st century*. Paris: UNESCO, p. 9.

⁴³ *Ibid.*, p. 20.

⁴⁴ UNESCO, (2015). *Rethinking Education: Towards a global common good ?*. Paris: UNESCO, p.28.

Indeed, the role of youth and of non-formal education is central in making intercultural societies work, and this is acknowledged by the Council of Europe's *Recommendation on the access of young people from disadvantaged neighbourhoods to social rights*⁴⁵. The measures proposed in the Recommendation aim at increasing the recognition of the role of “*non-formal education and youth work, and those who deliver them, notably youth workers and youth organisations, for the prevention of discrimination, violence and exclusion and the promotion of active citizenship in disadvantaged neighbourhoods and provide support for their development.*”⁴⁶ Lastly, it should be pointed out that the need for intercultural and interfaith dialogue is deeply connected with the cross-cutting obligation of implementing inclusive policy-making (namely in curriculum-design) in multicultural societies.

The Council of Europe's *Recommendation on inter-cultural integration* addresses the issue from a different angle. It recognises that “[...] *a solid body of research both in Europe and worldwide has demonstrated the value of diversity for human and social development and cohesion, economic growth, productivity, creativity and innovation and that these benefits of diversity can only be realised on condition that adequate policies are in place to prevent conflict and foster equal opportunities and social cohesion*”⁴⁷. It further notes that “[...] *migrant integration strategies are ineffective and unsustainable without appropriate diversity strategies*”⁴⁸. Indeed, only if these strategies are in place can “*access to citizenship, education, public services, the labour market and cultural life*” be equitable⁴⁹.

The Recommendation reminds the “*Importance of creating spaces for cross-cultural exchange and debate, facilitating access to and exercise of citizenship and fostering intercultural competence, particularly at the local level*”, underscoring the role played by cities in this regard, as they are key in “*in managing diversity, fostering a pluralistic identity and creating open societies by bringing members of different groups into close and constructive contact*”⁵⁰. Inter-cultural education could

⁴⁵ “Non-formal education/learning and youth work have again and again proven effective in helping young people to find approaches and solutions to overcome the disadvantage they experience and to become active and constructive contributors to the development of their communities and society as a whole. Yet, youth work and non-formal education/learning as well as their providers, youth organisations and more generally youth workers tend to suffer from poor social and political recognition, and are often considered low-status professions” in Council of Europe, (2015). *Recommendation CM/Rec(2015)3 of the Committee of Ministers to member States on the access of young people from disadvantaged neighbourhoods to social rights*.

⁴⁶ Council of Europe, (2015). *Recommendation CM/Rec(2015)3 of the Committee of Ministers to member States on the access of young people from disadvantaged neighbourhoods to social rights*.

⁴⁷ Council of Europe, (2015). *Recommendation CM/Rec(2015)1 of the Committee of Ministers to member States on intercultural integration*.

⁴⁸ *Ibid.*

⁴⁹ *Ibid.*

⁵⁰ *Ibid.*

therefore adopt a holistic approach, integrating municipal authorities and other stakeholders at the local level.

Regarding the EU, it is well known that education plays a key-role in promoting its fundamental values⁵¹. The Paris Declaration of EU Education Ministers of 17 March 2015 underlined the need to promote the acquisition of social and civic competences, critical thinking and media literacy, and intercultural dialogue. Education lays the foundations of more inclusive societies, if it can “*prevent and tackle marginalisation, intolerance, racism and radicalisation and [...] preserve a framework of equal opportunities for all*”⁵². In the view of the EU Education Ministers, in order to make intercultural societies work, we must: reduce educational inequalities; foster dialogue and cooperation among all education stakeholders; empower teachers, so they can take a stand against forms of racism and discrimination. These efforts can by all means complement and be complemented by intercultural and interfaith dialogue.

The Paris Declaration is in line with the *Framework for Action Education 2030* adopted at the World Education Forum in 2015 and to a broader extent with the Goal 4 of the new Sustainable Development Goals (SDGs). Target 4.7 in particular promotes inter-cultural education⁵³.

The Paris Declaration is an important milestone, insofar as a multistakeholder approach is essential. This naturally entails including local authorities, but the role of Ministries and Parliamentarians is also central for the development, adaptation and monitoring of any innovative policy. These institutions are irreplaceable providers of democratic accountability. However, the lack of continuity in power, and a certain lack of responsiveness by decision-makers may hinder the development of innovative education policies in this field.

In addition to this, from the Second UNESCO Forum on GCED held in Paris at the beginning of 2015, we can gather that: “*Interreligious education of good quality can promote dialogue and direct contact among diverse people and communities in order to enhance understanding the religions and cultures*

⁵¹ i.e. the “respect for human dignity, freedom (including freedom of expression), democracy, equality, the rule of law and respect for human rights, [...] pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men [...]” in Informal Meeting of EU Education Ministers, (2015). *Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education*.

⁵² Informal Meeting of EU Education Ministers, (2015). *Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education*.

⁵³ “Target 4.7: By 2030, ensure all learners acquire 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” in World Education Forum 2015, (2015). *Framework for Action Education 2030: Towards inclusive and equitable quality education and lifelong learning for all [Draft]*. p.11.

of 'others' - as they would wish to be understood and represented - offering opportunities for authentic dialogue on religion, including all religious communities and identities, and those who do not have a religion.

Interreligious education should also include the practice of analysing difficult, ambiguous or violent passages of certain religious texts, so that they can be openly discussed in the safe environment of the classroom. It is also important that cultural and religious diversity respects legal limits set by the international standards of human rights and fundamental freedoms”⁵⁴.

In the Final Report of the Forum, it is also noted that dialogue is very much connected with creativity and problem-solving: *“When a safe space is created through the practice of an inclusive dialogue, it becomes possible to not only expand our understanding of an issue, but also to be more creative as to its potential solutions”⁵⁵.*

3. Outcomes of the surveys carried out by the NSC

The aforementioned need for interfaith and intercultural dialogue is further reinforced through the outcomes of two surveys carried out by the NSC.

According to the outcomes of the Global Education Survey carried out by the NSC, the respondents detected interfaith dialogue as the main competence or dimension to be included in the next edition of the Global Education Guidelines. The respondents also identified peace education and global citizenship education as prioritised topics in light of the post-2015 development agenda. As for their expectations, most of the respondents count on more European and international support for GE, greater coordination as well as new directions and strategic recommendations on how to reinforce the impact of GE actions. (See GE Survey)

Moreover, according to the Youth Global Skills survey carried out by the NSC, interfaith dialogue has been considered as the least competence to be acquired by youth in those respective countries. Yet, intercultural literacy is placed in a better place than interfaith dialogue. It seems that youth do not consider interfaith dialogue an important skill to be acquired. They give priority to other life skills such as critical thinking, global solidarity, conflict resolution and so forth. (See Youth Global Skills)

⁵⁴ UNESCO, (2015). *Final Report - Second UNESCO Forum on Global Citizenship Education: Building Peaceful and Sustainable Societies*. Paris: UNESCO, p.8.

⁵⁵ *Ibid.*, p.7.

4. Paving the way for the 3rd Congress Recommendations

The Congress facilitates a peer-learning process leading towards a growing commitment to GE/GCED and to a set of strategic recommendations that foster GE/GCED policy and practice at local and national levels and within the European and international institutions for the coming period.

The following key areas have been identified for the future-oriented discussions that will guide the strategic recommendation development:

- **National strategy development and implementation**
- **Curricular reform and education at the national and local levels**
- **Capacity-building**
- **Quality support and monitoring**
- **Campaigning and outreach**

Workshop conclusions may feed/complement the draft congress recommendations which will be circulated prior to the event.

Workshop 2 - Active citizenship

-Briefing note-

The 3rd European Congress on Global Education (GE) will bring together stakeholders from formal and non-formal education sectors, civil society platforms, governments, parliaments, local and regional authorities and intergovernmental organisations from Europe and beyond, using the principle of "quadrilogue"⁵⁶ and of a holistic approach to global education.

Almost three years after the last European Congress on GE, the upcoming Congress seeks to take stock of the main achievements as well as the key issues to be tackled following the regional and national seminars organized by the NSC over the past three years. It also seeks to feed into the debate on the thread of consistency in terms of GE and explore new avenues of cooperation in light of the post-2015 development agenda. The Congress shall approve recommendations that respond to the new challenges faced by educators when dealing with GE.

Global education and youth skills

Tapping into the potential of today's youth requires fostering key skills of a segment of our society that makes up 25% of the total working age population and 40 per cent of the unemployed. (ILO, FAO, 2015). There has been a continuous and growing interest on the part of the international community on youth skills meeting the needs of our societies and economies.

This year, on 15th July the world has celebrated the first **World Youth Skills Day (WYSD)**, inaugurated by the United Nations, at the UN Campus in Bonn. According to the UN, the WYSD seeks to '*raise awareness of the importance of investing in youth skills as a means of promoting employment and sustainable development*'.⁵⁷ Even though the main motivation for establishing this day was the high rate of youth unemployment worldwide, the WYSD sprouts at a propitious moment when there is a need to look at youth skills gap from a different angle.

Thus, the 3rd European Congress on GE seeks to go beyond the aforementioned motivation and look for other societal issues such as increasing inequalities, cultural ignorance, rising violence and extremism in Europe and beyond.

⁵⁶ the "quadrilogue" is a unique North-South Centre concept coined to explain a partnership which brings together representatives of governments, national parliaments, local and regional authorities and civil society to ensure good governance of the Centre representative of all the relevant stakeholders.

⁵⁷ <http://www.unevoc.unesco.org/go.php?q=World%20Youth%20Skills%20Day%20at%20UNEVOC>

At EU level, youth are seen as the ‘driving forces of the European Union’⁵⁸. Equipping youth with the necessary skills represents a priority as a means to reach the main EU strategies and initiatives (*‘including the Europe 2020 Strategy, the Digital Single Market initiative, the European Agenda on Security and the Investment Plan for Europe’*)⁵⁹. Most importantly, beyond the market-driven skills, education has a role in *‘fostering inclusion and equality, cultivating mutual respect and embedding fundamental values in an open and democratic society’* and *‘promoting equity and non-discrimination and in imparting fundamental values, intercultural competences and active citizenship’*.⁶⁰ The Council of Europe has also a solid concern related to enhancing social competences and it is currently developing a framework of competences for democratic culture including: self-efficacy⁶¹, autonomous learning skills⁶² and knowledge and critical understanding of the self,⁶³ recognising the need for framing soft skills that are necessary for a sustainable society.

The objectives of the Congress are to:

1. **Contribute to a Global Education/Global Citizenship Education (GE/GCED) competence and methodological framework**, in particular key competences for intercultural and interreligious understanding, to be used in both formal and non-formal education sectors and which contribute to critical and active citizenship, aware of, and able to deal with global challenges and opportunities;

⁵⁸ http://www.cesci-net.eu/2015_youth

⁵⁹ Draft 2015 Joint Report of the Council and the Commission on the implementation of the Strategic framework for European cooperation in education and training (ET2020) New priorities for European cooperation in education and training, COM(2015) 408 final, Brussels, 26.8.2015, p. 3

⁶⁰ Ibid 3, p.3

⁶¹ Self-efficacy is an attitude towards the self. It involves a positive belief in one’s own ability to undertake the actions which are required to achieve particular goals, and confidence that one can understand issues, select appropriate methods for accomplishing tasks, navigate obstacles successfully, influence what happens, and make a difference in the world.

⁶² Autonomous learning skills are those skills which individuals require to organise and pursue their own learning, in accordance with their own needs, without being prompted by others. They include abilities in identifying, locating and accessing possible sources of the information, and the ability to judge the reliability of the various sources.

⁶³ Knowledge and critical understanding of the self has many different aspects, including knowledge and understanding of one’s own cultural affiliations, knowledge and understanding of the assumptions and preconceptions which underlie one’s perspective on the world, and knowledge and understanding of one’s own thoughts, beliefs, emotions, feelings and motivations.

2. **Identify the priorities and mechanisms for further strengthening of GE/GCED**, given the existing needs and the achievements at the country level, within national strategy development, curricular reform, capacity-building, quality support, campaigning and outreach;
3. **Identify the integral contribution of GE/GCED to the achievement of Sustainable Development Goals (SDGs)**;
4. **Outline proposals to establish an oversight mechanism to support evaluation and implementation of GE/GCED in Europe** and propose an Action Plan for the next three years in terms of policy development, pedagogical support and training mechanisms, through a multistakeholder approach including policy-makers and practitioners.

Life skills and skills for work

There is a global tendency to give predominance to skills for work over life skills due to a worldwide high unemployment rate as well as the corporate-driven approach towards education. However there is a need to develop life skills from an early age so as to prepare the future global citizens to tackle future global problems and look for sustainable and people-centred solutions through an informed manner with proper tools. Ignoring the development of these life skills at an early age will entail at a later stage tensions within our societies as well as widespread ignorance. Life skills have the potential to fill in ignorance gaps. They are first and foremost life and societal skills. They complement skills for work and represent essential tools that foster sustainable and people-centred societies. The international and European communities have been focusing on entrepreneurship and financial education as necessary skills for work to face youth unemployment and other societal issues. Thereupon, this Congress seeks to develop a common understanding of the necessary life skills for a better society as a complementary approach to the skills for work. As mentioned before it seeks to 'contribute to a competence and methodological framework' of skills for work and life skills to be utilised both in the formal and non-formal education. This debate will revolve around three identified workshop⁶⁴ topics:

- Intercultural and interfaith dialogue
- Active citizenship
- Education and sustainability

Workshop 2: active citizenship

1. Workshop objectives

⁶⁴ *Entrepreneurship and financial education and Media, information and digital literacy are subsidiary topics up for discussion, integrated into the aforementioned workshop topics.*

This workshop will focus on social competences and ways of contributing as a citizen to human dignity and equality through social undertaking and civic engagement. It will also address the issue of media, information and digital literacy, which simultaneously poses new challenges and opens new avenues for the enrichment and enlargement of active citizenship education. This workshop will in particular aim at:

- a. Deepening our understanding of the competences involved in active citizenship - and those related to media, information and digital literacy - as well as the methodological framework and the evaluation mechanisms linked to those skills;
- b. Identifying the added value of active citizenship and media, information and digital literacy to GE through best practice and experience sharing;
- c. Contributing to the Congress recommendations.

2. Global framework

2.1. Active Citizenship: educating for responsible participation.

In line with UNESCO reports and Council of Europe recommendations, active citizenship is key to education in the 21st century. As post-national forms of citizenship emerge through globalisation and global governance, education needs to stimulate civic engagement at the local, national and global levels.

*“Regarding citizenship, the challenge for national education systems is to shape identities, and to promote awareness of and a sense of responsibility for others in an increasingly interconnected and interdependent world”*⁶⁵. UNESCO notes that, contrary to the common meaning of the term “citizenship”, *“[...] there is a common understanding that global citizenship does not imply a legal status. It refers more to a sense of belonging to a broader community and common humanity”*⁶⁶. It supposes an ability to connect global and local levels, macro and micro dimensions. Interestingly, the focus of "citizenship" often depends on the regional context: it might be peace and conflict resolution, good governance, or regional integration. However, there is always a common enabling

⁶⁵ UNESCO, (2015). *Rethinking Education: Towards a global common good ?*. Paris: UNESCO, p.10.

⁶⁶ UNESCO, (2014). *Global Citizenship Education Preparing learners for the challenges of the 21st century*. Paris: UNESCO, p.14.

factor: a “*political, societal, cultural or religious climate that is open to universal values (e.g. human rights and peace) is crucial*”⁶⁷.

The Council of Europe’s *Recommendation on the access of young people from disadvantaged neighbourhoods to social rights* proposes a definition of “active citizenship”: “*The capacity for thoughtful and responsible participation in political, economic, social and cultural life. Young people learn about active citizenship through introduction to the concepts and values underpinning citizenship in a democracy (usually through some form of education, formal or non-formal), by being active and responsible members of their community (through the activities of civil society) and, once they have reached the relevant age, by practicing the rights and responsibilities of citizens in a democracy (voting, standing for elected office, etc.). It is at one and the same time a human right and a responsibility. Active citizenship requires both opportunity and competence. Young people experiencing barriers to accessing social rights are also more likely to experience barriers to exercising active citizenship and participating responsibly in society*”⁶⁸.

Beyond definitions, it is important to ask what competences the active global citizen needs. Education and learning should be underpinned by humanistic values such as the “*respect for life and human dignity, equal rights and social justice, cultural and social diversity, and a sense of human solidarity and shared responsibility for our common future*”⁶⁹, but it must also pass on the knowledge, skills and attitudes necessary to form global citizens. UNESCO notes that an active citizen needs critical thinking, independent judgement and debate skills⁷⁰.

Similarly, EU Education Ministers stated that the “*primary purpose of education is not only to develop knowledge, skills, competences and attitudes and to embed fundamental values, but also to help young people - in close cooperation with parents and families - to become active, responsible, open-minded members of society*”⁷¹, while stressing the need to foster active citizenship, thereby ensuring the acquisition of social, civic and intercultural competences, critical thinking and media literacy. The Paris Declaration made by EU Education Ministers is an important milestone, insofar as a multistakeholder approach is essential. This naturally entails including local authorities, but the role of Ministries and Parliamentarians is also central for the development, adaptation and monitoring of any innovative policy. These institutions are irreplaceable providers of democratic accountability. However, the lack of continuity in power, and a certain lack of responsiveness by decision-makers may hinder the development of innovative education policies in this field.

⁶⁷ *Ibid.*, p.20.

⁶⁸ Council of Europe, (2015). *Recommendation CM/Rec(2015)3 of the Committee of Ministers to member States on the access of young people from disadvantaged neighbourhoods to social rights*.

⁶⁹ UNESCO, (2015). *Rethinking Education: Towards a global common good ?*. Paris: UNESCO, p.38.

⁷⁰ *Ibid.*, p.38.

⁷¹ Informal Meeting of EU Education Ministers, (2015). *Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education*.

The *Global Education Manual* lists some of the competences needed to become an active citizen on global issues, breaking them down into three categories: knowledge, attitudes and skills⁷².

Global Citizenship Education (GCED) is one of the means of fostering active citizenship. UNESCO describes GCED as a “*founding principle of education systems*”⁷³, which requires pedagogical reform, and entails promoting knowledge, but also skills, values, attitudes and behaviours. It can be acquired through formal and non-formal education, and implies the need for lifelong learning.

GCED requires a multi-stakeholder approach, thereby involving “*education stakeholders in the formal, non-formal and informal sector, such as learners, young people, teachers, families, communities, government and local authorities, civil society, the academia, private sector, religious leaders, the media and others*”⁷⁴.

According to UNESCO, “*GCED should strive to be a holistic and transformative experience. GCED is central to building peaceful and sustainable societies because it empowers learners to transform themselves and their communities in a constructive manner.*”

⁷² For the complete list of competences, please refer to p.19 of Tudorache, A. (2015). *Global Education Manual*. [online] Bucharest. Available at: <http://library.deeep.org/record/1103?ln=en> [Accessed 22 Sep. 2015].

⁷³ UNESCO, (2015). *Final Report - Second UNESCO Forum on Global Citizenship Education: Building Peaceful and Sustainable Societies*. Paris: UNESCO, p.7.

⁷⁴ *Ibid.*, p.13.

*The transformative power of GCED lies in its ability to develop not only new understandings and knowledge but also skills, such as critical thinking, problem solving, collaborative learning, and teamwork, and values and attitudes such as feelings of empathy, solidarity, respect, responsible and proactive behaviour and practices*⁷⁵.

Moreover, the role of youth and youth-led initiatives must be stressed. Young people are important drivers of change, and as such *“GCED must be an inter-generational experience, one which acknowledges that adults and young people can learn from each other, allowing generations to work together. Young people who are at school need to be empowered to become active contributors and agents of change within their communities”*⁷⁶.

The Council of Europe also notes that young people from disadvantaged neighbourhoods are more vulnerable to exclusion, hence the importance of *“including education for democratic citizenship and human rights education in school curricula, particularly at primary and lower-secondary levels, and creating partnerships between teachers and youth workers for mutual support in their delivery”*⁷⁷. Through GE / GCED, young people from disadvantaged neighbourhoods can be better equipped to overcome exclusion, as they become more aware of their rights and obligations.

Lastly, it must be noted that other educational paradigms can be combined with GCED in order to promote active citizenship. At the World Education Forum, it was noted that the *“knowledge, skills, values and attitudes required by citizens to lead productive lives, make informed decisions, and assume active roles locally and globally in facing and resolving global challenges, can be acquired through education for sustainable development (ESD) and global citizenship education (GCED), which includes peace and human rights education as well as intercultural education and education for international understanding. While considerable progress has been made in recent years, only 50% of UNESCO’s Member States indicate that they have, for example, integrated ESD into relevant policies”*⁷⁸. At the Second UNESCO Forum on GCED, it was also observed that Peace and Human Rights Education and GCED were mutually reinforcing. One possible bridge between the two is addressing the gap between the HR discourse and its actual implementation in different realities through GCED.

2.2. ICTs: a means to foster active citizenship

⁷⁵ *Ibid.*, p.6.

⁷⁶ *Ibid.*, p.13.

⁷⁷ Council of Europe, (2015). *Recommendation CM/Rec(2015)3 of the Committee of Ministers to member States on the access of young people from disadvantaged neighbourhoods to social rights.*

⁷⁸ World Education Forum 2015, (2015). *Framework for Action Education 2030: Towards inclusive and equitable quality education and lifelong learning for all [Draft]*. p.11.

The vast potential of information and communications technology (ICT) can be channelled towards fostering active citizenship: not only can ICTs facilitate access to education for active citizenship, they can also enable more participatory processes.

UNESCO notes that 40% of the world's population now uses the internet, and this number is growing fast. By all means, there are inequalities but (1) the number of houses with internet connectivity is now higher in the global South than in the global North, (2) over 70% of mobile telephone subscriptions are now in the global South⁷⁹.

Therefore, UNESCO sees great potential in digital technologies. These tools do not replace teachers and schooling remains crucial, but there is a move towards networks of learning spaces, in which technology plays a vital role: a move from classroom-centred learning “[...] towards mixed, diverse and complex learning landscapes in which formal, non-formal and informal learning occur through a variety of educational institutions and third-party providers”⁸⁰.

In this regard, mobile learning is transforming the nature of the educational process, as it is ubiquitous and can use low cost mobile telephones. Massive Open Online Courses (MOOCs) are promising, but still face various challenges: for instance, the lack of personal interactions and live discussion⁸¹.

To understand more thoroughly how educational technologies can help develop certain skills, one can read with benefit a report issued by the World Economic Forum⁸². This document focuses on soft skills such as competences and character qualities, which can be neglected in curricula. Indeed, beyond **foundational skills** such as literacy and numeracy, **competences** (such as critical thinking, problem-solving) and **character qualities** (such as persistence, collaboration or curiosity) are critical components of education today, as changes in labour-markets (automation and digitization of routine work) have increased the need for soft skills to deal with non-routine problems. However, many students in a number of countries are unable to attain these skills. The report suggests ways to address these gaps through technology.

⁷⁹ UNESCO, (2015). *Rethinking Education: Towards a global common good ?*. Paris: UNESCO, p.26.

⁸⁰ *Ibid.*, p.48.

⁸¹ *Ibid.*, p.49-50.

⁸² World Economic Forum, (2015). *New Vision for Education: Unlocking the Potential of Technology*. Geneva: WEF.

Pathways for GE / GCED have included the use of ICTs and social media to link locations and learners, teachers and techniques. Digital tools can also be instrumental in creating a transformative learning experience (pairing up schools, creating virtual field trips, etc.)⁸³.

The potential of the use of technology for GE / GCED purposes, and for active citizenship education in particular, can also be illustrated by the Global Education e-learning courses (on the Human Rights dimension, the Intercultural dimension, and the Democratic Citizenship dimension of GE), an initiative of the North-South Centre of the Council of Europe. These Online Training Courses exist since 2009, and each of them takes place twice a year⁸⁴. Over the years, they have connected people from different backgrounds, to improve their skills and awareness of global issues.

Other examples worth mentioning are the HREA (Human Rights Education Associates) e-learning scheme⁸⁵, and Historiana⁸⁶. In this context, it is important to stress the importance of discussion forums, in particular when involving different cultural backgrounds, to discuss / tackle different cultural perceptions.

On the usefulness of ICTs to global citizenship, it was concluded at the Second UNESCO Forum on GCED that *“Social media and ICT can be catalytic in the implementation of GCED in a number of ways as they can help reach out to a big numbers and diverse groups of people; empower people and provide them with opportunities to engage in public debate and enable interaction with decision-makers, also enhancing democratic participation, transparency and state accountability; facilitate communication and dialogue about sensitive or difficult subjects such as injustice, violence, sexuality or other. However, a major risk with ICT is widening the gap between those who have access to them and those that do not”*⁸⁷.

Lastly, we must not forget that ICTs are meant to play an important role in the fulfillment of Sustainable Development Goals (SDGs). *“Innovation and information and communication technologies (ICTs) must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more efficient service provision”*⁸⁸.

⁸³ UNESCO, (2014). *Global Citizenship Education Preparing learners for the challenges of the 21st century*. Paris: UNESCO, p.28-30.

⁸⁴ For more information, please consult: <http://nscgloaleducation.org/index.php/programme-activities> .

⁸⁵ For more information, please consult: <http://www.hrea.org/> .

⁸⁶ For more information, please consult: historiana.eu .

⁸⁷ UNESCO, (2015). *Final Report - Second UNESCO Forum on Global Citizenship Education: Building Peaceful and Sustainable Societies*. Paris: UNESCO, p.13.

⁸⁸ World Education Forum 2015, (2015). *Framework for Action Education 2030: Towards inclusive and equitable quality education and lifelong learning for all [Draft]*. p.4.

Digital literacy becomes part and parcel of youth daily lives. It brings global issues closer to them and at the same time it takes them closer to the decision-making processes. Digital tools are useful tools to make the decision-making processes more participatory. For instance, youth have participated in the drafting of the Sustainable Development Goals through their vision and priorities thanks to the Children and Youth Major Group⁸⁹.

2.3. Information and media literacy: core competences for active citizens

However promising technology is, one cannot forget that it also entails risks. On the tension between the potential of digital technology and some of its worst consequences, UNESCO notes the following *“while technological development contributes to greater interconnectedness and offers new avenues for exchange, cooperation and solidarity, we also see an increase in cultural and religious intolerance, identity-based political mobilization and conflict”*⁹⁰.

⁸⁹ Major group position paper, (2015)

⁹⁰ UNESCO, (2015). *Rethinking Education: Towards a global common good ?*. Paris: UNESCO, p.9-10.

This creates new challenges for education systems, and particularly a need to develop a critical approach to digital tools. *“In this new cyber-world, educators need to better prepare new generations of ‘digital natives’ to deal with the ethical and social dimensions of not only existing digital technologies but also those yet to be invented”*⁹¹. When confronted with the vast amounts of information they can find online, learners need to be able to make sense of it all, i.e. *“[...] identify credible sources, assess the reliability and validity of what they read, question the authenticity and accuracy of information, connect this new knowledge with prior learning and discern its significance in relation to information they already understand”*⁹². Hence the strong link between ICT and digital skills on the one hand, and information and media literacy on the other.

The Paris Declaration of EU Education Ministers of 17 March 2015 also underlined that media and information literacy is essential: *“Strengthening children’s and young people’s ability to think critically and exercise judgement so that, particularly in the context of the Internet and social media, they are able to grasp realities, to distinguish fact from opinion, to recognise propaganda and to resist all forms of indoctrination and hate speech”*⁹³.

Digital tools can promote certain skills, such as critical thinking and creativity, as they are empowering and solution oriented⁹⁴. In this respect, we can gather from the *Global Education Manual* that critical thinking is a basic skill for information selection and information treatment. Critical thinking helps participants avoid generalisations, learn about relativism, and move towards a facts-based worldview⁹⁵.

Due to the overwhelming quantity of information we are exposed to every day, the international community seeks to promote information and media literacy through online courses such as the one promoted by UNESCO (Media and Information Literacy and Intercultural Dialogue (MILID) Course)⁹⁶.

3. Outcomes of the surveys carried out by the NSC

⁹¹ *Ibid.*, p.26-27.

⁹² *Ibid.*, p.41.

⁹³ Informal Meeting of EU Education Ministers, (2015). *Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education*.

⁹⁴ UNESCO, (2014). *Global Citizenship Education Preparing learners for the challenges of the 21st century*. Paris: UNESCO, p.28-30.

⁹⁵ Tudorache, A. (2015). *Global Education Manual*. [online] Bucharest. Available at: <http://library.deeep.org/record/1103?ln=en> [Accessed 22 Sep. 2015]. For information on activities on “Relativism and Critical Thinking”, see p. 87-98.

⁹⁶ *Media and Information Literacy and Intercultural Dialogue (MILID) Course*; <http://elab.lms.athabascau.ca/> .

The aforementioned need for active citizenship is further reinforced through the outcomes of two surveys carried out by the NSC.

Following the GE survey, the main benefits of promoting GE consist of enhanced learners 'involvement in GE/DE/GCED civic activities (52.2 %) and 'changes in teaching methods and learning attitudes' (47.8%). This calls for enhanced efforts to promote active citizenship through GE activities both in the formal and non-formal education sectors (*see GE Survey*). Along with critical thinking, civic education encapsulate the most important global competence young people need to acquire as stated by young respondents in the Youth Global Skills survey carried by the NSC (*see Youth Global Skills*).

Still according to the Youth Global Skills survey, young people do not consider digital and technological skills as important as civic education and critical thinking in order to bring about change in their communities. They hold an essential place but not as much as one would probably expect in a growing interconnected world where Internet and the new technologies are playing a key role.

On the other hand, 70% of the respondents have stated that the non-formal education provides a fertile environment where they can develop their skills and acquire new competences. ICT, media and digital literacy are intimately linked with non-formal education which entails that they should play a greater role in promoting the skills one can acquire through non-formal education. Even though sometimes technology seems to estrange us, our society should look for spaces where technology and digital skills can bring us closer and make us collective actors for societal change.

4. Paving the way for the 3rd Congress Recommendations

The Congress facilitates a peer-learning process leading towards a growing commitment to GE/GCED and to a set of strategic recommendations that foster GE/GCED policy and practice at local and national levels and within the European and international institutions for the coming period.

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Workshop 3 - Education and sustainability

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Almost three years after the last European Congress on GE, the upcoming Congress seeks to take stock of the main achievements as well as the key issues to be tackled following the regional and national seminars organized by the NSC over the past three years. It also seeks to feed into the debate on the thread of consistency in terms of GE and explore new avenues of cooperation in light of the post-2015 development agenda. The Congress shall approve recommendations that respond to the new challenges faced by educators when dealing with GE.

Global education and youth skills

Tapping into the potential of today's youth requires fostering key skills of a segment of our society that makes up 25% of the total working age population and 40 per cent of the unemployed. (ILO, FAO, 2015). There has been a continuous and growing interest on the part of the international community on youth skills meeting the needs of our societies and economies.

This year, on 15th July the world has celebrated the first **World Youth Skills Day (WYSD)**, inaugurated by the United Nations, at the UN Campus in Bonn. According to the UN, the WYSD seeks to '*raise awareness of the importance of investing in youth skills as a means of promoting employment and sustainable development*'.⁹⁸ Even though the main motivation for establishing this day was the high rate of youth unemployment worldwide, the WYSD sprouts at a propitious moment when there is a need to look at youth skills gap from a different angle.

Thus, the 3rd European Congress on GE seeks to go beyond the aforementioned motivation and look for other societal issues such as increasing inequalities, cultural ignorance, rising violence and extremism in Europe and beyond.

⁹⁷ the "quadrilogue" is a unique North-South Centre concept coined to explain a partnership which brings together representatives of governments, national parliaments, local and regional authorities and civil society to ensure good governance of the Centre representative of all the relevant stakeholders.

⁹⁸ <http://www.unevoc.unesco.org/go.php?q=World%20Youth%20Skills%20Day%20at%20UNEVO>

At EU level, youth are seen as the ‘driving forces of the European Union’⁹⁹. Equipping youth with the necessary skills represents a priority as a means to reach the main EU strategies and initiatives (*‘including the Europe 2020 Strategy, the Digital Single Market initiative, the European Agenda on Security and the Investment Plan for Europe’*)¹⁰⁰. Most importantly, beyond the market-driven skills, education has a role in *‘fostering inclusion and equality, cultivating mutual respect and embedding fundamental values in an open and democratic society’* and *‘promoting equity and non-discrimination and in imparting fundamental values, intercultural competences and active citizenship’*.¹⁰¹ The Council of Europe has also a solid concern related to enhancing social competences and it is currently developing a framework of competences for democratic culture including: self-efficacy¹⁰², autonomous learning skills¹⁰³ and knowledge and critical understanding of the self,¹⁰⁴ recognising the need for framing soft skills that are necessary for a sustainable society.

The objectives of the Congress are to:

1. **Contribute to a Global Education/Global Citizenship Education (GE/GCED) competence and methodological framework**, in particular key competences for intercultural and interreligious understanding, to be used in both formal and non-formal education sectors and which contribute to critical and active citizenship, aware of, and able to deal with global challenges and opportunities;

⁹⁹ http://www.cesci-net.eu/2015_youth

¹⁰⁰ Draft 2015 Joint Report of the Council and the Commission on the implementation of the Strategic framework for European cooperation in education and training (ET2020) New priorities for European cooperation in education and training, COM(2015) 408 final, Brussels, 26.8.2015, p. 3

¹⁰¹ Ibid 3, p.3

¹⁰² Self-efficacy is an attitude towards the self. It involves a positive belief in one’s own ability to undertake the actions which are required to achieve particular goals, and confidence that one can understand issues, select appropriate methods for accomplishing tasks, navigate obstacles successfully, influence what happens, and make a difference in the world.

¹⁰³ Autonomous learning skills are those skills which individuals require to organise and pursue their own learning, in accordance with their own needs, without being prompted by others. They include abilities in identifying, locating and accessing possible sources of the information, and the ability to judge the reliability of the various sources.

¹⁰⁴ Knowledge and critical understanding of the self has many different aspects, including knowledge and understanding of one’s own cultural affiliations, knowledge and understanding of the assumptions and preconceptions which underlie one’s perspective on the world, and knowledge and understanding of one’s own thoughts, beliefs, emotions, feelings and motivations.

2. **Identify the priorities and mechanisms for further strengthening of GE/GCED**, given the existing needs and the achievements at the country level, within national strategy development, curricular reform, capacity-building, quality support, campaigning and outreach;
3. **Identify the integral contribution of GE/GCED to the achievement of Sustainable Development Goals (SDGs)**;
4. **Outline proposals to establish an oversight mechanism to support evaluation and implementation of GE/GCED in Europe** and propose an Action Plan for the next three years in terms of policy development, pedagogical support and training mechanisms, through a multi-stakeholder approach including policy-makers and practitioners.

Life skills and skills for work

There is a global tendency to give predominance to skills for work over life skills due to a worldwide high unemployment rate as well as the corporate-driven approach towards education. However there is a need to develop life skills from an early age so as to prepare the future global citizens to tackle future global problems and look for sustainable and people-centred solutions through an informed manner with proper tools. Ignoring the development of these life skills at an early age will entail at a later stage tensions within our societies as well as widespread ignorance. Life skills have the potential to fill in ignorance gaps. They are first and foremost life and societal skills. They complement skills for work and represent essential tools that foster sustainable and people-centred societies. The international and European communities have been focusing on entrepreneurship and financial education as necessary skills for work to face youth unemployment and other societal issues. Thereupon, this Congress seeks to develop a common understanding of the necessary life skills for a better society as a complementary approach to the skills for work. As mentioned before it seeks to 'contribute to a competence and methodological framework' of skills for work and life skills to be utilised both in the formal and non-formal education. This debate will revolve around three identified workshop¹⁰⁵ topics:

- Intercultural and interfaith dialogue
- Active citizenship
- Education and sustainability

Workshop 3: Education and sustainability

1. Workshop objectives

¹⁰⁵ Entrepreneurship and financial education and Media, information and digital literacy are subsidiary topics up for discussion, integrated into the aforementioned workshop topics.

This workshop will explore how global education/ development education/ education for global citizenship can contribute to the sustainable development goals and how policy-makers, global educators and learners can position themselves strategically and act as agents of change for a sustainable future. Its main objectives are:

- a. Developing a common view of the relation between education and sustainability;
- b. Understanding the set of skills that education for sustainable development must foster (namely in terms of entrepreneurship and financial education), as well as the methodological framework and the evaluation mechanisms linked to those skills;
- c. Identifying the added value of GE to the sustainable development goals in promoting a sustainable way of life through best practice and experience sharing;
- d. Contribute to the Congress recommendations.

2. Global framework

2.1. Defining sustainability

According to UNESCO, sustainability is the main concept of the future¹⁰⁶, insofar as it is key in guiding our actions across three different dimensions: the environmental, societal and economic dimensions. The centrality of the notion of “sustainable development” is all the more evident if one looks at the different global obstacles to sustainability:

(1) Unsustainable patterns of production and consumption cause ecological stress; (2) Greater wealth also increases vulnerability and inequalities; (3) Growing interconnectedness coexists with rising intolerance and violence; (4) Human rights have progressed, but still face numerous challenges¹⁰⁷.

There is an essential link between the notions of “global citizenship” and “sustainability”: indeed, a true Global Citizen puts effort into having a more sustainable lifestyle, as he/she understands the global consequences of local actions¹⁰⁸. The *Global Education Manual* makes a number of suggestions to improve the mastery of competences related to sustainability¹⁰⁹.

¹⁰⁶ UNESCO, (2014). *Global Citizenship Education Preparing learners for the challenges of the 21st century*. Paris: UNESCO, p.17.

¹⁰⁷ UNESCO, (2015). *Rethinking Education: Towards a global common good ?*. Paris: UNESCO, p.20-25.

¹⁰⁸ Tudorache, A. (2015). *Global Education Manual*. [online] Bucharest. Available at: <http://library.deeep.org/record/1103?ln=en> [Accessed 22 Sep. 2015].

¹⁰⁹ *Ibid*. For more information on:

- Tips for leading a more sustainable life, see p. 20-24.

Various notions from the global South could help us enrich our understanding of sustainability. *“The future of education and development in today’s world requires fostering a dialogue among different worldviews with the aim of integrating knowledge systems originating in diverse realities, and to establish our common heritage”*¹¹⁰.

2.2 Education for sustainable development

Sustainability is about personal responsibility, hence the link with global citizenship. This is why the role of education is crucial in fostering sustainability.

This is why UNESCO notes that GE / GCED should promote a model in which *“economic growth [is] guided by environmental stewardship and by concern for peace, inclusion and social justice”*¹¹¹, thereby eliminating the nexus between economic growth, environmental degradation and social injustice. The link between education and sustainability requires a flexible approach to learning, which should be *“lifelong and life-wide”*¹¹².

Particularly regarding the challenge of climate change, education can play a pivotal role. According to UNESCO, *“Education plays a paramount role in raising awareness and promoting behavioural change for both climate change mitigation and adaptation. [...] Energy infrastructure by itself will not result in the appropriate changes”*¹¹³. Therefore, climate change must be included in school curricula. The *Global Education Manual* provides advice on how to deal with this particular topic, from an educator’s perspective: there is a risk that an introduction on climate change either gets too technical or too emotional, while both temptations must be avoided. There is also a need to avoid confrontation with participants who deny climate change: an educator should expose facts, and let every participant form their own opinion¹¹⁴.

- Tips for the organisation of sustainable GE / GCED workshops, see p. 39-41.

- Activities on “Responsible Consumption”, see p. 64-72.

- Activities on “Sustainable Life Style”, see p. 73-83.

¹¹⁰ UNESCO, (2015). *Rethinking Education: Towards a global common good ?*. Paris: UNESCO, p.31.

¹¹¹ *Ibid.*, p.10.

¹¹² *Ibid.*

¹¹³ *Ibid.*, p.27-28.

¹¹⁴ Tudorache, A. (2015). *Global Education Manual*. [online] Bucharest. Available at: <http://library.deeep.org/record/1103?ln=en> [Accessed 22 Sep. 2015], p.84-86.

As was observed previously, education has a close link with sustainability, since one can foster the other. As such, education has a special role in the Sustainable Development Agenda: not only is it a goal in itself, but it is also a crucial enabler for the accomplishment of the SDGs: *“Education is at the heart of the sustainable development agenda and essential for the success of all sustainable development goals. The new education agenda encapsulated in Goal 4 is holistic, ambitious, aspirational, [universal and transformational]”*¹¹⁵. Our attention is drawn to Target 4.7 in particular: *“By 2030, ensure all learners acquire 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”*¹¹⁶.

On the role of education in sustainable development, the following was noted at the World Education Forum: *“Evidence continues to accumulate of education’s unmatched power to improve lives, particularly for girls and women. Education has a key role in eradicating poverty: it helps people obtain decent work and raises their incomes, and generates productivity gains that fuel economic development. Education is one of the most potent ways of improving individuals’ health – and of making sure the benefits are passed on to future generations. It saves the lives of millions of mothers and children, helps prevent and contain disease, and is an essential element of efforts to reduce malnutrition. Education also promotes the inclusion of people with disabilities”*¹¹⁷.

For education to play its role in sustainable development, education systems need to be more resilient in the face of conflict (i.e. solutions for the learning process to continue in emergency, conflict and post-conflict situations must be found), and at the same time promote peace and reconciliation¹¹⁸.

We must also stress the role of technology in the accomplishment of the SDGs: the Technology Facilitation Mechanism¹¹⁹ (launched in September 2015) is crucial for the implementation of the Goals, namely by ensuring the transfers of environmentally clean technology necessary to a sustainable future in developing countries. As technology is worthless without the competences to operate it, the TFM illustrates the link between knowledge, sustainability and technology. In addition, another illustration of matching knowledge-sharing, sustainability and the digital world is the Global Youth Partnership for the Sustainable Development Goals, which will play a key role in

¹¹⁵ World Education Forum 2015, (2015). *Framework for Action Education 2030: Towards inclusive and equitable quality education and lifelong learning for all [Draft]*. p.2.

¹¹⁶ *Ibid.*, p.11.

¹¹⁷ *Ibid.*, p.2.

¹¹⁸ *Ibid.*, p.2-3.

¹¹⁹ IISD, (2015). *The Technology Facilitation Mechanism: Conceived in Rio, Born in Addis - Sustainable Development Policy & Practice*. [online] Available at: <http://sd.iisd.org/policy-updates/the-technology-facilitation-mechanism-tfm-conceived-in-rio-born-in-addis/> [Accessed 23 Sep. 2015].

*'connecting young people with opportunities to take action for contributing to global development, locally and internationally, and also link together education, implementation and evaluation of the SDGs by youth and for youth.'*¹²⁰ The Global Youth Partnership for the Sustainable Development Goals is co-convened by the Office of the United Nations Secretary-General's Envoy on Youth and the Major Group on Children and Youth.

Lastly, the Paris Declaration of EU Education Ministers¹²¹ is an important milestone, insofar as a multi-stakeholder approach is essential for sustainability to become a value embedded in education systems. This naturally entails including local authorities, but the role of Ministries and Parliamentarians is also central for the development, adaptation and monitoring of any innovative policy. These institutions are irreplaceable providers of democratic accountability. However, the lack of continuity in power, and a certain lack of responsiveness by decision-makers may hinder the development of innovative education policies in this field.

Attention should be raised on the risk of focusing on societal outcomes rather than on educational processes in order to foster a sustainable future. Here the role of teachers and educators is essential. They have the potential to bridge education and sustainability and create a sustainably literate society. Hence, their role in society needs to be underlined and more value should be given to their work. A recent report published by the Education International Research Institute¹²² shows that teacher status has been affected by the austerity measures that followed the global economic crisis. Naturally, this "downgrade" in teachers' status has direct effects on the quality of education. Job insecurity, worst working conditions and lower salaries and allowances diminish the attractiveness of the teaching profession, thereby leading to less qualified people being hired as teachers. The paper offers policy recommendations to ensure high quality education namely including the following:

- At least 6% of GDP should be invested in education
- Quality professional development programmes should create career opportunities
- Stability and security of employment are essential
- Ensuring teachers are offered the same conditions as professionals with the same qualifications is essential in increasing the attractiveness of the teaching profession.
- A positive image of teachers should be promoted by governments

2.3 Sustainability and entrepreneurship education

¹²⁰ Global Youth Partnership for the Sustainable Development Goals announced at UNGA high-level side event [online] Available at: <http://youthgateway.org/>

¹²¹ Informal Meeting of EU Education Ministers, (2015). *Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education.*

¹²² Symeonidis, V. (2015). *The Status of Teachers and the Teaching Profession - A study of education unions' perspectives.* Brussels: Education International Research Institute, p.71-72.

As it has been seen above, education is a key lever of sustainable development. But one cannot forget that sustainability has many dimensions: when taking into account social sustainability and the sustainability of education systems (facing pressure to solve the problem of youth unemployment), entrepreneurship education emerges as a pertinent topic. Although entrepreneurship is supposed to have a positive impact on a sustainable society, concerns have been raised over the kind of influences both entrepreneurship and education can have on one another. Thus, through education, the concept of sustainability has the mission of conciliating economic citizenship with the broader global citizenship actions.

According to the OECD, entrepreneurship education consists of three main dimensions: *“first, to raise awareness that business creation and self-employment are viable career options, and to develop the right attitudes towards this possibility through role models and information services; second, to teach the legal, managerial, financial and technical knowledge and skills necessary to set up and run a successful business; third, to provide concrete practical support, often in the form of mentoring and other services in the business creation and establishment phase”*¹²³.

Removing barriers to entrepreneurship entails integrating *“high-quality entrepreneurship education more prominently at all levels of education, and in partnership with successful entrepreneurs. To ensure quality, these programmes need to be assessed carefully”*¹²⁴.

Although it is also pointed out in the OECD Skills Outlook that youth self-employment remains rare, entrepreneurship education has had some success: *“Surveys show that participants in entrepreneurship education are at least 20% more likely than other groups to engage in entrepreneurship in the early part of their careers [...]”*¹²⁵.

In a context where almost 5 million young people in the EU-28 are unemployed, the European Parliament adopted a *Resolution promoting youth entrepreneurship through education and training*¹²⁶.

It recognises that *“the gap between education and training and the job market is one of the causes of youth unemployment and of the large number of unfilled vacancies in the EU and should be*

¹²³ OECD, (2015). *OECD Skills Outlook 2015: Youth, Skills and Employability*. [online] Paris: OECD Publishing. Available at: <http://dx.doi.org/10.1787/9789264234178-en> [Accessed 20 Sep. 2015], p.143.

¹²⁴ *Ibid.*, p.150.

¹²⁵ *Ibid.*, p.147.

¹²⁶ European Parliament, (2015). *European Parliament resolution of 8 September 2015 on promoting youth entrepreneurship through education and training*.

*addressed also by empowering young people with the key competences, including a sense of initiative and entrepreneurship, that are needed if they are to participate confidently in today's knowledge-based economy and society"*¹²⁷.

Among the skills needed for entrepreneurship, the European Parliament mentions a few: *"proactiveness, creativity, innovation and risk-taking [...] creative thinking, problem-solving, teamwork and resourcefulness"*¹²⁸. Among the transversal skills important for entrepreneurship, there are: *"critical thinking, problem-solving, initiative, collaboration, cooperation, self-direction, planning, leadership and team-building"*¹²⁹.

After this brief introduction to entrepreneurship education, it is necessary to present the issue of its links with GE / GCED. This issue is itself related to the view one takes on the relationship between the notions of "competitiveness" and "solidarity" in the field of GE / GCED. Indeed, one can either assume that the two notions are antagonistic, or on the contrary see them both as *"critical elements of global citizenship"*¹³⁰.

If one accepts the latter premise, one can envisage a fruitful interaction between entrepreneurship education and GE / GCED. *"One speaker at the UNESCO Global Citizenship Education Forum suggested that the principles embodied in the model of the European Union (EU) illustrate this view of GCE. Salvatore Nigro, Director of Education for Employment, explained: 'competition that stimulates, cooperation that strengthens, and solidarity that unites. If you take these three values and bring them together at the individual level you have global citizenship education'"*¹³¹. This is consistent with the view that GCED is about reconciling tensions, namely between global solidarity and global competition.

If GE / GCED and entrepreneurship education are compatible, how can they influence, modify each other? First of all, sustainability concerns could be included in entrepreneurship education curricula, since *"economic growth must be guided by environmental stewardship and by concern for peace, inclusion and social justice"*¹³². Secondly, the introduction of GE / GCED principles in entrepreneurship education can contribute to reaffirm the primacy of fundamental values over

¹²⁷ *Ibid.*, p.5.

¹²⁸ *Ibid.*, p.9.

¹²⁹ *Ibid.*, p.12.

¹³⁰ UNESCO, (2014). *Global Citizenship Education Preparing learners for the challenges of the 21st century*. Paris: UNESCO, p.19.

¹³¹ *Ibid.*

¹³² UNESCO, (2015). *Rethinking Education: Towards a global common good?*. Paris: UNESCO, p.10.

economic concerns. *“The economic functions of education are undoubtedly important, but we must go beyond the strictly utilitarian vision and the human capital approach that characterizes much of international development discourse. Education is not only about the acquisition of skills, it is also about values of respect for life and human dignity required for social harmony in a diverse world”*¹³³.

¹³³ *Ibid.*, p.37.

Thirdly, we must note that entrepreneurship education can be an answer to the growing frustration among the young due to scarce employment and low levels of upward social mobility. Hence the need for education to focus on “career-adaptive competences”¹³⁴. However, if the transition time between studies and employment might be seen as “economically unproductive”, it is also an opportunity to learn through social engagement or volunteering.

The Council of Europe’s *Recommendation on the access of young people from disadvantaged neighbourhoods to social rights* also notes that by creating better conditions for youth entrepreneurship, it is possible to reduce the exclusion of young people from disadvantaged neighbourhoods.

The European Parliament is of the view that, in many ways, entrepreneurship can and should be a driver for sustainability and social inclusion: “*entrepreneurship, and in particular social entrepreneurship, are important drivers of social cohesion and sustainability that can boost the economy whilst simultaneously alleviating deprivation, social exclusion and other societal problems*”¹³⁵. Embedding GE into traditional entrepreneurship education can only strengthen this nexus: “*entrepreneurship education should incorporate a social dimension including teaching about fair trade, social enterprises and alternative business models such as cooperatives, with a view to achieving a social, inclusive and sustainable economy*”¹³⁶.

In fact, entrepreneurship education and GE / GCED share some inherent features: the fact that acquiring skills is more important than theoretical knowledge is true for both forms of education. Moreover, like GE, entrepreneurship education needs participative, transversal, innovative and learner-centred pedagogies. Both GE and entrepreneurship education should be learned all throughout life, through formal and non-formal education¹³⁷.

Lastly, the European Parliament Resolution also provides interesting clues for building bridges between media, information and digital literacy and entrepreneurship and financial education: “[...] *the successful deployment of entrepreneurship competence is more and more dependent on accompanying media and digital competence, and that this interrelationship should receive a greater focus in education and training*”¹³⁸.

¹³⁴ *Ibid.*, p.58-61.

¹³⁵ European Parliament, (2015). *European Parliament resolution of 8 September 2015 on promoting youth entrepreneurship through education and training*, p.6.

¹³⁶ *Ibid.*

¹³⁷ *Ibid.*, p.10-11.

¹³⁸ *Ibid.*, p.11.

3. Outcomes of the surveys carried out by the NSC

According to the outcomes of the survey carried out by the NSC in order to take stock of the achievements in terms of GE since the last GE Congress in 2012, there is a need to better coordinate GE initiatives with the new sustainable development goals and look for bridges between the two. In addition, some of the main expectations from the Global Education Survey respondents were to: rethink the concept of GE/DE regarding its relation to GCE, envision future steps for post-2015 as well as open up to the Global South.

Following the surveyed respondents, the link between education and sustainable development represents one of the prioritised topics in light of the post-2015 development agenda (*see GE survey*).

The North-South Centre of the Council of Europe has also launched a survey on skills youth need to develop in order to face today's societal challenges. This survey has a skills-awareness approach and it also seeks to identify the relevant skills youth need today from their own perspective. According to this survey, around half of the young respondents identified education for sustainable development as a key competence to acquire in their respective countries whilst more than a quarter marked financial/entrepreneurship education as necessary skills to develop (*see Youth Global Skills survey*).

Sustainability lays the foundation for the debate on the reconciliation of the two sets of skills: life skills and skills for work in order to steer the world on a more sustainable path.

4. Paving the way for the 3rd Congress Recommendations

The Congress facilitates a peer-learning process leading towards a growing commitment to GE/GCED and to a set of strategic recommendations that foster GE/GCED policy and practice at local and national levels and within the European and international institutions for the coming period. The following key areas have been identified for the future-oriented discussions that will guide the strategic recommendation development:

- **National strategy development and implementation**
- **Curricular reform and education at the national and local levels**
- **Capacity-building**
- **Quality support and monitoring**
- **Campaigning and outreach**

Workshop conclusions may feed/complement the draft congress recommendations which will be circulated prior to the event.

Appendix 3

Speakers' inputs

Important note: Texts are summaries of the oral presentations during the Congress based on notes, audio, and, in some cases, speaking notes provided by the speakers. They are not full transcripts of the presentations, though they include transcribed excerpts.

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Ms. Tanja Djaković from the Ministry of Science, education and sports of the Republic of Croatia

Ladies and gentlemen, distinguished guests, organisers, it is an honour and pleasure to greet you all on behalf of Mr Vedran Modrar, the Minister of science, education and sports of the Republic of Croatia and on my own behalf. I would like to thank the organisers for the invitation to his Congress. We all agree that we all work and act in an extremely globalised world. Therefore, the development of global competences is necessary for participating in this dynamic and volatile world. In line with this and faced with dynamic changes in society, economy and culture, the Republic of Croatia recognises education and science as priorities of development in a globalised world which can certainly bring long-term social stability, economic progress and the security of cultural identities. Therefore, in order to reach the standard of highly developed countries, Croatia pleads to be an open, mobile and innovative society, not only in the area of economy and culture but also in the area of education.

The goal of global education is for students to understand global problems and, at the same time, to empower them with knowledge, skills and attitudes, which are necessary for comprehending the global issues. As recommended by the Council of the European Union and the European Parliament, the key competences for lifelong learning and functioning in society need to be acquired first and foremost at an early age and through different types and forms of education. Key competences: communication in mother tongue, communication in foreign languages, mathematics, basic competences in science, engineering and technology, digital competences, social and civic competences, initiatives and enterprise, nurturing cultural awareness and national identity, creative and artistic expressions. One of the goals of the strategy of education, science and technology, is to secure the introduction of the new content which will help to develop information, financial

and media literacy as well as secure the introduction of citizenship education in order to ensure that all students develop civic competences. The programme of cross-curriculum and interdisciplinary content of citizenship education from primary and secondary schools is being implemented through the model of cross-curricular implementation through different programmes.

Global education should help students develop critical thinking, recognise prejudices and stereotypes and the value of working together as a team, develop empathy. Furthermore, global education should encourage students to use different sources and approach information in critical way while searching for answers on global issues. I believe the development of global education and nurturing the model of partnership culture, is based on dialogue, international cooperation and understanding. This is necessary for students and young people to become active citizens.

I hope this year's Congress will, through personal exchange, experience and information and through creating an environment of environment of 'learning from' and 'learning with others', definitely contributes to recognise the importance of multidisciplinary approaches and mutual co-operation.

We all agree that as individuals we have equal responsibility as citizens towards the environment and the world we live in. I also believe that this Congress is definitely one of the ways to raise general awareness on creating more human relationships, encourage democratic dialogue and relations of acceptance and consideration regardless of the differences. I hope that discussions and panels will encourage us to use our actions to create opportunities for understanding and discussing complicated social, ecological, political and economic problems important to combine our efforts to encourage students to develop new ways of thinking and acting.

Ms. Felisa Tibbitts, Research Coordinator, Education International

Thank you for the opportunity to present to this wonderful group of persons committed to GE on behalf of Education International. As you will have noticed, I am not David Edwards. He sends his deep regrets that he is not able to be here today, as the tense situation in Brussels has compelled him to remain local for family reasons.

The situation in Brussels, the recent bombings in Paris, the refugee flows into Europe – events like these, not only those taking place within the European border – are challenges that compel us more than ever to find workable solutions to promote peace and human security.

Global citizens are not born as such. The qualities of being a global citizen is something that needs to be cultivated and nourished. The experiences of learning new things, of opening one's mind, of seeing different points of view, of thinking critically about the societies we

live in, of aspiring to greater things, of feeling valued and a sense of belonging are human experiences that help us to grow, thrive and live in harmony with one another. Education can make a crucial contribution in fostering such experiences.

This is some of what being a global citizen means and which is reflected in the results of the Youth Global Skills Survey.

The results of the survey suggest that education, as a strategy for fostering global citizenship and the skills, should entail creative methods that open up the mind and heart; experiential learning; learner-centred instruction; the opportunity to have contact with youth different from oneself (whether in one's own community or further away); and to have the opportunity to solve problems and make a difference.

How well does this take place in schools? Apparently not often enough, as those youth completing the survey have concluded that the non-formal sector is the most viable education sector for promoting global competences and that formal education needs to make better use of non-formal education methodologies. There is even a general indictment on schools, that a lack of quality education inhibits the promotion of global competences.

I am not going to defend schools or to defend teachers. I will only say that the strategies for fostering global citizenship ought to be taking place in schools. These processes will not effectively and sustainably take place in classrooms or in non-formal education sectors unless educators are supported in efforts to do so. This is linked with the broad goal of quality education. In my presentation today I will focus on EI's support for GE and the widespread need to promote quality education and improve teacher status in order to make GE a reality.

I am speaking on behalf of Education International. Education International, or EI, is the world's largest federation of unions, representing thirty million education employees in about four hundred organisations in one hundred and seventy countries and territories, across the globe.

- Education International promotes the principle that quality education, funded publicly, should be available to every student in every country.
- Education International promotes and represents the interests of teachers and other education employees on the international level.
- Education International assists the development of independent democratic organisations to represent teachers and other education employees and builds solidarity and cooperation between them.
- Education International advocates for equity in society. It combats racism and xenophobia. It challenges discrimination on the grounds of gender, sexual orientation, socio-economic status, and racial or ethnic origin or characteristics.

One of EI's position in earlier discussions around the SDGs was that there should be a breadth of learning curriculum, including gender-sensitive, non-discriminatory content,

teaching resources and materials reaching beyond literacy and numeracy to include global citizenship and life skills content.

EI committed to global education in its mission statement and has passed resolutions in its Congresses that explicitly support education for sustainable development and human rights education. EI leadership has engaged in high level discussions on the SDGs and education, particularly around 4.7., and has been a partner with UNESCO in its Global Citizenship Education Initiative and now, hopefully with Concord and the North-South Centre in promoting “next steps” in promoting GE internationally.

This year we celebrated World Teacher Day with the slogan: Empowering Teachers – Building Sustainable Societies.” The international education community highlighted the critical role that teachers and education support personnel play in providing quality education and fostering the development of just and sustainable societies.

EI is also devoted to promoting quality education worldwide.

Earlier this year, EI released a commissioned report on the Status of Teachers and the Teaching Profession, which was a study of education unions’ perspectives from 73 member countries in 55 countries. The study revealed that the professional status of teachers is far from ideal. Austerity policies have often resulted in less favorable working conditions and wages, limited fundamental professional freedoms, and cutbacks of teacher training.

The main cases and signs of the decline in teacher status are:

- Substandard teacher preparation programs and the recruitment of unqualified personnel
- Infringements on academic freedom and professional autonomy
- Serious violations of teachers’ human and trade union rights
- Poor salaries and working conditions, quite often less than those of professionals with comparable qualifications in other sectors, and
- Increasing privatization in and of education leading to “competitive attitudes, precarious employment and high-stakes evaluation”.

This same survey showed that union members feel that teachers’ occupational status is seen as “average” in all education sectors, though teachers in higher education see their status as “above average” and those working in early childhood and vocational education consider that the public sees them as “lower than average”. How many of us here know teachers that carry out global education or peace or human rights education because of personal commitment and drive – despite, not because of, the educational systems they are part of? Yes, if we want Global Education, GCE or ESD to be an intrinsic part of schooling, we need to think not only about carrying out in-service trainings for teachers, as important and valuable as this. We also need to lobby for quality education overall, and in relation to teacher needs.

We can’t leave this big job to the non-formal education sector.

In the EI survey over half of the respondents reported that teaching is not considered an attractive profession for young people, and high teacher attrition rates are evident. UNESCO's Institute for Statistics recently released figures related to the global teacher shortage. The world will need to recruit 25.8 million school teachers to provide every child with a primary education by 2030. Even today, an extra 2.7 million teachers are needed to reach the 59 million children excluded from education and accommodate them in classrooms with not more than 40 pupils per teacher. When our countries are not able to get children in schools or where conditions such as these undermine quality education, teaching and learning processes related to GE also fall to the wayside. We don't want a two-tiered delivery, with global education in schools offered only to the few.

My final point relates to the issue of equity in education. Creativity, academic freedom, teacher autonomy, experimentation and innovation need to be fostered, rather than stifled, in public education. In many countries, this kind of freedom exists only in private or elite schools. We then hazard the possibility that global education will be only for the privileged few. This is a scenario that we would never want to support, even if unwittingly.

On this note, I would like to emphasize what is not so visible in the results of the Youth Global Skills Survey, and that is who these youth are. Although we might be able to agree that there is such a thing as international youth culture, we certainly understand that youth are not alike, just as we in this room are not alike. We have different personal features, we have different backgrounds. Some of us have lived through conflict. Some of us have been refugees. Most of us have experienced discrimination of some kind.

Let us think about how we reached the place where we are here in this room discussing GE. Let us remember that our privileges, our challenges – and others – are present in the youth of this generation and the one to come. Let us be sure that however we move ahead in promoting Global Citizenship Education we do so in a way that ensures that it is available to all. After all, we are all in this together!

Ms. Tijana Isoski, European Students' Union

What is education? In the new era, where information is almost always available everywhere and anytime we need to ask ourselves what is education and what is information provision? Following this, formal education has especial role in the lives of youth, and we in ESU strongly believe in multiple purposes of education, that is more than employment, but all about building active citizens and promoting constant individual development. With that being said we need to ask ourselves who are today's students? They now, more than ever diversified group of individuals, real global citizens. This highly diversified student body calls for diversity in approaches and different learning paths, as we are facing different backgrounds, experiences, learning styles, interests, etc. New approach that has been the hot topic in HE especially in Europe, EHEA, following Bologna process is Student-Centred Learning approach - SCL. This approach is offering a new perspective, a paradigm shift that is respecting individuality and diversity of student body by encouraging students to take active

role in their learning activities. It is calling for new pedagogical approaches and new role of teachers, as guides through the learning process. How students learn is also changing, and there is a clear tendency of efforts to recognise non formal learning and give recognition to the transversal skills. There is a lot formal education can learn from non-formal education providers, in terms of approaches and student support. These efforts to recognise non formal education in formal educational boxes have also led to continuous call for obligatory pedagogical training for all the teachers and further teacher development. In Europe, with SCL we are bringing more attention to the quality of education, that is teaching cultural understanding, not only tolerance, that is teaching transversal skills, that is encouraging internationalisation, education that is, as a peacemaker, an only answer to current developments.

Mr. Jean-Marie Heydt, President of the Executive Committee of the North-South Centre of the Council of Europe

On behalf of the North-South Centre of the Council of Europe I am honoured to share the opening session of the 3rd European Global Education Congress with the representative of the Ministry of Science, Education and Sports of Croatia, the hosting country of this event and the most recent Member State of the NSC.

I am also grateful to share this table with long-standing partners from CONCORD, GENE and UNESCO with who we have had the privilege to work alongside for the promotion of Global Education and now Global Citizenship Education.

This has been a lengthy but thrilling journey, involving many players, bringing not only their knowledge and experience, but also their dreams for a better world. A world of respect and of shared opportunities. Respect of the other and respect of nature, our shelter, the essence of life.

A world where the future is nurtured by all, where all have a role to play.

This dream goes hand in hand with education. An education that connects: people with people, local with global, present with future, challenges with opportunities.

A project embraced by all of us here present, our common project.

We are here to work together on the emancipation of citizens that are aware of the world they live in and of the role they can play.

We are here to reflect on the meaning of active citizenship today, in increasingly complex societies, with multi-level of identities and growingly interconnected with each other.

We are here to promote dialogue, learning from people who for generations have proved that intercultural and interfaith dialogue is possible. Possible as far as identity and religious are not used to divide and that people are able to resist and deconstruct any instrumentalisation attempt.

We are here to defend the new Sustainable Development Goals because we know that there is no development or future possible without sustainable economies and lifestyles.

We are here to bring all these elements into Education.

Through a global learning process, connecting local with global challenges, based on a peer-learning pedagogy, Global Education has brought in socio-emotional skills and interpersonal skills as well as civic literacy needed to develop the global awareness and conscience of today's citizen.

More than ever, today's education should give not only knowledge but also the skills to act and interact in a society.

By bringing together practitioners and decision-makers, by bridging non-formal education with formal education, we can work together for an education which is more responsive to the needs of today's society.

I wish you all a fertile meeting

Appendix 4

Congress Strategic Recommendations

3rd European Congress on Global Education

STRATEGIC RECOMMENDATIONS

Preamble

The North-South Centre (NSC) of the Council of Europe (CoE), in partnership with the Education policy division of the CoE, CONCORD Europe, UNESCO, and in affiliation with Global Education Network Europe (GENE), organised the 3rd European Congress on Global Education under the title *Education for a Global Citizenship: Unity in Diversity*. The Congress took place in Zagreb, Croatia, 26-28 November 2015 under the auspices of the Croatian Center for Peace Studies as NSC implementing partner.

The 3rd European Congress on Global Education builds on the efforts of the NSC and other stakeholders to promote GE since the Maastricht Congress (2002) which established the first European strategy framework for improving and increasing Global Education (GE) in Europe to the year 2015. It follows as well the outcomes of the 2nd European Congress on Global Education (Lisbon 2012), and its strategic recommendations in the following areas of work: national strategy development and implementation; curricular reform; continuing professional development of educators; quality support and monitoring; campaigning and outreach.

The purpose of the 3rd Congress was to take stock of GE achievements since 2012 and define priorities and political guidance for implementation and recognition of GE beyond 2015 - following on Lisbon Congress recommendations and taking into consideration the overall political context and directions taken by other stakeholders - while linking the concept of GE to the concept of Global Citizenship Education (GCED) launched by UNESCO in 2013.

The 3rd European Congress on Global Education recommendations result from this process and were developed in consultation with the Congress institutional partners and participants. These recommendations shall be used by organisations and educators at national, regional and global level in their advocacy work with decision makers.

Introduction

By acquainting learners with topics such as Globalisation, Interdependence, Sustainable Development, Intercultural Dialogue and Human Rights, GE/GCED aims at empowering citizens able to think critically and understand the complexity and diversity of perspectives which underlie most global challenges.

Globally interrelated challenges such as climate change, the refugee emergency, the financial crisis and security challenges, point to the urgent need of changing the dominant model in order to realize a just and sustainable world. The alternatives come both from local and global levels. Therefore societies need global citizens able to act and create new models. As it is based on a culture of cooperation and dialogue, GE/GCED is a powerful process in combating inequality and all forms of violence (such as extremism and intolerance), to address the above mentioned issues and to build positive alternatives.

To ensure that GE/GCED is implemented and continuously improved, the 3rd European Congress on Global Education adopted a number of thematic recommendations, which were subsumed into five interrelated categories:

- National Strategy Development and Implementation
- Curricula and Education at the National and Local Levels
- Professional Development of Educators
- Quality support, Monitoring and Evaluation
- Awareness Raising and Outreach

1. National Strategy Development and Implementation

- To identify and review the key legal acquis and practices, while supporting the implementation of national strategies that can contribute to the mainstreaming of GE/GCED and coherent policies, aligned with Sustainable Development Goals target 4.7 (SDG 4.7) and its monitoring systems;
- To promote GE/GCED as crucial to the delivery of the Agenda 2030 as a whole and Education 2030 in particular;
- To allocate specific resources for the implementation of the national strategies promoting GE/GCED;

- To strengthen a cross-sectorial, multi-stakeholder approach, improving coordination and partnerships at the local, national and global level, while respecting GE/GCED core values¹³⁹. Therefore, the dialogue between relevant Ministries, between the formal and non-formal education sectors and between CSOs and governmental institutions should be reinforced;
- To support the non-formal education sector while recognizing its importance and specific pedagogical approach, methodology and learning outcomes;
- To implement mechanisms for recognition and validation of competences acquired through non-formal and informal education;
- To involve youth organisations and educators in the national development and implementation of GE/GCED while recognizing their role as providers of quality learning opportunities.

2. Curricula and Education at the National and Local Levels

- To improve coordination and cooperation strategies between all relevant stakeholders and between the formal and non-formal education sectors regarding curricula development, namely through the establishment of national committees;
 - To ensure that the GE/GCED competency frameworks are adapted and implemented;
 - To embed GE/GCED both in formal and non-formal education through a whole school cross-curricular approach, involving community representatives;
 - To develop and disseminate quality GE/GCED educational resources and training methods that are adaptable to local realities, and promote innovative methodologies;
 - To develop partnerships between schools from different countries as well as partnerships between schools and external actors to foster the core values of GE/GCED.

3. Professional Development of Educators¹⁴⁰

¹³⁹ GE/GCED core values are reflected in UNESCO definition of competences the active global citizen needs: respect for life and human dignity, equal rights and social justice, cultural and social diversity, and a sense of human solidarity and shared responsibility for our common future [UNESCO, (2015). [Global Citizenship Education: Topics and learning objectives](#)].

The NSC Global Education Guidelines refers to the following GE core values: Self-respect and respect for the Others; Social responsibility; Environmental responsibility; Open and critical mindedness; Visionary attitudes; Proactive and participatory community membership; Solidarity (Global Education Guidelines-A handbook for Educators to Understand and Implement Global Education (2012), p.24-25)

¹⁴⁰ *Educators encompass any person that works in formal and non-formal educational settings with all age groups.*

- To implement strategies for initial and continuing professional development; providing training and educational resources to educators that are adaptable and accessible in local languages;
- To create the space for educators to critically reflect on the meaning of GE/GCED and on current GE/GCED materials and practices; to promote inter-generational learning and peer mentoring; to stimulate educators to expand their competences and to act as role models;
- To invest in innovative learner-centred methodologies that enable educators to address societal issues.

4. Quality support, Monitoring and Evaluation

- To support innovative, transformative, critical, learner-centred, participatory and democratic GE/GCED actions through the development of quality assurance criteria and through the study of the impact of GE/GCED;
- To support participatory approaches and evaluation mechanisms towards the enhancement of GE/GCED content and methodologies, through peer-reviews and increased international coordination;
- To promote critical academic research on GE/GCED, focusing on formal, non-formal and informal education;
- To support the expansion of relevant academic GE/GCED courses and to strengthen the communication channels between academia and both practitioners and policy-makers, namely ensuring free access to the research results;
- To apply the research, monitoring and evaluation results for the on-going improvement of GE/GCED practices;
- To promote regular learners' assessment that contributes to the continuing development of GE/GCED;
- To monitor and support the implementation of the SDG 4.7 and of Education 2030.

5. Awareness Raising and Outreach

- To encourage the promotion of GE/GCED within the media, namely by providing GE/GCED training to journalists, and by sharing good practice;
- To support the critical engagement of young people with the media through GE/GCED activities;

- To promote educational programmes on GE/GCED to foster media literacy;
- To engage in advocacy directed at decision-makers and at actors out of the traditional comfort zone, while ensuring the inclusion of the interests of socially excluded groups in all campaigning efforts;
- To enhance networking and collaboration with grassroots social and solidarity economy initiatives and movements defending the commons;
- To engage directly with UN processes relating to Agenda 2030 and Education 2030, with a particular focus on target setting and implementation of target 4.7.

Based on these recommendations we, the participants of the 3rd European Congress on Global Education, call on decision-makers and policy-makers at European, national and local level to take action to support the promotion and further development of GE/GCED.

Appendix 5

The Youth Global Skills Survey

The Youth Global Skills report introduces a survey organised by the North-South Centre of the Council of Europe for the preparation of the European Congress on Global Education (November 2015, Zagreb, Croatia). The report captured the opinions of 127 young respondents on skills needed to equip them in order to display a positive attitude in society as global responsible citizens.

The survey was launched online with the objective of exploring attitudes and opinions of young people from around 47 countries and it was conducted in two phases: first, from the 25th June- 23rd July, following the 3rd Mediterranean University on Youth and Global Citizenship, held in Hammamet, Tunisia and second, from the 1st-10th October, following the 16th University on Youth and Development, held in Mollina, Spain. The target group were women and men belonging to the Network of Universities alumni. Most of the respondents belong to the age group of 18 to 30 and the survey was conducted in English.

Appendix 6

Global Education Survey

The Global Education survey was conducted over a period of one month, from the beginning of June until July 2015 by the North-South Centre of the Council of Europe for the preparation of the 3rd European Congress on Global Education (November 2015, Zagreb Croatia). The questionnaire mobilised manifold stakeholders in an effort to reflect upon Global Education in their respective countries. The survey, completed by over 23 respondents from 20 different countries, aimed to help identify what has been achieved since the last European Congress on GE and what remains to be accomplished in the field of Global Education in light of the post-2015 development agenda. It targeted representatives from the Global Education Week Network, belonging to civil society organisations, Ministries of Education, Ministries of Foreign Affairs, development agencies, academia and so forth.

The survey focuses largely on the five thematic recommendations or the Lisbon adopted during the 2nd European Congress on Global Education, which took place in 2012, in Lisbon. It notes that the implementation of the Lisbon Recommendations differs considering the differences in those respective countries.

This study's main message is that awareness raising initiatives alone are not sufficient to promote and achieve the Lisbon Congress Strategic Recommendations. Policies hold a key role as well. This is grounded in the assumption that various stakeholders need to be involved in order to further promote GE and come up with concrete policies and actions.

Appendix 8

Good practices following workshop 3

The third workshop session followed up with good practice sharing with regard to global competences within the framework of the six thematic groups. Some good practices are illustrated as follows:

- **Capacity-building project** in Romania, comprising two phases (developing basic competences in GC and GE and an advanced training workshop for 25 participants from European and African NGOs which lead to the creation of a Global Education manual¹⁴¹)
- **Skills-development programme** in India with Bosch with school dropouts in slum area, including personality development, computer skills, soft skills in order to become employable.
- **School banking programmes** in Bangladesh and Sri Lanka, reaching out to street kids, providing financial and health education with access to financial services.
- **Aflatoun** - curriculum developer - designing materials for social citizenship education and financial education at both primary and secondary school levels.
- **Global money week** by CYFI - national community clean-up campaign, urban gardens
- **Eathink2015** in Croatia- eat local, think global - introducing this concept to teachers and helping them find ways to incorporate the idea into curricula.
- **National Youth strategy in Serbia** – which incorporated GE and youth participation

¹⁴¹ Tudorache, A. (2015). *Global Education Manual*. [online] Bucharest. Available at: <http://library.deeep.org/record/1103?ln=en> [Accessed 22 Sep. 2015], p.84-86.

Appendix 8

List of participants

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Jan	Matyas	European Commission

NORTH-SOUTH CENTRE OF THE COUNCIL OF EUROPE

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