European Congress on Global Education
Lisboa 2012

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STRATEGIC RECOMMENDATIONS

2nd European Congress on Global Education

Education, Interdependence and Solidarity in a Changing World

Universidade de Lisboa

Lisbon, 27-28 September 2012

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Introduction to the Strategic Recommendations

Initially the following five themes were identified as relevant and provided the basis for the strategic recommendations in advance of the Congress:

1. National strategy development and implementation
2. Curricular reform and education at the national and local levels
3. Continuing professional development of educators
4. Quality support and monitoring
5. Campaigning and outreach

In the aftermath of the Congress and the web-based consultation process, here are a series of strategic recommendations till 2015.

Strategic Recommendations for Global Education till 2015

In times of systemic crisis, participants of the Congress called for five specific over-reaching considerations that would enable a more effective use of the holistic and transformative nature of Global Education to inspire change and empower people to envision better alternative realities:

▪ To engage and work with new actors in collective transformative actions and realize the transversal political dimension of Global Education;

▪ To promote and enable an inclusive environment for vulnerable groups that have a potential to contribute to, impact on and / or benefit from, and social transformation (such as youth, migrants, the elderly, women, the unemployed, among others);

▪ To develop and sustain an international dialogue in Global Education, between caucuses of educators and other stakeholders in countries of the Global South and their counterparts in Europe that will enable global education's Eurocentric origins, interpretations and profile to be improved through inclusion of genuinely 'Global' and more diverse perspectives and examples;

▪ To support grassroots organisations to bring global education to a local level, providing them with appropriate and effective tools to strengthen peer learning;

▪ To focus on solidarity as the key dimension of global education in considering global – local interconnectedness.

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1 National strategy development and implementation

Policy-making and programming represent an important part of ensuring continuity and development of supporting structures to global education. Policy development and supporting mechanisms to global education, including peer review, good practice sharing and development of national quality approaches shall be strengthened.

The strategic recommendations are:

1.   To review the legal acquis and practices with a view to implement strategies and measures for mainstreaming global education at local, regional, national and international levels;

2.   To strengthen a multi-stakeholder approach to, and support the development, implementation and monitoring of relevant national strategies, through adequately resourced action plans that mainstream global education and make it an integral part of education systems and policies;

3.   To support and strengthen the inter-ministerial dialogue with respect to the mainstreaming of global education in different sectors and at all levels of governance;

4.   To strengthen strategies for the support and acknowledgment of non-formal global education approaches and methodologies and ways to encourage dialogue and exchange between formal and non-formal global education actors;

5.   To encourage interconnected and inter-disciplinary global education programmes at all levels of the education system and allocate resources for their implementation, monitoring and evaluation;

6.   To support and strengthen a multi-stakeholder approach to cooperation and coordination between international, national, regional and local governmental and civil society actors, with regards to global education mainstreaming and good practice sharing;

7.   To encourage the development of adequate transparent and sustainable support mechanisms for quality policy-making and programming in global education at local, national, regional, and international levels;

8.   To encourage the development of national quality approaches for global education mainstreaming;

9.   To support international coordination, strategy sharing and peer review processes of global education in order to enhance quality in the field;

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10.   To recognise the importance and support of civil society organisations, such as development and other civil society organisations, media and journalist associations, youth organisations and trade unions, in further developing global education within the non-formal education field, with a view to strengthen democracy and the awareness of the interconnectedness of global and local (*glocal*) realities. In particular, youth organisations and networks should be involved and supported throughout the policy-making process with regards to both formal and non-formal education;

11.   To recognise and support academic institutions in promoting a rigorous and independent debate on global education, including the new possibilities that quantum sciences and quantum computers will offer all us in the closed future.

2 Curricular reform and education at the national and local levels

The adequacy of formal and non-formal education provisions to meet contemporary societal needs represent a key concern of all stakeholders of global education. Curricular reform and non-formal education practice, and a space for sharing good practice and lessons learned, should include a dialogue on global education quality control and standard setting.

The strategic recommendations are:

12.   To coordinate global education strategies with the existing UN and European institutional efforts in global education related fields, in particular, education for sustainable development, human rights education, peace education, social inclusion, intercultural education, citizenship education, among others;

13.   To promote global education both in formal education and non-formal education, as a lifelong and all-encompassing learning experience;

14.   To promote and encourage measures aimed specifically to embed global education at all levels of the education systems, including within educational/curriculum content, and in teacher education and teacher in-service training;

15.   To create mechanisms that enhance the promotion, implementation, monitoring and evaluation of global education through the education systems in schools, and in the realm of non-formal education;

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16. To consider the setting up of national committees on global education if appropriate to the national context, while respecting national support structures where they exist, with a view to improving cooperation and coordination between local, national and regional government and civil society actors to support the implementation of global education in formal and non-formal education;

17. To foster greater engagement and practice sharing among formal and non-formal educators, trainers' trainers and e-learning coaches in global education for development of new projects, programmes and networks;

18. To develop and share documentation, guidelines and good practices in global education for schools, educators and other relevant actors in education on how to mainstream global education in their field of work;

19. To monitor and evaluate progress in global education mainstreaming in schools and in non-formal education practice;

20. To recognise and support research on global education across sectors pertaining to both theory and practice.

In particular, institutions of the formal education sector should consider:

21. Encouraging school management bodies to mainstream global education in schools through youth-led special projects and programmes;

22. Promoting inter-disciplinary and trans-disciplinary approaches and actions in learning through the transversal inclusion of global education across the different subjects;

23. Raising awareness among educators and teachers of the existing research and impact evaluation on global education in order to inform and improve their educational practice;

24. Promoting holistic approaches to formal, non-formal and informal education that empowers learners to act as responsible global citizens;

25. Encouraging new partnership projects through networking and online platforms among schools from different continents, in order to raise better awareness about the glocal problems;

26. Developing and promoting a democratic learning culture that embraces educational practices based on active participation and civic engagement;

27. Developing and disseminating quality learning materials that mainstream global education in the official languages of the EU;

28. Supporting and offering space for the engagement of pupils, students and students associations and recognise their contribution to the educational processes within and outside of the formal education system;

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29.   Encouraging parents and the wider community to take part in the learning activities and global education practices mainstreamed by the educational institutions;

30.   Facilitating partnership development and networking between educational institutions globally, providing the means and tools for global youth exchanges.

In particular, civil society organisations should consider:

31.   Taking the lead in further developing global education and global learning within the formal, non-formal and informal education by adapting it to *glocal* realities;

32.   Establishing partnerships and genuine collaboration with education practitioners and decision-makers in formal and non-formal education systems, enabling a dialogue and the integration between policy and practice;

33.   Providing support and facilitating a global exchange, volunteering service development and collaboration among civil society, education, research and media practitioners;

34.   Promoting innovation through global education pilot projects that combine educational practice with new information and communication technologies;

35.   Exploring new partnerships with the private sector and media in order to adapt global education practice to new information and communication technologies and the tools it offers.

3   Continuing professional development of educators

Quality global education requires investment in continuing professional development of educators and their competences. Training of educators, the competences needed considering the complexity of the contemporary societies in Europe and beyond as well as the support structures for this to take place need to be ensured.

The strategic recommendations are:

36.   To empower educators, who as learners, need to take ownership of the learning process in order to foster active participation and engagement that leads through a multi-disciplinary approach to *glocal* action in a life-long learning perspective;

37.   To invest in the development, valorisation and practice of global education competences and capabilities through a learner centred approach; guided by the principles of equality, inclusiveness, plurality, integrity, reciprocity, multiperspectivity, care, equity, justice, full respect for human rights and critical engagement;

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38.   To recognise and promote a dialogue between Global Education principles and practices and the international debate on the concept of educator competences;

39.   To create adequate spaces and provide the necessary support for educators' reflection on the meaning of global education with regards to *glocal* realities and the needs for learning;

40.   To support and engage educators in practice sharing, peer learning, exchange and networking at the global level through; *a)* new information and communication technology and on-line learning tools, *b)* face-to-face learning spaces and participation in international mobility programmes, and *c)* blended learning; where the North-South Centre facilitates the collection and sharing of experiences and good practices at the global level;

41.   To develop a global education continuing professional development strategy and provide quality global education training and learning materials for educators in formal and non formal education for both initial educators training as well as in the in-service period. This should include definition and use of specific assessment and evaluation tools, considering the European Quality Framework, precisely the Quality Assurance Reference Framework (EQAVET) and the European Credit system for Vocational Education and Training (ECVET);

42.   To translate and adapt international global education materials to different languages and audiences, including children, and persons with hearing and sight difficulties;

43.   To raise the awareness among educators of the example they present for the learners in acting as globally responsible and engaged citizens;

44.   To promote, develop and share innovative global educational approaches and learning methods that are adequate to the learners needs, address the burning societal issues of the time, and lead to developing action towards social justice, equality and global citizenship, with a particular focus on conflict transformation and prevention, gender equality, social inclusion, intercultural learning and sustainability;

45.   To support educators to analyse, critically approach and challenge flaws or weaknesses in the existing global educational materials in order to enhance quality of learning processes.

4 Quality support, monitoring and evaluation

Evidence-based public policy and adequacy of education represent a great concern of all global education stakeholders in their endeavour to contribute to lasting transformation and social justice. Collection and analysis of lessons learned, support to quality assurance and monitoring structures should be strengthened to improve global education policy and practice.

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The strategic recommendations are:

46.   To support the co-production of knowledge relevant to all stakeholders taking into consideration their different quality support and evaluation needs that respect the guiding principles of global education, such as its emancipatory nature and the respect for cultural and epistemological plurality;

47.   To promote academically sound and critical research, and studies on all issues related to global education;

48.   To research the relationship between non-formal and formal sector education models focusing on the kinds of collaborations and partnerships which link schools and universities to other societal institutions;

49.   To develop support for the expansion of relevant academic global education courses and thus ensure a quality global education, sharing and exchange of practices among universities, academic channels, non formal educators and think-tanks globally;

50.   To study the impact of global education, providing qualitative and quantitative instruments for impact assessment and quality support;

51.   To raise awareness among publishers of the need to develop and mainstream quality global education materials;

52.   To set up local, national, regional and international global education monitoring and evaluation mechanisms to provide reference points on quality standards and bases for impact assessment;

53.   To strengthen the communication channels and approaches between academic research on global education and policy development and practice;

54.   To create spaces for methodological innovation and experimentation in the areas of quality and evaluation, by having yearly international encounters.

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5 Campaigning and outreach

Effective campaigning for global education requires a clear definition of principles and issues addressed by global education that demonstrate its relevance to facing contemporary challenges, in ways that connect with people's everyday lives, preoccupations and interests, and articulates the inputs and benefits it can have.

Awareness raising and public knowledge of global education are key in guaranteeing global education for all. An improved communication strategy that includes campaigning and outreach mechanisms promoting global education beyond its usual stakeholders is needed. In approaching new stakeholders, and in particular media, it is important to make clear the distinction that global education is not fundraising, self-promotion or official information on development aid, but an attempt to bring constructive contributions to critical democratic debates and citizen empowerment.

The strategic recommendations are:

55.   To encourage the local, national, regional and international media to develop specific communication strategies and promotional approaches to mainstreaming of global education;

56.   To raise awareness and support training on global education for journalists and other media actors at local, national, regional and international level;

57.   To support journalists and other media actors' exchange and practice sharing in mainstreaming global education issues and agendas;

58.   To involve journalists in mainstreaming global education perspectives in traditional media during international events, such as World Championships, Olympic Games, etc. (It is important to include professionals from different sports, cinema and television, among others);

59.   To support young people's access to and critical engagement with information and media reporting through training, capacity building and action development. This can include: critical mass mobilisation, utilising popular activities like informal media (e.g. music, youth festivals);

60.   To support innovative pilot projects on new media and citizen journalism;

61.   To engage in strategic advocacy to specific decision-makers to build their awareness of the impact of global education and create an enabling environment for more global education across Europe;

62.   To recognise the importance of universities as partners in the promotion of critical, ethical and informed public debates in both academic and societal settings;

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63.   To support and engage the different stakeholders, in particular the policy-makers and civil society representatives, as well as new emerging actors in the field of global education, to collaborate on policies and programmes aimed at improving social inclusion and learning to live together;

64.   To commit to enhancing and deepening relationships with existing partners, actors, individuals and communities, and to build new relationships, through shared languages and concerns and co-produced knowledge, and especially with new actors, individuals and communities outside the traditional comfort zones of global education, for example the military, global corporations, oil and energy industries, banks and finance industry, among others;

65.   To ensure the inclusion of interests, voices and demands of socially and politically excluded groups, while at the same time exposing the current discriminatory and dominant discourses around assumed access to education and similar resources in all efforts in campaigning for global education;

66.   To recognise that debates regarding Global Education pose wider educational and political challenges that require specialised knowledge and research in order to effectively respond to these challenges.