

DRAFT
CONCEPT PAPER

3rd European Congress
on Global Education

Education for a Global Citizenship
Unity in Diversity

Zagreb, 26-28 November 2015

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

I. Introduction to the Congress

The 3rd European Congress on Global Education: *Education for a Global Citizenship: Unity in Diversity* is organised by the North-South Centre (NSC) of the Council of Europe (CoE) in partnership with the Democratic Citizenship and Human Rights Education Unit of the Education policy division of the CoE, CONCORD Europe, UNESCO, in affiliation with GENE and in co-operation with the Croatian Center for Peace Studies, as the implementing partner. The Congress counts with the financial support of the European Commission.

This Congress will aim to bring together over 200 stakeholders in global education (GE), 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”¹ and of a holistic approach to global education.

This event 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 2015². It also builds on the outcomes of the 2nd European Congress on Global Education (Lisbon 2012), its statement³ as well as its strategic recommendations⁴ covering the following areas of work: national strategy development and implementation; curricular reform; continuing professional development of educators; quality support and monitoring; campaigning and outreach.

As the Maastricht Congress Declaration time frame is about to come to its term, alike the Millennium Development Goals, and in the context of the post-2015 agenda, there is a need to measure the achievements in GE and stir a multi-stakeholder reflection on the role of education and on the competences needed to address effectively the current social, economic and environmental challenges, in particular in an international context where tensions are arising. More than ever intercultural understanding, one of the dimensions of GE, should remain a priority.

¹ The quadrilogue is a working methodology promoted by the North-South Centre of the Council of Europe that promotes dialogue and action between the following actors: Governments, parliaments, local and regional authorities and civil society (namely youth organisations and trade unions).

² <http://nscgloaleducation.org/index.php/resource-center/item/36-the-maastricht-global-education-declaration>

³ <http://nscgloaleducation.org/index.php/resource-center/item/153-global-education-lisbon-statement>

⁴ <http://nscgloaleducation.org/index.php/resource-center/item/24-2nd-european-congress-on-global-education-report>

The 3rd Congress shall take stock of GE achievements since 2012, based on the Lisbon Congress strategic recommendations and on CoE recent recommendations⁵ as well as on the outcomes of the series of international seminars and forums which have taken place since⁶.

It shall also 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 stakeholders⁷ while linking the concept of GE to the concept of Global Citizenship Education (GCED) launched by UNESCO in 2013⁸.

The Congress will also seek to contribute to 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 competencies 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 Council of Europe Conference of Ministers of Education will also be organised. The Congress should also take into account the proposed Council of Europe “Building Inclusive Societies” Action Plan.

II. International background

There is increasing recognition in the education community that issues of sustainable development, interdependence and solidarity should be inherent to any curriculum for citizenship education in a global interconnected society. It is important that mechanisms for supporting global education or global citizenship education are reinforced. In the context of world asymmetries and tensions, education can play an ever more important role, developing appropriate pedagogy to tackle and respond to global challenges. Educators, teacher support structures, national curriculum development bodies, civil society, religious communities, international organisations, development agencies and governments, in particular ministries responsible for education, development and the environment, as well as local actors⁹ all have a role to play.

Over the past ten years, there have been several significant milestones with regard to GE.

⁵ CoE 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; and

CoE Recommendation CM/Rec(2015)1 of the Committee of Ministers to member States on intercultural integration

⁶ Events organised by the NSC and the CoE, and by institutional partners such as CONCORD. GENE and UNESCO between 2013 and 2015 which outcomes can be find in appendix 3

⁷ In particular taking into account the United Nations (UN) and the European Union (EU) post 2015 agenda

⁸ Building on the report of UNESCO 2nd Forum on GCED, Paris, January 2015

⁹ Local authorities, local economic agents and media, community development associations

Among them, it is important to highlight the first European legal standard on global education, which constitutes the basis for future work in this field: the Recommendation of the Committee of Ministers of the Council of Europe to Member States on Education for Global Interdependence and Solidarity CM/Rec (2011)4¹⁰ – complements the Council of Europe Recommendation CM/Rec (2010)7 on Education for Democratic Citizenship and Human Rights Education.

Overall efforts have been made to raise awareness and build the capacity of practitioners on global education. The concepts and contents of this pedagogy have been enriched through academic research and input, as well as through synergies with scholars and practitioners working in the specific fields of human rights education, intercultural and interreligious education, education for peace and conflict prevention and education for sustainable development.

More recently, and in support of the UN Secretary-General's Global Education First Initiative (GEFI), UNESCO has invited actors involved in these pedagogical approaches to frame the concept of Global Citizenship Education (GCED) which is becoming one of its key education objectives for 2014-2021¹¹.

III. Purpose of the Congress

AIM

In accordance with the Lisbon Congress strategic recommendations and CoE recommendations, and within the post-2015 agenda framework, the Sustainable Development Goals (SDGs), and the UNESCO GCED, the aim of the Congress is to:

- Contribute to building a competence framework for global citizenship and intercultural understanding, taking into account ongoing initiatives;
- Create an oversight mechanism to support evaluation and integration of GE/GCED in national curricula;
- Strengthen political commitment of stakeholders¹² to promoting the principles and concepts of global education/global citizenship education (GE/GCED),

Defining competences and identifying policies that can contribute to the development of an informed and participatory citizenship equipped to promote **sustainable lifestyles** and **environmental justice**, **intercultural understanding** and **interreligious dialogue**, **solidarity** and **social justice**, in particular among young people, for more inclusive societies in Europe and beyond.

¹⁰ <http://nscglobaleducation.org/index.php/resource-center/item/33-global-education-recommendations>

¹¹ The NSC took part in UNESCO Expert Advisory Group for the drafting of the Global Citizenship Education Guiding Framework

¹² In particular Ministries of Education, Ministries of Foreign Affairs, parliamentarians, local and regional authorities and local economic agents and media, international organisations - with the support of educators and civil society organisations.

OBJECTIVES

The objectives of the Congress are 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.

IV. Approach

Participants¹³ will be requested to actively contribute to and engage in the congress dynamics that will be 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 engaged with institutional partners¹⁴ within a specific calendar for the preparation of the Congress contents, strategic recommendations and agenda. The draft strategic recommendations resulting from this consultation shall be fine-tuned and adopted during the Congress working sessions.

This consultative process shall be complemented with a questionnaire monitoring the implementation of the Lisbon Congress Strategic recommendations circulated within the first semester of 2015 among CONCORD DARE Forum, NSC GEW network and regional GE seminars implementing partners. Collaborative work among networks coordinators¹⁵ at national level will be encouraged during this phase as the aim is to have one answer by country and not an individual answer by stakeholder.

¹³ Formal and non-formal education structures; Academia and researchers; Civil Society Organisations; Governments; Parliaments and Local and Regional Authorities; International institutions; Private sector; Traditional and new media.

¹⁴ Institutional partners: CONCORD; GENE; UNESCO; Council of Europe Education Policy Division

¹⁵ CONCORD DARE Forum; NSC GEW network and CoE EDC-HRE network

This consultative process should build on the outcomes of partner's activities (seminars, workshops, training courses, surveys) and reports¹⁶ taking place between 2012 and 2015.

Through this collaborative approach, the Congress facilitates a learning process leading towards a growing commitment to GE/GCED and a set of strategic recommendations and plans of action that foster GE/GCED policy and practice at local and national levels and within the European and international institutions for the coming period.

V. Thematic Areas of Discussion

Through the consultation process among NSC partners in preparation of the Congress, and based on the Lisbon Congress Strategic Recommendations¹⁷, the following key themes 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**

VI. Expected Outcomes of the Congress

1. A **progress assessment of GE policy and practice** since the Lisbon Congress, and the recognition of GE practices as inspirational educational models ;
2. A shared learning experience leading to increased **awareness of educational and pedagogical needs**, given the current social and political realities in Europe and globally;
3. A set of **strategic recommendations per theme and stakeholder group** (educators, civil society organisations, academia, international institutions, governments, parliamentarians, local authorities, private sector and the media);
4. Specific **action plans** among each of the stakeholders for the forthcoming 3 years within the post-2015 agenda framework, the UNESCO GCED initiative, the NSC and the CoE recommendations, and guarantee commitment to the necessary support for and further strengthening and development of GE/GCE beyond 2015 in terms of **policy development, pedagogical support and training mechanisms**;
5. **Partnerships** and opportunities to develop future collaborations between institutional representatives and practitioners, and facilitate networking and interaction within and beyond Europe in the field of policy development, pedagogical support and training mechanisms.

¹⁶ Check appendixes 2 & 3

¹⁷ <http://nscglobaleducation.org/index.php/resource-center/item/24-2nd-european-congress-on-global-education-report>

VII. Date and Venue of the Congress

26 - 28 November 2015, Zagreb, Croatia

VIII. Languages

English is the main working language

Translation into French *or other language* will be confirmed according to the needs.

IX. Contact

Practical information and documents for the Congress will be available on the website:
<http://nscglobaleducation.org/>

For more information, please contact:

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Appendix 1

Global Education, as defined in the Global Education Guidelines

GE aims at enabling learners to understand world issues while empowering them with knowledge, skills, values and attitudes desirable for world citizens to face global problems. It brings cultural, artistic and ethical knowledge and competences into curricula too often subordinated to the adaptation of learners to the demands of the national or international labour markets.

One of the core competences of Global Education is the ability to understand facts holistically, fostering multiperspectivity and the deconstruction of stereotypes.

It helps learners to understand the complexity of the world, be aware of contradictions and uncertainties and understand that there are no one-dimensional solutions for complex problems. It helps learners to deal with cultural variety of languages and codes so that mutual understanding can be achieved.

Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.

Appendix 2

Congress Organisers

North-South Centre of the Council of Europe (NSC)

The objective of the North-South Centre (NSC) as regards global education (GE) is to develop, enhance and sustain strategies and capacity-building for global education, targeting institutions and practitioners from the formal and non-formal education sectors. Global Education is understood as a holistic form of education dealing with the growing interconnectedness between local and global realities. It aims at developing learning communities in which practitioners are encouraged to work co-operatively and develop skills for a participatory global citizenship. The work of the NSC consists in policy development and advocacy, training and capacity-building, raising public awareness/understanding and disseminating global education practices. In this regard, the NSC, in co-operation with its partners, has delivered GE policy reference documents such as the GE charter (1997); the Maastricht GE declaration (a European strategy for improving and increasing GE in Europe to the year 2015, 2002); the recommendation on education for global interdependence and solidarity (*adopted by the CoE Committee of Ministers in 2011*); the Lisbon Congress Strategic Recommendations (2012).

Simultaneously the NSC offers pedagogical support through a handbook for educators to understand and implement GE (the *Global Education Guidelines, 2008*, revised edition in 2012); an e-learning and a residential training scheme; and networking global education practices through the Global Education Week and its network of national coordinators. All these activities are facilitated by the NSC GE website¹⁸.

In 2009-2014, the North-South Centre co-organised with local partners national and regional seminars on global/development education in the new members States and candidate countries of the European Union, with the financial support of the European Commission¹⁹. These seminars brought together different stakeholders (decision makers and practitioners) with the aim to discuss the situation of global/development co-operation in the respective country and promote national policy recommendations and practices. The assessment of these seminars will be an important contribution to the conceptualisation, preparation and organisation of the 2015 GE Congress.

¹⁸ NSC GE website: <http://nscglobaleducation.org/>

NSC website: http://www.coe.int/t/dg4/nscentre/default_en.asp

¹⁹ Joint Management Agreement signed in 2009 between the NSC and the EC for the promotion of GE in EU new member States. *Prolonged in 2012 for the period 2013-15 and extended to candidate countries.*

Global Education Network Europe (GENE)

GENE (Global Education Network Europe) is the European network of Ministries, Agencies, and other national bodies responsible for support, funding, and policy making in the field of Global Education in Europe. GENE has worked over the past decade to support the strengthening of Global Education in Europe. This has included regular multilateral roundtables, bi-lateral processes, policy learning and research, enhancing quality, supporting the development of quality national strategies and supporting emerging structures. GENE facilitates the European Global Education Peer Review process, which grew out of a recommendation of the Maastricht Congress, and the recognition that Global Education improvement at national level can be enhanced by international peer review and strategy learning. To date nine peer Review processes have been undertaken – of Cyprus (pilot review 2004), Finland (2004), Netherlands (2005), Austria (2006), the Czech Republic (2008), Norway and Poland (2009-10), Slovakia (2013), and Portugal (2014). A Peer Review Follow-Up process with Finland was also facilitated in 2010-2011.

CONCORD EUROPE

CONCORD, the European NGO Confederation for Relief and Development, represents more than 2400 NGOs from all over the European Union. Development education and public awareness raising (DEAR) is an important element of its organisational strategy in order to empower Europeans to play an active role in shaping a more just and sustainable world.

The CONCORD Development Awareness Raising and Education (DARE) Forum works on capacity development for DEAR, advocacy and pan-European networking and peer learning. It created DEEEP in 2003, which acts as a support structure to the working group. Now, in its 4th phase (2013-2015) DEEEP aims to contribute to the evolution of the development education field through working towards systemic change and active global citizenship, not only at a European level but also at a global level. Furthermore, CONCORD co-chairs the European Development Education Multi Stakeholder Process since its creation in 2006, which unites a broad range of state- and non-state actors interested in development education. Its main achievements are the European Development Education Consensus (2007) and the first European Development Education Monitoring Report “DE Watch” (2010).

UNESCO *to be completed by partner*

Appendix 3

Relevant Background Documents

Milestone Framework Documents

- The road to dignity by 2030: *ending poverty, transforming all lives and protecting the planet* Synthesis report of the Secretary-General on the post-2015 sustainable development agenda (2015)
http://www.un.org/ga/search/view_doc.asp?symbol=a/69/700
- UNESCO Global Citizenship Education: *Preparing Learners for the Challenges of the 21st Century*, (2014)
<http://unesdoc.unesco.org/images/0022/002277/227729E.pdf>
- 2nd Global Education Congress Strategic recommendations, Lisbon (2012)
<http://nscglobaleducation.org/index.php/resource-center/item/24-2nd-european-congress-on-global-education-report>
- Reports of the Global Education national and regional seminars organised by the North-South Centre over the period 2009-2015 in the framework of the JMA with the EC
<http://nscglobaleducation.org/index.php/index.php/resource-center/item/144-global-education-seminars>
- North-South Centre Global Education Guidelines (2008 / revised edition in 2012)
<http://nscglobaleducation.org/index.php/resource-center/item/126-global-education-guidelines>
- Espoo, Finland Conclusions on Global Education in Curriculum Change: GENE, FNBE (2011).
<http://gene.eu/blog/2012/09/29/espoo-finland-symposium-report-conclusions/>
- DEAR in Europe - Recommendations for future interventions by the European Commission. Final Report of the 'Study on the experience and actions of the Main European Actors active in the field of Development Education and Awareness Raising'
https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR_Final_report
- Maastricht Declaration (2002)
<http://nscglobaleducation.org/index.php/resource-center/item/36-the-maastricht-global-education-declaration>
- Global Education Charter (1997)
<http://nscglobaleducation.org/index.php/resource-center/item/34-global-education-charter>

European Recommendations

- CoE 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
- CoE Recommendation CM/Rec(2015)1 of the Committee of Ministers to member States on intercultural integration
- Recommendation CM/Rec (2011)4 on education for global interdependence and solidarity
<http://nscglobaleducation.org/index.php/resource-center/item/33-global-education-recommendations>

- Recommendation CM/Rec (2010)7 on the Council of Europe Charter on education for democratic citizenship and human rights education
[https://wcd.coe.int/ViewDoc.jsp?Ref=CM/Rec\(2010\)7&Language=lanEnglish&Ver=original&BackColorInternet=DBDCF2&BackColorIntranet=FDC864&BackColorLogged=FDC864](https://wcd.coe.int/ViewDoc.jsp?Ref=CM/Rec(2010)7&Language=lanEnglish&Ver=original&BackColorInternet=DBDCF2&BackColorIntranet=FDC864&BackColorLogged=FDC864)
- European Consensus on Development: the contribution of Development Education & Awareness Raising (2007)
http://www.coe.int/t/dg4/nscentre/GE/European_consensus-en.pdf

Further Reading

- Monitoring Education for Global Citizenship: A Contribution to Debate (2015)
DEEEP-CONCORD
http://deep.org/wp-content/uploads/2015/03/DEEEP4_QualityImpact_Report_2014_web1.pdf
- Commission Staff Working Document on Development Education and Awareness Raising (DEAR) in Europe (2012)
https://ec.europa.eu/europeaid/sites/devco/files/working-document-development-education-awareness-raising-programme-swd2012457-20121220_en.pdf
- European Parliament Briefing paper on Development Education (2012)
[http://www.europarl.europa.eu/RegData/bibliotheque/briefing/2012/120284/LDM_BRI\(2012\)120284_REV1_EN.pdf](http://www.europarl.europa.eu/RegData/bibliotheque/briefing/2012/120284/LDM_BRI(2012)120284_REV1_EN.pdf)
- European Development Education Monitoring Report “DE Watch” (2010)
http://nscgloaleducation.org/images/Resource_center/DE_Watch.pdf

Post-2015 Agenda:

- [UN level] Synthesis Report by the UN Secretary-General – *The Road to Dignity by 2030: Ending Poverty, Transforming All Lives and Protecting the Planet* (2014)
http://sustainabledevelopment.un.org/content/documents/5527SR_advance%20unedited_final.pdf
- [European level] European Commission Communication on the Post-2015 Agenda – *A decent Life for all: from vision to collective action* (2014)
<https://ec.europa.eu/europeaid/sites/devco/files/part1-a-decent-life-for-all.pdf>
- [Specifically on Education] UNESCO – *Concept Note on the Post-2015 Education Agenda* (2013)
http://en.unesco.org/post2015/sites/post2015/files/UNESCOConceptNotePost2015_ENG.pdf
- [Specifically on ESD] UNESCO – *Proposal for a Global Action Programme on Education for Sustainable Development* (2013)
<http://unesdoc.unesco.org/images/0022/002243/224368e.pdf>