

# Long-Term Blended Training Course on Global Education and Education for Sustainable Development

*LTTC on GE and ESD*

*Online and Mollina (Spain)*

**August 2024 - February 2025**



## Call for Participants

Deadline for applications: 28<sup>th</sup> of July 2024 (23:59 UTC – Lisbon time)

Online application form: <https://forms.office.com/e/zbWWkDYPV4>

The *Long-Term Training Course on Global Education and Education for Sustainable Development* is part of *iLEGEND III: Intercultural Learning Exchange through Global Education, Networking and Dialogue (2022-2026)*, Joint programme of the European Union and the Council of Europe: co-funded by the European Union and the Council of Europe and implemented by the North-South Centre of the Council of Europe. The overall objective of the project is to increase the active engagement of EU member States, candidates and potential candidate countries' citizens (in particular young people) in safeguarding sustainable development and confronting global challenges and inequalities at local and global level.

Co-funded  
by the European Union



Co-funded and implemented  
by the Council of Europe

*“Global Education opens people’s eyes and minds to the realities of the world and awakens them to bring about a world of greater justice, equity and human rights for all; [...] 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 dimension of Education for Citizenship<sup>1</sup>.”*

## Rationale of the course

The [2030 Agenda of the United Nations](#) and the [Sustainable Development Goals \(SDGs\)](#) are the main international reference framework linking human rights with sustainable development. The 2030 Agenda is grounded in international human rights norms, and the Sustainable Development Goals (SDGs) seek to realise the human rights of all.

As the main organisation for the protection of human rights in Europe, with the [European Convention on Human Rights](#) as its main reference, the Council of Europe contributes to the implementation of the 2030 Agenda for Sustainable Development through a human rights-based approach based on its institutions, normative framework, and capacity for action on a wide array of issues of sustainable development from gender equality to rule of Law related concerns. Its work is not limited to Europe only: the CoE has adopted more than 220 conventions to protect fundamental rights, many of which are open to accession by non-European countries, thus contributing to promote the universal values of human rights, democracy, and the Rule of Law worldwide.

For that mission, education is paramount. Reason why, the Council of Europe has developed numerous educational initiatives that foster peaceful and inclusive societies sustained on a culture of democratic citizenship and human rights. In such initiatives, the [European Centre for Global Interdependence and Solidarity of the Council of Europe](#) - more commonly known as the "North-South Centre" - an Enlarged Partial Agreement of the Council of Europe with over 32 years of experience in formal and non-formal education sectors promoting principles and values of global citizenship education, plays a key role. The North-South Centre promotes global education<sup>2</sup> as an interdisciplinary approach where human rights, democratic citizenship and intercultural dialogue represent its main elements, as a dynamic concept evolving according to the contemporary political, economic, social, cultural and environmental developments and challenges of the global society. It is fundamental for education to offer educators and learners the opportunity and the competences to understand

<sup>1</sup> [Maastricht Global Education Declaration](#), 15-17 November 2002

<sup>2</sup> The North-South Centre has been supporting formal and non-formal educators, institutional and CSO representatives, and policy-makers to understand and implement global education through the creation of reference policy documents and advocating strategies (such as the [Global Education Charter](#) (1997); the [Maastricht Declaration: an European Strategy Framework for Improving and Increasing Global Education in Europe to the Year 2015](#) (2002); the recommendation process – [Education for Global Interdependence and Solidarity](#) - culminated with its adoption by the Council of Europe committee of Ministers in May 2011; the [European Congresses on Global Education](#)); to develop specific competences related to global education through a wide offer of [Self-Paced and Tutored Online Training Courses](#), in different languages (English, French Arabic) on various topics (such as Introduction to GE; GE and Media; GE and Intercultural/Interfaith Dialogue, and GE and Climate Actions (as from 2025), through [ad-hoc residential training courses](#), usually taking place in the framework of the North-South Centre Network of Universities on Youth and Global Citizenship, and through the publication of the pedagogical resources (such as the [Global Education Guidelines](#) (2019) - a handbook for educators to understand and implement global education, available in English, French and Spanish that introduces a specific methodological approach focused on educators’ competences development, activities implementation, learning measurement and assessment, all in line with the [Council of Europe Reference Framework of Competences for Democratic Culture](#) and with the SDGs monitoring process, as well as the [Media Literacy for Global Education – Toolkit for Youth Multipliers](#) (2022). Moreover, the North-South Centre coordinates, together with the [Global Education Network](#), the [Global Education Week](#), an annual worldwide awareness-raising initiative focused on global education as a tool for solidarity and change, for a more sustainable and equitable world, for rethinking our habits and ways of living, spending, and consuming, for finding new ways of education and socialisation. The Global Education Network selects every year the main theme of the Global Education Week, focused on any of the Five Development Pillars of the [2030 Agenda for Sustainable Development](#) (People, Planet, Prosperity, Peace and Partnership): for the 2023 edition, for instance, the 2 Ps selected for the main theme were Planet and Peace, under the motto “Peace for the planet. A planet of peace”; for 2024, the 2 selected Ps are Planet and People, under the motto “Connected people for an inclusive planet”.

the multiple interactions between political, economic, social, cultural and environmental issues, as well as to reflect on their own role and responsibility in a global and complex interconnected society. Dealing with this growing interrelatedness between local and global realities, while stimulating a multi perspective approach, should be subjacent to education nowadays, as much as citizenship and social conscience cannot be dissociated from the collective and global dimensions of our lives.

There is a clear need to learn from other cultures and integrate varied examples of paradigms, perspectives, and practices in Education for sustainable development, currently heavily dominated by Western agendas and by a Western framework. ESD teaching and learning can be greatly enriched by integrating various paradigms of understanding of nature, earth-centred paradigms such as Ubuntu, Buen Vivir and Soko, that are diverse forms of knowledge that have emerged from Sub-Saharan Africa, Latin America, and Japan respectively. The big challenge is how to “harmonise” diverse knowledge systems: what are the barriers, opportunities and benefits of including diverse knowledge systems within curriculum, teaching, and learning?

In this work, the experience and methodology applied by the north-South Centre relies of the added value of the expertise and acquis of the Council of Europe on a wide range of human rights issues related to sustainable development.

## Objectives of the course

1. To delve into main Global Education concepts and its relationship with the SDGs
2. To acquire knowledge and competences related to different dimensions of Education for Sustainable Development based on Council of Europe’s and other international standards.
3. To reinforce intercultural learning competences
4. To develop pedagogical competences based on Global Education and Education for Sustainable Development
5. To experience different pedagogical approaches and working methods based on non-formal learning
6. To acquire further specific knowledge on relevant topics related to ESD
7. To promote networking and multiplier effect at local/global level

## Content

Introduction to Global Education and SDGs (2030 Agenda, 5 Ps, etc.); the Council of Europe and SDGs; competences frameworks for Education for Sustainable Development; ESD and Intercultural dimension/learning; Human Rights Education and ESD; the youth dimension of ESD; Methodology vs. Method; sharing best practices; *Glocal* initiatives.

## Methodology and working methods

The conceptual and methodological framework of the course is based on the [Global Education Guidelines](#), systematised by the North-South Centre. Participants’ learning process will be focused on developing competences related to the main topic of the training course: the [CoE Reference Framework of Competences for Democratic Culture \(RFCDC\)](#) is the reference in terms of competences. The training course is structured in a blended format, with a part online, a part that foresees a residential activity, and a third part of practice, when participants will implement their follow-up activities.

The online part of the training course is based on the [Self-Paced Online Training - Introduction to Global Education](#) (available also in [French](#) and [Arabic](#)). The SPOT on Global Education is an introduction to GE concept, its competences, methodological approaches, and resources to support GE understanding, practice, monitoring, evaluation and learning. Its structure has been designed to reinforce a practical approach and enable participants to tackle different aspects of GE in a learning or a training context.

The residential phase of the training course takes place in the framework of the [University on Youth and Development](#). During the 6-days training, participants will be involved in an individual and group learning process, holistic and process-oriented, based on experience and action. Through non-formal learning methods such as group and individual works and reflections, simulations, role-play games, debates, activities based on creativity, and exchanges among participants, the group will address the main content of the course and will further develop specific competences related to it. The residential training course will include a “meta-reflection” dimension as well as the different pedagogical approaches that support education practitioners in developing values, attitudes, knowledge and skills that enable people to face, understand and tackle the challenges of a growing interconnected world, and to work co-operatively on global issues.

The third phase of the LTTC foresees a period of follow-up initiatives, when participants will have the chance to put in practice what they have learnt during the previous phases. Participants have to design, implement and evaluate a specific local action, focused on one of the main topics of the LTTC, based on the pedagogical approaches explored, and aimed at promoting a multiplier effect at local level. The team of trainers will mentor participants in their actions. During this phase, participants are also invited to attend other online training courses offered on the [Council of Europe HELP e-learning platform](#); the courses are free and of the highest quality as they have been developed with the top experts of the Council of Europe. Among them: [The Environment and Human Rights](#); [Fight Against Racism, Xenophobia, Homophobia and Transphobia](#); [Anti-discrimination](#); etc.

At the end of the Long-Term Training Course, participants will obtain a certificate of participation.

## Selection criteria

Education practitioners in the formal and non-formal sector, preferably: between 18 and 30 years old; coming from one of the North-South Centre member state; or from a Southern neighbourhood or Sub-Saharan Africa country;<sup>3</sup> able to communicate in English (working language of the activity); active in a CSO or a youth organisation/platform/youth-related institution, thus facilitated in implementing the planned follow-up activities.

25 participants will be selected for this activity, application content will be the basis of the selection's procedure.

The Council of Europe welcomes applications from all candidates who fulfil the specific profile of the activities, irrespective of gender, disability, marital or parental status, racial, ethnic or social origin, colour, religion, belief or sexual orientation.

Please note that due to the large number of applications only the selected candidates will be contacted. Individual requests and follow up questions will not be addressed, unless considered as assistance to the application process. The selection results will be announced on the 31<sup>st</sup> of July 2024. After the communication of the selection results, the selected participants must confirm their participation to the North-South Centre; if not, they will be replaced by shortlisted candidates.

## Dates

Online phase of the training course: from the 26<sup>th</sup> of August to the 8 of September 2024

Residential training for trainers: from the 16<sup>th</sup> to the 21<sup>st</sup> of September 2024 in Mollina (Spain), in the framework of the University on Youth and Development.

Practical phase: from the 1<sup>st</sup> of October 2024 to the 28<sup>th</sup> of February 2025

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<sup>3</sup> A reduced quota is available for citizens from other Council of Europe member states and regions.

## Costs

The activity is fully free of charge.

## How to apply

Please fill the [online application](#) form before the 28<sup>th</sup> of July 2024 (23:59 UTC – Lisbon time)

## For more information

NSC-CoE Secretariat: [riccardo.gulletta@coe.int](mailto:riccardo.gulletta@coe.int) +351 21 358 4035

## The North-South Centre of the Council of Europe

Key instrument of the external dimension of the Council of Europe, the [North-South Centre](#) (NSC) serves as a vector for transmitting its values, standards, and tools beyond the European continent through political dialogue, networking, and the implementation of cooperation projects. As an Enlarged Partial Agreement of the Council of Europe, it brings together several European and African countries to exchange ideas and take action on shared issues. With a solid 34-year expertise in the fields of global education, intercultural dialogue, and youth sector cooperation in Europe and beyond, and a broad geographical mandate with a focus on the Southern Neighbourhood and Sub-Saharan Africa, the NSC through its institutionalised “quadrilogue” approach engages high-level representatives from governments, parliaments, local and regional authorities, as well as civil society from different regions of the world to work together on issues of common interest: the forefront role played by civil society, thanks to a robust network of youth organisations, ensures a structured, inclusive and sustainable participation with a multiplier effect.

To support the implementation of the Reykjavik Declaration, the 2024-2027 strategy of the NSC strengthens the external dimension of the Council of Europe to: enhance the impact of the Council of Europe’s Neighbourhood Policy with the Southern Mediterranean by disseminating the values and standards of the Council of Europe among the youth, a cornerstone to ensure the sustainability of democratic reforms; develop further and gradually cooperation with Sub-Saharan African countries that demonstrate an interest in the standards of the Council of Europe; act as a facilitating platform for dialogue between Europe and other regions of the world on the priorities of the Council of Europe.