PAN EUROPEAN CONGRESS ON GLOBAL EDUCATION OF THE COUNCIL OF EUROPE

EVENT REPORT & INSIGHTS

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Contents

1. Executive Summary

The Pan European Congress on Global Education, organised by the North-South Centre of the Council of Europe, took place in the Palais of the Council of Europe in Strasbourg, on 31 May and 1 June 2022.

The Congress brought together, through a hybrid setting, formal and non-formal educators from all over the globe, civil society organisations, international organisations, ministries' representatives, and local and regional authorities. Several conclusions and recommendations from the live observation of the event were drawn, as well as from the online engagement, extracting valuable feedback from all stakeholders involved.

The Congress outlined the importance of recognising the major enabling drivers for forward-looking and transformative education, in which the different stakeholders of the education ecosystem play a key role. Among them, the formal and non-formal sectors, the European, national, and regional policymakers with the ability to influence and decide on education matters; and the educators and the learners, whose skills need to be continuously developed to face a challenging and fast-changing world. Moreover, it highlighted the need to include young people in education decision-making processes and encourage them to actively participate in the building of a more sustainable future. Finally, it acknowledged the complexity of education, given the different contexts and realities of the countries, and the importance to develop and disseminate more inclusive education practices.

The Congress also worked as a closing activity of the iLegend II cycle, a Council of Europe and European Union (EU) joint project initiated in 2019, to support global development education in EU Member States, as well as in candidate and potential candidate countries, as part of the EU's Development Education and Awareness Raising Programme. The iLegend II project had a special focus on four sub-regions: Balkan, Baltic, South-East and Mediterranean, and Visegrad - and was built on the success of the precedent Intercultural Learning Exchange through Global Education, Networking and Dialogue (iLegend) project. It aims at fostering among educators, youth workers and policymakers a better understanding of global issues and their economic, social, political, environmental, and cultural interconnectedness.

Therefore, the Congress and the present report outline a set of important recommendations in specific strategic areas for Global Education (GE) advancement, particularly in those countries, in which the development of national GE strategies, as well as the integration and strengthening of GE content in the curricula at national and local levels, is paramount. Additionally, the debates that took place at the Congress highlighted the need to solve many of the challenges faced in the critical topic of the professional development of educators and the still long way to go in terms of the appropriate monitoring and evaluation mechanisms for GE, and of the amplification of the reach of GE projects and practices in Europe and beyond.

According to the Pan European Congress on Global Education of the Council of Europe Evaluation Survey[1], the event was a success - both in-person and online. This document underlines a set of conclusions and insights in the aftermath of such an important event for the global education sphere: ensuring that valuable shared information is put into action, promoting collaboration, and diving into practical solutions concretely and robustly to disseminate and augment the impact of GE.

2. Summary of the key insights from the Pan European Congress on Global Education

To ensure that Global Education (GE) is implemented and continuously improved, a set of major drivers and strategic recommendations must be considered and structured into two main areas and eleven major categories of insights.

2.1. Vision and major drivers for a forward-looking and transformative education:
1. The development of robust multi-stakeholder policies and processes on GE to ensure long-term driven action plans and impact.
2. The application of the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC) to encourage the active participation and responsibility of citizens.
3. The involvement of young people in decision-making processes.
4. The development and dissemination of more inclusive education practices.
5. The ability to cope with the opportunities and challenges of digital transformation and changes in the labour market.
6. GE as a transformative approach to education.

2.2. Recommendations on the five strategic areas for GE promotion:
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.

2.1. Vision and major drivers for a forward-looking and transformative education

The Maastricht Declaration, the first European strategy framework for improving and increasing Global Education in Europe to the year 2015, resulted from the first Europe-wide multistakeholder Global Education Congress (Maastricht, November 2002). It celebrates and promotes diversity and respect for others, encouraging learners to define their future paths considering a global interconnected context.

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[1] Pan European Congress on Global Education evaluation survey
https://rm.coe.int/2022-evaluation-report-congress-on-global-education/1680a702c9

The Maastricht Declaration took a long-term view on education. While celebrating its 20 years, it is essential to continue looking to the future and establish a long-term vision of Global Education to 2050[2], as today's learners are tomorrow's decision-makers.

The education systems are changing to equip students with the knowledge and skills necessary to thrive in a complex world, which has many challenges, from threats to democracy and human rights, to the climate crisis and digital transformation. In this context, an increasing number of countries in Europe are viewing Global Education as a necessity, as the policy landscape has significantly changed. While education is paramount to promoting democracy and democratic culture in European countries and globally - in a period when democratic values and attitudes are weakened and undermined by environmental, economic, political, social, and ethical tensions - quality of democracy should be enhanced by sustainable GE policies, practices, and projects, as it aims at fostering more transparent, participative, and representative societies.

Learners are empowered through transformative education to engage with the world as creative and active global citizens. For that to happen, the relevance of education systems must be improved, and global challenges need to be adequately addressed, deepened, and developed, through education, in particular Global Education.

The Council of Europe priorities for the Education programme 2022-2025 are to support the development of education policies and practices that promote democratic citizenship / culture, non-discrimination, broad access to inclusive quality education and lifelong learning, and that integrates the principles of ethics, transparency, and integrity. Below there are a set of key conclusions that connect to those priorities and mission, derived from the successive sessions of the Pan-European Congress on Global Education.

2.1.1. The development of robust multi-stakeholder policies and processes on GE to ensure long-term driven action plans and impact

- The combination of global to local insights, the constitution of networks of solidarity among the European countries and beyond, and the built up of adequate learning mechanisms to manage complexities, is essential to provide a workable concept and framework for GE. Fundamentally, the different stakeholders involved should align on more robust and integrative education plans, define GE best practices and ensure greater coherence between national and international practices, as well as define clear roadmaps, monitoring, and funding plans.

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[2] The North-South Centre of the Council of Europe is involved in the drafting process of the new Declaration on Global Education in Europe to 2050, an initiative from Global Education Network Europe, involving as well the EC, OECD, UNECE, UNESCO, in consultation with youth and civil society organisations, local and regional governments, international organisations, academia and global critical friends.

- Multi-stakeholder consultation processes are key, and they must involve a vast range of stakeholders, from youth-led organisations and policymakers, NGO and CSO networks to researchers in GE, formal and non-formal educators, and international organisations working on GE. It is essential to bring together different perspectives and views to create more collaboration opportunities, and apply innovative solutions by empowering the different stakeholders (e.g. non-governmental organisations, schools, universities, unions, parent associations, and social communities) to co-create more GE projects.

2.1.2. The implementation of the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC) to encourage the active participation and responsibility of citizens

- The Reference Framework of Competences for Democratic Culture is intimately linked to GE as it is based on four main axes:
  1) values, such as human dignity and cultural diversity;
  2) attitudes, like civic-mindedness, tolerance, openness, and respect for other cultures;
  3) skills, such as critical thinking, empathy, or listening;
  4) knowledge and critical understanding of the self and the world.

- The RFCDC[3] is a set of pedagogical resources, policy, and implementation guidelines that can be used by education systems to equip young people with the competences needed to act to defend and promote human rights, democracy, and the rule of law; to participate effectively in a culture of democracy, and to live peacefully together with others in culturally diverse societies.

- Experiential learning approaches using the RFCDC are instrumental in providing collaboration opportunities between formal and non-formal education providers from different countries. Multidisciplinary projects foster the creation of peer communities of learners and emphasise the importance of learning, by applying approaches that stress the participants' voices, contributing to a shared construction of knowledge through peer and intercultural learning.

- Finally, it is also important to stress the complementarity between the RFCDC and the GE-enabling set of competences for the promotion of intercultural dialogue and learning.

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[3]Council of Europe Reference Framework of Competences for Democratic Culture
https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/home

2.1.3. The involvement of young people in decision-making processes

- Involving young people in decision-making is paramount to drive more initiative and leadership from them to bring change. Therefore, GE activities must include young people from the very beginning.

- Young people have high expectations from the EU. According to the latest Eurobarometer of 2022[4], they expect the EU to: preserve peace, reinforce international security and cooperation (37%); fight poverty, increase job opportunities for young people (33%), fight economic and social inequalities (32%); and promote environmentally friendly policies and fight climate change (31%). Furthermore, 91% say that young people are important to tackle economic and social challenges, and to face environmental challenges (89%). 88% of EU citizens say it is important to partner with countries outside the EU to reduce poverty around the world.

2.1.4. The development and dissemination of more inclusive education practices

- Disability inclusion should be considered so that infrastructures and educational content are adapted to all forms of disability, educators are trained to be able to support learners with a disability, and students with a disability can attend regular schools.

- Gender inclusion is critical and should be deeply rooted in education systems. It is important to boost government-led policies able to deal with gender stereotypes, address gender-based violence in schools, allow young women to choose career paths for themselves, and develop flexible learning models for those who cannot go to school, increasing collaboration and best practices between countries.

- The education systems should be supported by a wide array of stakeholders, such as municipalities and non-governmental organisations, enabling access to education and skilling opportunities for migrants and refugees, helping to promote diversity and inclusion, and breaking disadvantaged barriers. The schools should be safe spaces to provide emotional support groups for students facing serious issues, such as war and forced migration.

- Providing education towards respecting different cultures and promoting human rights, building peace, and combatting all forms of intolerance and discrimination should be complemented with the development of social and emotional learning programs, as well as capacity building and policy guidance on topics such as addressing hate speech through education and pedagogical frameworks.

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[4]European Commission Erasmus+ Eurobarometer 2022
https://erasmus-plus.ec.europa.eu/news/new-eurobarometer-survey-shows-growing-youth-engagement

2.1.5. The ability to cope with the opportunities and challenges of digital transformation and changes in the labour market

- The introduction of technology into learning and teaching is key to making available affordable digital tools and infrastructure for all learning levels, ensuring education content is available for all learners, those with "low tech, high tech, or no tech".

- A more consistent alignment between education systems and the labour market is advised, namely due to the quick and fast-paced transformations that are occurring due to technology. The major industry players in each given society need to play a more active role in supporting the design and delivery of educational content by the non-formal and formal sectors, providing mentoring and coaching to learners in order to enable them to understand the workplace and its demands. Also, fostering the growing existence of flexible learning programmes and models would enable learners to acquire knowledge and skills at their own pace and within shorter periods.

2.1.6. GE as a transformative approach to education

There is an evident change of paradigm in education, as today's learners are connected in a globalised, interconnected, and interdependent world. This change is reflected in several multi-stakeholder projects, policies, and processes, aiming at advancing the state of education, and at building more inclusive, contextualised and better-prepared education systems for the future, where global topics such as technology, sustainability and the quality of democracy are and will continue to be paramount and grow in importance.

Nowadays there are pedagogical frameworks and tools such as the RFCDC, best practices sharing in terms of educational content and infrastructures, new flexible learning models and innovative teacher and student training methodologies, and the growing awareness that the labour requirements of today will not be the same as tomorrow. Hence, it is critical to capitalise on the existing networks of interaction and the learnings shared between the different formal and non-formal education agents, to apply exponential and (if possible) quicker transformations in the current education systems, to make sure they are effectively contributing to empower the citizens of the future and the 21st century educators. For doing so, it is essential to understand the main strategic areas for GE advancement, to encourage sustainable and long-lasting changes and measures to improve the education ecosystems around Europe, and beyond.

2.2. Recommendations on the five strategic areas for GE promotion

A collaboration between various organisations, with different backgrounds (from grassroots to high-level) in the field of GE is essential to promote a wide, cross-curriculum, intersectional and transversal dissemination of GE in the education systems across Europe, creating opportunities for change and influencing decision-making at different levels, from the central governments to the regional authorities, from the primary schools, up to university education.

At the same time, educators are certainly at the forefront of the education system. It is essential to reinforce the role of the teachers in 3 ways: 1) as citizens, being encouraged to reflect on and challenge their views; 2) as learners, as they can lack knowledge of new concepts in GE and may need assistance with new pedagogical methods; and 3) as GE enablers, as they need to be willing to implement curriculum changes in order to speed up GE dissemination at teaching institutions.

Teachers and schools / universities are critical arenas for GE practice, and national GE curriculum frameworks and pre-service teacher education are essential to be tackled. Teachers need to be prepared for these curriculum changes, motivated and given pedagogical assistance so that GE can be oriented towards behaviour change in learners.

In the Pan European Congress on Global Education sessions, there were a set of main recommendations and best practices provided by the different speakers and that are strictly connected with the five strategic areas for GE promotion.

2.2.1. National Strategy Development and Implementation

GE is a systemic, intersectional, and transversal practice

- A holistic perspective on GE standards and competences descriptors[5] is needed across major regions in Europe, namely the Baltic, Balkans, the SEE & Mediterranean, and Visegrad. A greater emphasis on the inclusion of GE in the medium to long-term educational policy is advised to create a long-lasting effect in the education systems and their respective structures.

- GE topics are intersectional, and relevant to be embedded in vocational training, into the digitalisation of education, in inclusive education of children and young people with disabilities, and key in the integration of students from diverse cultural backgrounds.

- GE content and programme insertion are critical in different education levels, from pre-schooling to university education, and in the diverse curriculum structural parameters (e.g. national, local).

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[5] North-South Centre of the Council of Europe Global Education Guidelines
https://www.coe.int/en/web/north-south-centre/global-education-resources

<u>Governance structures in place and strong stakeholders' coordination are key to GE boost</u>

- The existence of stable and well-defined governance processes among the different institutions and levels (central government, regional and local authorities) is key to ensuring a greater cross-sectoral alignment of GE.

- The role of Ministries such as the Ministry of Foreign Affairs and the Ministry of Education is paramount in the coordination and promotion of GE activities, as well as in the support of initiatives driven by CSOs (Civil Society Organisations) and NGOs (Non-Governmental Organisations).

- According to their know-how, track record and specialisation in the different GE topics, CSOs and NGOs must be continuously involved in GE policy processes and multi-stakeholder working groups and projects. Their role is key in the dissemination of GE, through diverse teacher and student training programmes.

<u>Global development processes are crucial to influencing each country´s GE agenda</u>

- Recognise the different historical contexts within each European region as an opportunity to share best practices on GE, as it can function as a decisive regional development booster, to promote different projects and events, emphasising the collaboration between countries, and the constitution of "regional hubs" for specific GE-related matters.

- GE is important to promote the growing need and awareness of the different European countries and respective populations, to contribute towards the development of developing countries while going beyond traditional ODA (Official Development Assistance) frameworks.

2.2.2. Curricula and Education at the National and Local Levels

<u>Attribute a greater sense of urgency towards the inclusion of GE in curriculum development</u>

- The refresh of the core curricula is advised for different reasons. Firstly, it is overloaded and offers almost no space for extra-curricular or cross-curricular topics. Secondly, GE should be horizontally reflected in all academic subjects. Thirdly, it is crucial to develop teacher training through cooperation between disciplines, specialists, and different school / university departments, nationally and internationally.

- The interdisciplinary character and importance of GE shall consider the current socio-economical, demographic, and political contexts in Europe, alongside labour market challenges, outlining a curriculum development that builds knowledge and capabilities that are directly applicable in real-life scenarios.

- The GE curriculum in formal and non-formal settings, supported by systematic methodological programmes for educators and teacher competency models are equally important in the promotion of GE. Furthermore, each curriculum should enhance the principles of universality, foster a global character to encourage strategies for justice, diversity, and inclusion, and understand the position of the countries around the globe that will provide different perspectives of GE.

Stimulate participatory and active-based learning approaches to support the GE cause

- Enforce the participation of learners and educators, while promoting the dialogue between school stakeholders on relevant GE topics. Discussing the school of the future and the citizen of the future is key to incorporating more GE competences and topics into classroom lessons and into educators' training programmes.

- Such measures will contribute to tackling the insights crafted from *The Teaching and Learning International Survey* (TALIS)[6], developed by the OECD in 2018, involving 48 countries, that highlighted that teacher excel in "teacher-centred" transmission of information but not as much in the "cognitive activation" of the students. Across all the countries considered, 50% of the teachers said that organising students in small learning groups work best, 58% required students to think critically, 46% asked students to solve problems-tasks on their own, and only 28% gave students a project that took more than one week to complete. Therefore, it is essential to stimulate students' autonomy and participation by developing practical knowledge acquisition methods and approaches, such as fieldwork projects between NGOs and universities, and projects in cooperation between multiple universities and students at an international level.

2.2.3. Professional Development of Educators

GE contributes to valuing educators as key players and role models in education

- An assessment of educators' skills and experience is advised, evaluating their motivation, and providing them adequate academic and pedagogical training through workshops, teaching materials, sharing good practices, and mutual support across disciplines and departments, through all levels of education. Mentor teachers dealing with global aspects should be rewarded while mentoring future teachers.

- Face Global Education as a universal, accessible, and must-have umbrella at every stage of formal and non-formal education. Teacher training is linked to the ability of the governments to establish national strategies of global education, tying them up to the recognition and evaluation of GE activities and projects, as well as SDG monitoring.

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[6] TALIS - The OECD Teaching and Learning International Survey
https://www.oecd.org/education/talis/

- Attribute credibility to the GE qualifications of the educators through accredited teacher training programmes. Emphasise cross-regional collaboration with other countries on GE teacher training & development to exchange, disseminate and replicate regional benchmarks. A national and regional assessment of GE in the different education levels is essential to evaluate the quality of GE teacher training programmes and content materials and to monitor its development.

Factor in the importance of time for teaching and teacher training of GE

- Increase the teaching time allocated to GE content and boost cross-curricular cooperation between educators, increasing the GE support from school and university management boards.

- Recognize GE as a specific and dedicated mandatory / elective subject at cross-education levels, allocate appropriate time to teacher training activities, and align structured training programs with NGOs.

- Streamline stakeholders' coordination (e.g. academia, training institutions, unions, formal and non-formal educators, and governmental authorities) to improve teacher training programmes´ implementation.

Implement innovative education delivery methods to motivate teachers and teacher training

- In a post-covid society era, it is critical to leverage innovative, pedagogical, and digital tools to reinforce GE teaching, to develop adaptation guidelines and handbooks for teachers on educating students for societies in different context. Furthermore, providing teacher training guidance to promote GE in a digital age is also advised.

- Teachers should contribute to boosting students´ engagement through joint projects between NGOs and universities / schools, and projects in cooperation between multiple schools or universities at a national and international level. A positive spill over effect can be drawn to the educators, providing them with more active and practical learning opportunities.

Develop mixed teacher training approaches

- Leverage the expertise of NGOs to prepare teachers in GE, through the formalisation of NGOs involvement and the establishment of official partnerships, reinforcing the contribution of non-formal methodological and innovative approaches that contribute to educators' training. NGOs and other representatives of the non-formal education sector should be recognised as sources of expertise and important partners in the development of GE-related teaching skills of formal and non-formal educators.

- Top-down and bottom-up teacher training approaches are both valid. School and university management boards should influence GE national policymaking for teacher training, and bottom-up activities can also work effectively, particularly in the cases of universities due to their greater autonomy.

2.2.4. Quality Support, Monitoring, and Evaluation

<u>Sustainable and complementary funding lines, combined with long-lasting evaluation mechanisms are crucial to assessing GE´s effectiveness and impact</u>

- A greater need for the advancement of GE in the countries of the Balkan, Baltic, SEE & Mediterranean and Visegrad regions, is the strategic and long-term allocation of national funding specifically for GE projects and GE educators' training, complementary to EU-level funding. In those European regions considered, this is a major concern.

- Review the different priorities in the educational national strategic documents, considering the diverse education levels, in order to support the development of more and larger cross-sectional domestic GE projects and awareness-raising actions.

- Leverage multi-stakeholder working groups' joint work and know-how to define formal, concrete, and long-lasting assessment and evaluation mechanisms for GE and SDG monitoring.

2.2.5. Awareness Raising and Outreach

<u>Global Education Week (GEW) has had notorious achievements and it is key to place GE within the media agenda</u>

- The Global Education Week[7] is an annual worldwide awareness-raising initiative unfolding during the third week of November. It is a call to rethink our world together, using Global Education as a tool for solidarity and change and contributing to a more sustainable and equitable world. The GE network coordinators act as the North-South Centre's implementing partners for the activities planned in the framework of the joint programme between and funded by the European Union and the Council of Europe. The North-South Centre Global Education Week (GEW) and the work of the Global Education Network (GEN) can strengthen the capacity of teachers and policymakers for GE, enforcing a continuous collaboration between the different stakeholders involved in GE processes & projects. GEW provides a series of discussions, conferences, and pedagogical activities contributing to the development of GE topics in different countries, as well as it creates networking opportunities and increases the visibility of the work of GE professionals.

- It is key to scale-up GE promotion initiatives, and outreach must be amplified through several formats and outputs (e.g. campaigns, events, media). It is particularly important to boost GE projects´ visibility in traditional media (e.g. radio, TV, press).

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[7] Global Education Week
https://www.coe.int/en/web/north-south-centre/the-global-education-week

3.Conclusion

Education is a dialogical process, non-hierarchical, between subjects who meet to understand and decrypt the world, and to transform it. It is an emancipatory practice where the educator does not overpower the learner but stimulates her / his critical capacity, offering a space to express doubts and positions, and to act. The role of the educator is to sustain the right to compare, to analyse, to choose, to oppose, to decide, and to stimulate among learners the assumption of this right.

> - *Paulo Freire, one of the most remarkable thinkers in the history of world pedagogy, having decisively influenced the movement of critical pedagogy.*

Twenty years past the Maastricht Declaration (November 2002), education systems, content, and perspectives are very different, given the global changes that have occurred in the last two decades. The Pan European Congress on Global Education of the Council of Europe brought together formal and non-formal educators, individuals, organisations, the private and public sector, as well as activists and social entrepreneurs from various regions and different realities, all sharing common conclusions: Global Education is fundamental for the quality and development of democracy, and to build and foster active global citizens. Education systems need to adapt to changing realities and to global challenges, as education can shape societies, help individuals and communities re-imagine their world and realise equity and inclusion in local and global contexts.

At the same time, for the education systems to move forward, there is a pressing need to involve the multitude of stakeholders previously referred, that must be empowered to generate, co-create, and increase the impact of GE projects. Furthermore, the importance of the dissemination of frameworks such as the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC), are increasingly important to promote interdisciplinary and experiential learning approaches and opportunities between the formal and the non-formal sectors, which are critical to advance education as a whole.

In order to create long lasting changes and a constant generational renewal of knowledge, which is up to date with the state of the world in each given moment, having a focus on the future, young people should always be involved from the beginning. They must have their views accounted for in strategic economic, social and environmental challenges, as they will deal directly with those issues. Their job expectations must also be met with the right preparation of education systems. In fact, many of those topics are already being raised by young people across Europe - the Congress voicing young people's claims and aspirations, echoing the role of Global Education in maintaining and building a more sustainable future, as understanding, respecting, and welcoming different cultures becomes crucial in an increasingly interconnected world.

Complementarily, education systems are embedded in the social structures of societies. This means that they should account for helping solving social inefficiencies and inequalities. Therefore, inclusivity must be a keyword in education, through the development of education policies and practices that promote democratic citizenship and culture, non-discrimination, broad access to inclusive quality education and lifelong learning, integrating the principles of ethics, transparency, and integrity.

Critical topics such as gender and disability inclusion, education and skilling opportunities to unprivileged segments of the population such as migrants and refugees, must be accounted for, with flexible learning models, safe spaces for learning, and through the implementation and support given to social and emotional learning programmes to make sure no one is left behind.

In a technologically advanced world, topics such as digital inclusion, literacy and tools, must be in place and made available to both students and educators, guiding them to surf those technologies with the appropriate skills. The private sector and the labour market should be more proactive on transmitting to professional and institutional schools, and universities, what they expect from them, in terms of the competences and qualifications of the learners. This will stimulate the education sector to move forward in a faster way, and more aligned with the real job market.

Understanding and advancing education is also to recognise the strategic character of GE, enhancing its contribution to improve the education ecosystems around Europe and beyond. As described during the Pan-European Congress on Global Education by the Council of Europe - GE is systemic, intersectional, and transversal -, as it must be embedded in different education levels, from pre-schooling towards university education, and considered from national to local distinct curriculum structures.

GE´s strategic role is also reflected in its contents, that should drive the development of regional GE processes to create strong benchmarks across the regions, positively influencing the different countries and education players to develop more GE projects.

At the same time, governance is key to ensure a cross-sectoral alignment on GE, involving a set of established processes, collaboration and monitoring of multi-stakeholder groups recommendations and adequate implementation. This is critical to make sure everyone´s voice is heard. The Congress showcased the importance of the crucial collaboration between the formal and non-formal education sectors, and between different stakeholders.

Among those stakeholders, educators have a central role in education, and to which the education systems should proactively respond to, by:
- Developing teachers training methodologies and cooperation between disciplines, specialists, schools and universities, making them more aware of, and knowledgeable about important GE contents;
- Giving more time and space to teachers in their working schedules to learn about new pedagogical frameworks about GE;
- Building appropriate and future-looking teacher competency models, focused on the skills and competences needed to thrive towards 2050, empowering them to innovate and involve students in experiential learning moments;
- Providing students/learners with more autonomy and greater participation in practical knowledge acquisition projects, together with NGOs and other non-formal sector organisations; and ultimately,

- by valuing the critical role model that teachers have and will continue to have in education, through a gap analysis between their current and desired skills and competences, providing them with support throughout the educators´ learning journey, being able to accompany and monitor their progress, and by giving credibility to GE qualifications through accredited teacher training programs on GE.

Learning from teachers, formal and non-formal educators and from the organisations working to promote better quality education is essential to build capacity across generations. This learning process needs to be complemented by robust quality control mechanisms, and long-lasting Global Education investment policies, to ensure national and consistent implementation of GE projects, with the ability to be replicated and scaled. This will enable existing solutions to be amplified, strengthening partnerships, not only within each European country, but also, within the different European regions, and beyond.

At the same time, the media can have an important role in disseminating Global Education content and projects, as this should be leveraged and worked out together among the different stakeholders, raising a greater awareness by the public and a positive pressure and spill-over effect on the education agents. This, in fact, is a critical aspect as we should all fight together media instrumentalisation and misinformation, as it rather illustrates the dilution of the core values conveyed by Global Education such as peace, inclusion, and diversity. Those values must be defended every day, and GE should be considered from a standpoint that strengthens the values of a healthy democracy, as well as a lever for intergenerational justice.

For generations, education has been the social elevator to unlock more critical thinking, as well as to reduce poverty, decisively contributing to social inclusion. Nowadays, education is still the strongest preventive measure to block the escalation of social conflicts and the increase of social inequalities.

In that sense, the Global Education ecosystem should be close to people's realities, echoing organisations with strong case studies, educators and learners who are the change agents of the future. Organisations, governments, and individuals should not, and never forget, that education is a core part of sustainable development and of more just, inclusive, and forward-looking societies.

Finally, we should always bear in mind that we live in an interconnected, interdependent, and global world, in which decisions taken today will decisively affect our common tomorrow, no matter the location, culture, or country. Within this framework, education systems should educate learners to meet the needs of the present, without compromising the ability of future generations to meet their own needs, all whilst respecting environmental and social boundaries.