



Global Education Network Annual Meeting

Colares, Portugal

REPORT

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EXECUTIVE SUMMARY

The annual three-day meeting of the Global Education Network took place from 29-31 January 2020 at the Arribas Sintra Hotel in Colares, Portugal. The meeting was organised by the North-South Centre of the Council of Europe (NSC).

In total, 33 participants¹ attended the annual meeting. The format and content of the meeting had been subject to a consultative process among network coordinators. The format and outputs of the annual meeting aimed at assessing the work of the NSC Global Education programme and were centred around the iLegend II Programme - *Intercultural Learning Exchange through Global Education, Networking and Dialogue*, planned and funded in the framework of the joint programme between the European Union and the Council of Europe. The iLegend II programme provides the framework and operational plan for the GE Network from 2019 to 2022, with key objectives in the areas of advocacy, capacity building, partnerships and outreach.

The first day of the meeting focused on a presentation of the iLegend II programme and timeline, followed by a presentation of the revised Global Education Guidelines and synergies with the Council of Europe reference framework of competences for democratic culture (CDC). Prior to the annual meeting, network members had been consulted on plans for an enlargement process on the composition and role of the network, in particular the role of the National Coordinator. Members were provided with a presentation on the Composition and Role of the Network followed by working group discussions. The day concluded with presentations from other global education stakeholders active at a European level.

For the second day of the meeting, participants primarily met in working groups, representing the regional clusters: Balkan, Baltic, South-East Europe & Mediterranean countries, Visegrad, and Western Europe. For the morning session, working groups shared reflections on state of play of GDE in their respective countries and regions, focusing on achievements, obstacles and needs within the sector. Subsequent sessions were forward looking, focusing on the advocacy and capacity development dimensions of the iLegend II programme. Regional working groups aligned their earlier reflections to the advocacy dimension, identifying priorities for the regional seminars taking place in 2020. Further discussion focused on the respective capacity building needs for regional clusters, in particular initial planning of how the competencies of GDE practitioners at a regional level could be developed within the operational plans of the iLegend II programme. A final session provided opportunity for a whole group shared discussion in regard to the sub-granting mechanisms of the iLegend II programme.

The third and final day of the meeting more outwardly focused. A facilitated session reviewed the outreach work of the network, principally through a review of Global Education Week (GEW) in 2019, as well as considering options for how a targeted outreach and campaigns approach could harmonise and develop the profile of the network and its activities. A number of members shared good practice and approaches for GE within their respective countries. A final open session was well utilised, allowing members to lead two discussions, with a main group focusing on the next themes and the overall role of GEW, and a smaller group discussing monitoring and evaluation mechanisms

¹ 33 participants:

22 female / 11 male

30 national coordinators from: Albania; Austria; Belgium; Bulgaria; Croatia; Cyprus; Czech Republic; Denmark; Estonia; France; Ireland; Italy; Latvia; Lithuania; Luxembourg; Malta; Montenegro; Poland; Portugal; Republic of North Macedonia; Romania; Serbia; Slovenia; Turkey; Ukraine; United Kingdom

CSO: 21 - Educators: 5 - Government: 4

Experts: 3

INTRODUCTION

The North-South Centre of the Council of Europe (NSC) develops and implements its Global Education (GE) programme activities with the support of the Global Education Network: 40 national coordinators from Council of Europe member States and Morocco (NSC member State), representing Civil Society Organisation platforms or Ministries of Education. The GE Network liaises the North-South Centre's activities in the field of global education pedagogical support and advocacy and coordinates the Global Education Week (GEW,) the NSC annual flag-ship awareness-raising campaign.

The GE network meets annually to assess the progress made in terms of advocacy, pedagogical support and networking. It participates in the establishment of programmatic priorities through regular consultation processes. 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 - iLegend II. The GE network builds its force on its diversity, enabling peer and intercultural learning between formal and non-formal educators, practitioners and policy makers.

The GE programme activities are aligned with the Council of Europe's CM/Rec (2011) 4 on education for global interdependence and solidarity and CM/Rec (2010) 7 Charter on Education for Democratic Citizenship and Human Rights Education. They are also aligned with the United Nations Sustainable Development Goal (SDG) 4.7 on Global Citizenship Education and with SDG 5 (Gender Equality); SDG 16 (Peace, Justice and Strong institutions) and SDG 17 (Partnerships for the Goals), and with the EU DEVCO/DEAR European Consensus for Development.

The GE network annual meeting took place in Colares, Portugal from 29-31 January 2020. The format of the meeting and content was subject to a consultative process among the network coordinators through: *i)* the presentation of iLegend II outline and a review on its advocacy, capacity-building and networking priorities; and *ii)* a preliminary consultation on the meeting dates and content. The meeting also built on the evaluation of the previous annual meeting report, the reports of the Global Development Education (GDE) seminars and follow-up meetings, as well as on the reporting of the GEW.

The targeted outputs of the meeting were in line with iLegend II objectives, that least 30 national coordinators regularly participate and exchange expertise in advocacy, pedagogical support and networking mechanisms, to reinforce the main dimensions of the iLegend II programme.

- Advocacy mechanisms - with local authorities, parliamentary commissions on education, and institutional representatives; fundraising.
- A capacity-building scheme based on residential and on-line trainings.
- Partnerships with sister organisations/initiatives, formal and non-formal educational structures, associations.
- An outreach and communication strategy with particular emphasis on the GEW and beyond.

The primary expected outcome from the meeting included the formulation of a roadmap/calendar to be agreed following on from the meeting and recommendations for the implementation of iLegend II cycle and the preparation of Global Education Week in 2020. The annual meeting was attended by national coordinators of the GE Network, including formal and non-formal educators and policy makers, and by experts in the field of GE advocacy, capacity-building and outreach.

WELCOME SESSION

A welcome session provided an opportunity for participants to get to know one another, shared expectations and the varying levels of experiences within the network members representation. The Global Education programme manager of the North-South Centre welcomed participants, reflecting that we were meeting here by the sea, on the edge of Europe, an inspiring environment to engage in a reflection about a new cycle of iLegend. The moderator for the meeting invited participants to a circle, and to share their name, country and something that hope to take from the three-day meeting. Participants' expectations related to four main thematic areas, with representative quotes capturing the essence of each theme.

Personal and relational:

'The joy and optimism, enthusiasm, this feeling of the ocean, all the good things I would like to take'.

'I'm new at this, at a personal level getting inspired and making my way into this huge field'.

'We work on global issues, but we rarely get the opportunity to work with people globally'.

'People are 'citizens of the world'.

'We are too much focused-on computers and results; we forget about heart and mindfulness'.

Ideas and sharing practice:

'Take ideas from your ideas and countries, with hope that your ideas can foster into another country'.

'I want to absorb as many practical examples of the different countries and activities, steal the best ideas and take back to my country'.

'Enough time to share experiences well'.

Solidarity / networking on a shared cause:

'How GCE can answer to people who are not interested in GCE, and how we can answer to them?'.

'When we leave here, we know every year we have solidarity together through our interpretation of the GEW theme, reaching people that we cannot normally reach'.

'Scream that we have to do this thing!'

Programme and networking:

'Possibly set up a project that several countries can be involved in'.

'A clear understanding of the goals and aims of our network, and how we can work together through the year, not just at our network meeting'.

'New and inspiring channels for advocacy and involving cooperation with the Ministry of Education and Science, as this is really what we need to shake'.

'Some clarification about the new cycle, and some ideas in the area of policy, advocacy and influencing decision-makers'.

'A commitment for the next three years, from the network to work for advocacy in a more efficient way, and the competences of educators'.

OVERVIEW OF THE iLEGEND II PROGRAMME



The North-South Centre of the Council of Europe (NSC) Global Education programme manager and deputy director provided an introduction to the NSC, as well as an overview of the iLegend II programme. It was recalled that the NSC was established in November 1989 and is now celebrating 30 years of work. At that time, the context of development itself was evolving, and there has been on-going reflection in Europe about Europe's role in global interdependence and solidarity. While roles and competencies in education and understanding of interdependence are evolving, the North-South Centre of the Council of Europe has always relied on this thinking through the underlying principle of 'quadrilogue', a participatory bottom-up approach, providing a platform for dialogue at different levels with representatives of government and society. The North-South Centre, through its structure of 'enlarged partial agreement' of the Council of Europe, provides opportunities for states such as Algeria, Cape Verde, Morocco and Tunisia to engage on equal footing, and due to the nature of its work, the NSC needed input from voices in the global south. The Global Education network was established in 2000, to reinforce and liaise the work of the NSC in the field of education, and in particular at the levels of raising awareness, capacity-building and advocacy of Global Education.

In the overview of the iLegend II [programme presentation](#), it was emphasised that its development was based on consultation with network members throughout iLegend initial cycle (2016-2018), with cyclical processes within the three-year programme structure. The three key dimensions of iLegend II, consistent with iLegend I are institutional, educational as well as a monitoring role. The workflow diagram of the three-year programme cycle was displayed. Key highlights of the new programme include: an extended advocacy mechanism in order to sustain momentum of advocacy throughout the year, and new sub-granting opportunities. The Global Education Guidelines have been revised, in particular a new section on a competency development approach reflecting links to the Council of Europe reference framework of Competences for Democratic Culture (RFCDC), and a media literacy toolkit. The iLegend II programme will encourage on-going practice and advocacy of GE throughout the year, ensuring GE is not solely focused on a global education 'week'. There would also be a final congress to assess achievements, progress and impact over the three years.

Participants were pleased that the NSC was seeking partnership and collaboration with partners from the Global South, and there was a question about their role and proposed participation. While certain states had been identified, effort is currently placed on finding suitable organisations within the countries to partner with. Others proposed that they have residential trainings which have included participants from the global south to be excellent in terms of the engaging in mutualisation of capacities and expertise, it was proposed that participation at trainings should be 50:50 Council of Europe: global south to truly support intercultural learning experiences. A participant suggested that elements of fostering cooperation with countries from the global south already exists, for example with the French national partner. While there was much positive interest in possible participation of partners from the global south in the GE Network, it was reiterated that the primary target of the iLegend II programme is for Europe, while the Council of Europe has a much broader base and member countries, the purpose of iLegend II is to increase global education in EU countries, whether member, candidate or acceding states.

PRESENTATION OF THE REVISED GLOBAL EDUCATION GUIDELINES



The GE Guidelines had been revised as practitioner feedback (in the course of the first iLegend cycle) had suggested they lacked information about development of competencies, media literacy, and support for practitioners to embed self-evaluation. The revision process took almost two years, with support from the drafting team composed of an expert from the first drafting team, a NSC youth trainer acquainted with the GEG and receiving feedback from beneficiaries, an expert involved in the Council of Europe elaboration of the Reference Framework of

Competences for Democratic Culture (RFCDC).

Luisa Black, Council of Europe expert, provided an overview of the recently revised 3rd edition of the **Global Education Guidelines**. With a curricular background in history, Luisa has been working for the Council of Europe as an education consultant for a number of years, this has included working on the drafting team for the Global Education Guidelines, and the **Reference Framework of Competences for Democratic Culture**.

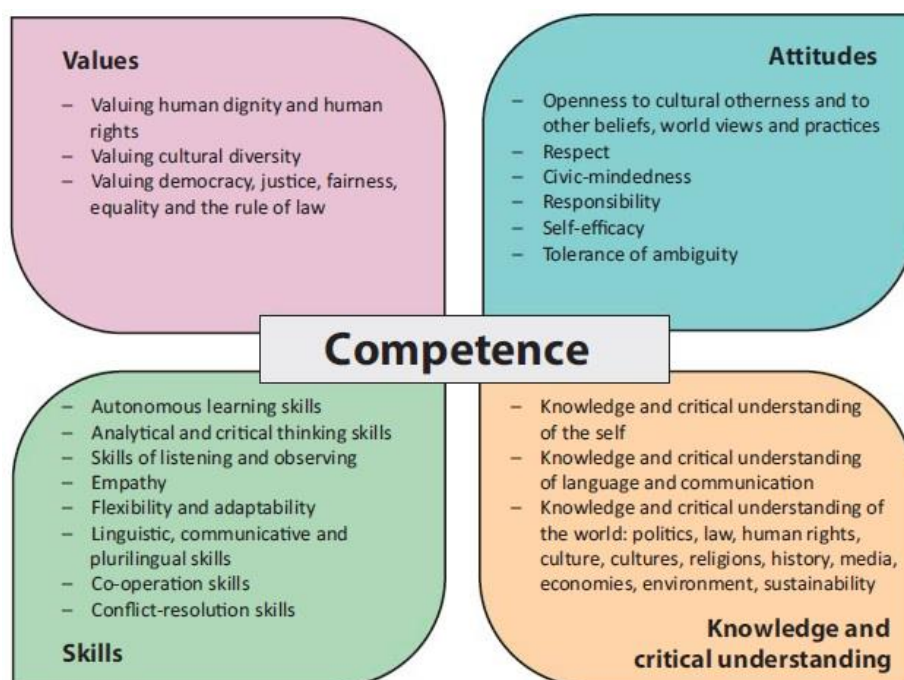
Luisa's presentation provided reflection on the changing way in which people act and learn, for example changes from societies based around firstly agriculture, then industrialisation, and now technology. It is acknowledged that young people are coming up with new ideas, because of technology they are working together, however this collaboration can mask individuals who are working in a degree of isolation. She highlighted the distinctions between knowledge and competence.

'Intellectual property has the lifecycle of a banana'. Participants were asked to reflect on this. Each year we throw away about 30% of our knowledge, young people can be referred to as *'knowmads'*, as information is available at speed, it is created through blogs, accessed online and is exchanged with speed. It is important for educators to understand this context; in a 'cut and paste' society knowledge is quickly transferred and replaced. The development of competencies is imperative, in particular the need for intercultural dialogue and agency in one's life, and the need to unpack complexity.

Currently in its 3rd edition, the GE Guidelines is a user-friendly but robust guide and tool, containing all the information a practitioner needs: treaties, documents, challenges and recommendations. Luisa iterated that practitioner should access, adapt and use the materials accordingly and with reflectivity.

She referred participants to the competencies framework which breaks competencies down into values, attitudes, skills and knowledge & critical understanding. The competencies are in line with the Council of Europe CDC, as well as the OECD PISA Framework for Global Competence. The values reflect the values of the Council of Europe, and these are core to the education activities it promotes.

In her presentation, Luisa clarified a couple of attitudes within the competency descriptors – *self-efficacy* and *tolerance of ambiguity*. She described *self-efficacy* as ‘*what makes you say ‘No’ when everyone says ‘Yes’ and vice-versa. When you are the only one going in a different direction, you have to believe in yourself and feel a need to follow and expose this.*’ She drew attention the three level descriptors for efficacy, for example it can change day-to-day, and is important in non-formal education where there is a need for young people to feel safe. Meanwhile, *tolerance of ambiguity* can be explained by: ‘*I disagree with you, but let’s have coffee. We are tolerant to work together even when there is difference of opinion.*’. She emphasised that young people can often take things personally, and also stressed the importance of tolerance in intercultural dialogue.



2

She highlighted that competencies are rarely mobilised and deployed individually, they manifest in clusters. For example, in an intercultural encounter, an individual is using openness, civic-mindedness, linguistic skills, critical thinking and empathy, etc. In her final points, Luisa reiterated that CDC / GE Guidelines are models and tools that need to be adapted, which is the responsibility of policy makers and practitioners. Moreover, democracy needs to be experienced.

² Competence Model, from *Competencies for Democratic Culture* (2016), Council of Europe;

Reference Framework of Competences for Democratic Culture - [presentation of the project](#)

Download Volume 1: *Context, concepts and model*; Volume 2: *Descriptors of competences*; Volume 3: *Guidance for implementation*;

In plenary, there was discussion among participants. One participant posed the question of what in global education was different to civic education. Initial responses suggested that it is how an individual places him or herself, e.g. you may be very aware of your reality, but it is important to understand there are other realities that are as important as yours. We cannot separate local and global – we live in a system, and interdependent world, what I do at local level has an impact at global level. The outcome is to create the awareness of multiple perspectives, to understand that one is not alone but among others. Global Citizenship is understood as an extension of Global Education with a stronger focus on civic education in the context of a world society and linking the individual with the institutions and his/her political participation. In terms of terminology, no matter the different terms used what is relevant is that all of them contribute to the same goal: to educate more critical and aware citizens. Finally, an experienced practitioner concluded the discussion by speaking convincingly that ‘global education is a philosophy’.

GLOBAL EDUCATION PARTNERSHIPS

Presentations were given by two participants who are also active in European-wide GE programmes:

Ana Larcher, a research and policy officer spoke about **GENE**: Global Education Network Europe. GENE is the network of Ministries and Agencies with national responsibility for Global Education advancement in European countries. GENE brings together Ministries, Agencies and other bodies that develop national policy and provide funding for Global Education in European countries. Ministries and Agencies participating in GENE combine their expertise through structured networking, sharing strategies, and a peer learning approach that leads to enhanced results nationally.

Patricija Virtic is a national officer of SLOGA, based in Slovenia. She is a member of the **Bridge 47** Partnerships Team and spoke about their work. Bridge 47 was created to bring people together to share and learn from each other. The 2030 Agenda for Sustainable Development created new opportunities. Target 4.7. of Agenda 2030 recognised how important it is for learners of all ages to have the knowledge and skills needed to act for sustainable development. Bridge 47 was created to coordinate efforts in responding to this challenge by mobilising civil society to do their part for global justice and eradication of poverty with the help of Global Citizenship Education, with emphasis in the areas of advocacy, partnerships and innovation.

COMPOSITION AND ROLE OF THE NETWORK, THE ENLARGEMENT PROCESS

As part of the consultative process prior to the annual meeting, participants had reviewed a document profiling the role of the National Coordinator as a basis for the discussion on the proposed coordination structure for each country to include at least a practitioner and a policy maker and if possible to follow the Council of Europe quadrilogue approach; to include representatives from civil society organisations, local authorities, parliaments and a relevant ministry to compose a national task force for the regular monitoring of GE advancement in their respective countries.

Participants split into randomly generated working groups in order to discuss these proposals, in particular in reference to the follow questions:

- 1: What should/could be the role of the global education national body?
- 2: Which new network mechanisms should be included to promote a national coordination body?
- 3: How to monitor the network activities in relation to the role of each other (NSC and the Network)?

In this initial working session, it was important that the groups had time to settle and talk about the different GE experiences represented within the group. Groups also shared that the realities of their respective countries were very different, and some were much further ahead in relation to what they are dealing with. The discussion in reference to the three questions is summarised here, with full output included as an annexe.

1: What is the role of the global education national body?

Advocacy was seen as the most important role of the national body, including securing commitment for GE in terms of vision, funding and recognition. Members felt the national body should engage with a range of government ministries, and that a national body should have representation from government ministries, NGOs and practitioners. It was felt that a national body should have an active role, for example building up the number of groups who have a GE focus within their work, promoting campaigns such as GEW, reaching new audiences, and making links with the global south. A national body should also have a communications role which involved reaching out to counterpart agencies, different platforms, ensuring coherence across GE activities, as well as sharing of practice and initiatives within the sector. All agreed there should be a model for a national body to follow, with simple guidelines and clear instruction and vision.

2: Which new network mechanisms should be included to promote a national coordination body?

Across all working group discussions, keeping activities of a national body coherent and achievable resonated. Groups proposed that a national coordination body should develop a national action plan for their country. Other practical suggestions included that the GE Guidelines should be available in the language of the country and ensuring that GE activities aligned with the relevant initiatives, projects and partnerships at different national levels. Discussion also focused on making the role of a national coordination body viable, in that it needs to be resourced financially, and that to be sustainable they need to start with small things and grow, as well as keeping communication simple, with consideration for practitioners and groups that are new to GE. Members also anticipated a role of monitoring and evidencing positive impact of GE, as this would support advocacy and securing funding.

3: How to monitor the network activities from each other perspective and role (NSC and the Network)?

Participants felt that the network required the formulation of procedures but there should be an open approach, there should be simple and concise documents explaining rules, guidelines, data, templates for reporting, scheduling of meetings etc. National action plans should have key targets, indicators and budgets. The need for funding for the role of coordination itself, not simply GE activities, was also highlighted.

Following feedback from individual working groups there was further discussion in plenary, during which a number of points were raised. Participants felt that if the coordinator from the national side is going to try and get ministry representation, they need a letter of introduction from the North-South Centre of Europe to support them. A national coordinating structure needs to operate in a certain way, so that if the people (e.g. elected representatives) change, the mandate is still there. It can be more effective to approach the assistant of the politician rather than the actual politician, as they are the people who get the issues and questions included in agendas etc. Also, much depends on the political context of each country, which can be very different; in some countries the champions of GE may have less power than in other countries.

Further discussion focused on the how involvement in national coordination could be made more attractive and sustainable, both to the government officials from ministries, and to the national coordination body. A specific question asked how NSC events, e.g. regional seminars can be more attractive to ministries. It was suggested from the experience of the Visegrad countries that if a clear objective is assigned within the seminar, e.g. develop a national strategy, this approach can ensure the participation of representatives from both the Ministries of Education and Foreign Affairs, and their interaction with other stakeholders.

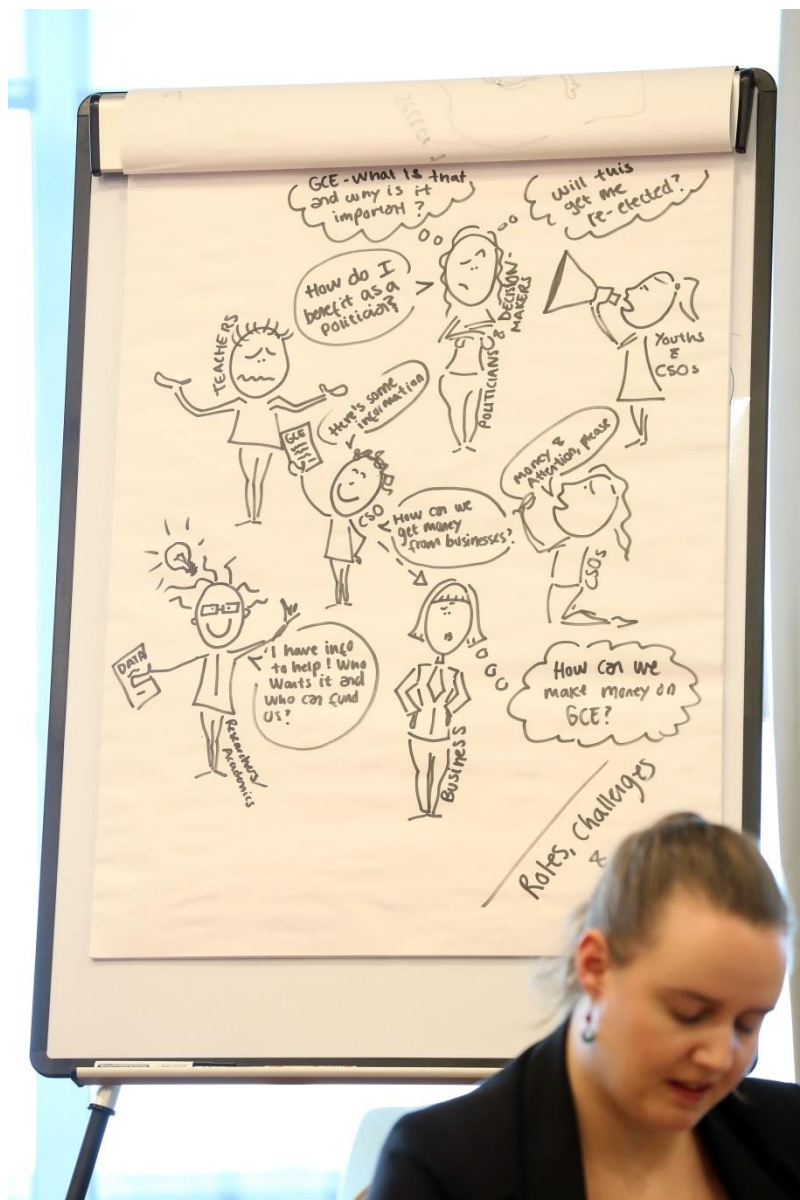
There was a discussion on how sustainable a new approach could be. Participants felt that there was quite a lot of duty being placed on the national coordination body. The idea of working in both directions, from the bottom up as well as top down was inherent to the discussion.

The option of linking with platforms that are already established was discussed, for example there is a shared platform for DEAR projects and a multi-sectoral group, however participation in this is by invitation only and this would be a very small step. There was a positive comment that some actions suggested to DEAR had been included in the DEAR call three or four years later. There was general consensus that the EU may have more means, resources and power to better coordinate EU at a high level.

Particularly in relation to advocacy, participants appreciated the usefulness of having a national coordinating GE body in each country. There was a suggestion to map how a coordinating body works in each country, as well as evidence-based results as a baseline from which to undertake advocacy work. A baseline would include the level of GE activity in each country, and the level of funding. A mapping exercise would allow the network to realign perspectives. It was felt that practitioners have strong pedagogical support but require other resources and support for advocacy, for example many practitioners feel that they are trying to fit GE into different funds and strategies. Participants were aware that GENE had begun to map GE across countries and felt this would be an ally to the national coordination body. They also felt that CONCORD data-collection and reporting mechanism would be helpful for the national coordination body for the mapping of GDE state of play in Europe.

It was felt that if the national coordination body cannot provide the information for the mapping project, then it is about finding the body that can provide the information. A final point focused on how to evaluate the work and coordination of the national coordination bodies, and if there were expectations from the side of the NSC.

STATE OF PLAY OF GLOBAL DEVELOPMENT EDUCATION



For the second day of the meeting, participants primarily met in working groups, representing the regional clusters: Balkan, Baltic, South-East Europe & Mediterranean countries, Visegrad, and Western Europe. The working groups firstly reflected on the state of play in their country³ in relation to GDE, followed by discussion at a regional level. The other main tasks were to identify and prioritise needs and work going forward in the main areas of iLegend II, specifically advocacy and competencies development. In relation to advocacy, working groups were asked to identify priorities for their respective regional seminar in 2020; in relation to competencies development working groups were asked to consider ideas for key aspects of the iLegend II programme – MOOC, residential training for the network, and training for youth multipliers. The overall output from each working group is provided in as an annexe, whilst main points from each of the various working group sessions is provided for the report.

GDE STATE OF PLAY – REGIONAL WORKING GROUPS

The **Balkan** working group identified the creation of national platforms for GE and networking at a high level as specific needs. Other needs focused on the area of partnerships, training, provision of guidance materials in the national language and systematically mapping stakeholders and practice at a national level.

Within the **Baltic** region, participants felt that the needs of the sector lay in finding coherence to and making the cooperative principles of quadrilogue work in a sustainable way. An identified need was to 'legalise' the concept of GE, secure the cooperation of the Ministry of Education and Science and commit them the action.

For the Baltic and Balkan working groups, securing the commitment from ministries to engage with the GE sector was a prevalent identified need.

³ <https://www.coe.int/en/web/north-south-centre/global-education-national-and-regional-seminars>

The **South-East Europe and Mediterranean** working group identified a range of specific needs, this reflected general consensus within the group that states were all at quite different places in regard to GE. For some countries national strategies for GE are a priority, for other countries which are new to the network a priority is raising awareness of GE among educators. For a couple of countries, a key issue highlighted is for GE to address is that of inclusion, multi-culturalism and learning activities to combat racism.

The **Visegrad** working group was quite small, represented by two members. Their identified needs were principally in the area of capacity building, focusing on a model to ensure engagement with Global Education Week and training on specific topics.

For the **Western Europe** regional group, the different needs identified were almost reflective of the opportunity GE has to address emerging issues. The group identified both the need and potential for GE to target to different groups, e.g. faith and diverse cultural groups, the need to be inclusive and let vulnerable groups such as newcomers access GE. This was summarised by one point made: *'global education is not for the few, but for all'*. Other areas for the development within the region include training, sharing materials and practice, and networking. This regional group featured most discussion about the relevance of SDGs, seeing their use as leverage to engage different organisations, businesses and interest groups. Participants were also interested in more diverse partnerships, particularly with the private sector, as well as formalisation of GE in curricula in school and tertiary education.



PRIORITIES FOR ADVOCACY

The forthcoming regional seminars provide an important opportunity for network members to make available a platform to advocate for GE, in particular showcasing its practice and relevance. All working groups focused primarily on the forthcoming regional seminars in the second quarter of 2020.

The **Balkan** working group identified digital citizenship and media literacy and key areas for training at the regional seminar, also prioritising a session on GEW. The regional seminar will also dovetail with a Bridge 47 event.

The **Baltic** working group proposed to include a session on the GE guidelines, to provide two parallel sessions for teachers/academia, and representatives from local government and the ministries respectively. The inclusion of a study visit for all attendees was proposed.

The **South-East Europe and Mediterranean** working group prioritised the idea of using the regional seminar for training. Also, by sharing good practice, they felt there could be some shared learning, with policy recommendations to transfer to national levels. The working group has highlighted that they all have different needs and are quite out of touch geographically. By focusing on training, the regional seminar can have concrete outcomes for participants from each nation.

As highlighted in their identified needs, the **Visegrad** working group planned their regional seminar around capacity building with time devoted to very practical training sessions. It is also important to the working group that the message is positive, focusing on working in collaboration and GE being a learning process that is enriching and hopeful.

The **Western Europe** regional working group touted the idea of a regional seminar but decided they didn't really need one. They identified six equally important priority areas; and felt that there was scope to work on these areas collaboratively online.

PRIORITIES FOR COMPETENCIES DEVELOPMENT



Participants were encouraged to think about competencies development within the identified opportunities for training and engagement in the iLegend II programme – principally MOOC (Massive Open Online Course), and residential training for two separate target groups; the GE network, and youth multipliers.

MASSIVE OPEN ONLINE COURSES

Participants felt there was considerable scope for GE learning through Massive Open Online Courses. A focus on understanding GCE as a philosophy was particularly strong, focusing on understanding the history and concept of the ideas of GCE, alongside frameworks that support it at EU and international levels, e.g. the SDGs Agenda 2030. There was consensus of the need for a skills-based focus; new media training in line with critical understanding competences, how images and messages are used, intercultural competences, and skills of independent and autonomous learning. A very strong idea was to use one contemporary phenomenon for example migration or climate change, and through this to develop understanding of key concepts and systems, e.g. globalisation, human rights, inequality and power structures, gender, interdependence, historical influence, and local and global dimensions of the theme.

TRAINING AT NETWORK LEVEL

There was no shortage of ideas for training at a network level. Many ideas fell broadly within an outreach focus, e.g. how to target and involve groups that don't obviously share GE values, campaigning and promotion skills, how to bring ministries on board, as well as finding partners. Some training needs were operational in nature, such as sourcing funding for GE, how to prepare national action plans and strategies, also a need to better understand and measure impact - focusing on what we are trying to measure as well as tools and methods for doing so.

Practitioners' own training needs included a deeper understanding and shared reflection on the philosophy behind GE, and how to integrate a deeper academic lens into practice. Practitioners also identified need for training in using new and innovative methods, e.g. design thinking and digital storytelling.

A very strong theme coming from several groups was for the need to develop the concept of 'Hopeful Futures' – in a time with such diversity of ideas, how do we build hopeful futures and counter anxiety and develop vision for common and shared futures.

It was felt that there was much to learn from within the network, particularly in learning from the experiences of other countries, e.g. the experience of setting up a national body and developing a national action plan, or developing a national strategy. Participants liked the idea of shared sessions to focus on operational and practical network training needs, alongside with elective sessions based on practice, innovation and new approaches.

TRAINING FOR YOUTH MULTIPLIERS

Ideas for the training of youth multipliers were mainly skills-focused, in particular how young people engage with information and ideas. Training needs identified included fake news and the media, digital tools, peer learning and understanding why young people engage with extremism. Other training needs identified included an introduction to the concept and philosophy behind GE, and a suggestion of learning from The University on Youth and Development experience from Mollina, Spain.

Another very strong conceptual idea was that of 'Game Changers' as a message to young people that they should 'play more'. The idea involves using game education theory and changes alongside technology to help young people to be game changers. The interactive experience would provide a pyramid with different involvement levels based on how much they want to learn – so young people can be unique and set their goal, e.g. 'today I would like to go 2 steps up'. The idea provides for self-expression on learning, and acts like a hook for young people.

GRANTS

During this session an overview of the sub-granting options and rationale within the iLegend II programme was provided, with discussion among participants to clarify the eligibility criteria.

The sub-grants available include.

- National Projects (sub-granting Lot 2):
Four grants will be made available in to draw on learning from a regional perspective and support the development and implementation of national/regional GE education strategies or project plans.
- Residential and online training courses (sub-granting Lot 4):
Grants will focus on key youth multipliers of the Global Education community with competences and tools to promote and disseminate the principles of GDE among their peers and the general public. The project foresees two residential training courses: *a)* one targeting members of the GE Network and another targeting youth multipliers with the aim of equipping the beneficiaries with knowledge, skills and tools to promote principles and practices of GDE; and *b)* a renewed and more interactive online

training offer on the concept and practice of global development education, delivered through a new Massive Open Online Course (MOOC) aimed at unlimited participation and open access via the web.

- Global Education Week (sub-granting Lots 1 and 3):
Sub-grants will be available to national and/or local initiatives carried out in the framework of the annual Global Education Week to support the realization of initiatives to be implemented by members of the North-South Centre Global Education network and other multipliers.

GLOBAL EDUCATION WEEK

Two sessions were facilitated with the group by Luca Padovani, an independent communication consultant with varied experience in the international non-profit sector, both as a trainer and a campaigner, for multi-stakeholder initiatives such as the UN Millennium Campaign/GCAP and the Global Campaign for Education. Luca has joined the NSC to focus strategically on GEW. As a campaign administrator, he has been charged with forming impressions of GEW as an outsider, particularly GEW 2019 with a view to consider its webpage structure and communication, outreach and reporting mechanisms based on the reporting received from coordinators.

In the first session Luca gave a presentation on how he feels the GE Network uses media effectively, and also proposed some ideas for reflection based on insights from campaigns in similar sectors⁴. He then facilitated a working group session in which participants thought more deeply about the reasons and focus for communication and campaigning.

Luca had invited participants to watch the following videos.

- The **Copenhagen Experiment**

This video offers the pretext to stress the importance of adopting a creative approach to communication, highlighting how an out-of-ordinary approach can better grab the attention of a wide audience and increase the chances of engagement.

- **Craftivism**

Craftivism allows us to reflect on three important aspects of campaigning: a) No matter the level of resources available, if there is a strong commitment and somehow an emotional involvement of the community around a shared idea/goal, the result can be very positive. b) We do not always need to shout, in order to be heard. Sometimes a 'gentler' yet assertive approach can have a better impact on our target audiences. c) Digital is not the only option for campaigning.

- **Truth in three acts**

On the other end of the communication spectrum, along with heavily financed public campaigning projects, the Truth Initiative is a good reference to understand the importance of knowing our target and adapting to its specific needs, i.e. delivering the message in a context where our target usually hangs out and is more receptive to it, using the right channel, with a carefully chosen tone of voice etc.

⁴ <https://prezi.com/view/YNI7wSnLdfaZEroHhHaW/>

Participants were invited to share their reflections on the videos. Overall, the discussion focused on the importance of creativity in communication and knowing what exactly it is you want to say. Communicators need to also understand who they want to talk to; and do so in a way that will deliver the message effectively.

Luca focused on the specific needs to the GE Network. There is a need to keep a united voice, and with lots of different national platforms branding such as logos and visuals can help with this to a great extent. He also shared some free online tools that support collaborative working, at the regional level and also for GE practice. These tools included.

- **Trello** – an open dashboard to facilitate collaborative work.
- **Mob Lab** – an online tool for organising campaigns.
- **Campaign Toolkit** – a tool to facilitate the stages of a youth led action project or campaign.

WHY? WHAT? WHO? HOW?

After analysing some inspirational examples of campaigning initiatives, including a number of international benchmarks, such as the SDGs Action Campaign, it was important for the group to get back to some basic questions that might help to explain why the GEW and the Network itself both exist. For the past 20 years the GEW has been evolving, trying to adapt to the specific and highly diversified needs of the network's members. Without the backup of a strong and consistent financial support the GEW has relied essentially on the proactivity of the NSC and all national coordinators. As a



result, both the message and the main goal of the GEW have suffered from some lack of unity. Thinking about the Why? What? Who? How? of the GEW is way for this initiative to find a unique voice and a more coherent outreach approach, challenging a number of assumptions in the process.

For the second session, participants went into their regional working groups to discuss and the 'Why?' and 'What?' of what they want to communicate in their work. For some groups the priority for their communication reflected needs addressed during previous days' sessions, for example on regions where GE is less developed the Why and What of communication reflected a call to action for the aims and purposes of GE. For other regions where GE is more established, the priority for communication is more focused around the opportunities GE presents.

BALKAN

The Balkan group connected their reasons and 'Why?' of communicating to GE competencies. There is a need to have the right knowledge as well as interest to make decisions. As such, we need to communicate to make sure there is truthful information upon which to make decisions. Through GE we are communicating a model of decision making that encompasses all the skills in the GE Guidelines document. In turn, it is competence for life, a long-term way of doing things. If we have competencies for life, then the topics can just flow. It is a philosophy.

In terms of 'What?' to communicate, we could communicate about GE, GEW or one topic. However, if we make GE a single-topic issue we exclude other organisations. There is a need to communicate the philosophy. By communicating the philosophy, then you let other organisations join in and work on a GE topic or theme that is relevant e.g. youth can still be youth, women's organisations can focus on gender or other issues.

BALTIC AND VISEGRAD

The main reason or 'Why?' people communicate with and emphasise on campaigning is because we want people to act. GE is seen as united and mobilising theme through which we come together, participate in shared activities to make our societies more hopeful. Campaigning allows us to be able to spread the message of hope. The group emphasised that campaigning must be done in a positive way, because hope is stronger than fear. If a campaign calls for action and is facilitated and communicated in a positive way, then people are willing to participate, and people are messenger of positive action. There is a need to change the narrative.

The main message they want to communicate is 'I am the change; I am the change I was always hoping for'. There are so many actors, and government and policy makers will do something. We cannot allow individual to blame governments that they are not doing enough. Instead, people must start with themselves because there are so many things that one can do as an individual. There is a need to counter a tendency to counter anxiety about things going on in the world and the multiple issues. Recognising the need to try and stay positive, we need to build in people the belief and agency that they can do at least something. This could be connected to a campaign: 'I started with myself'.

SOUTH EASTERN EUROPE AND MEDITERRANEAN COUNTRIES

The reasons or 'Why?' for communication were twofold, firstly to network and generate support for GE policies, projects and activities. Secondly, communication was the route to 'waking people up', to move them internally and physically in a process that changes minds, behaviour, attitudes and actions. They also wanted outreach to connect to people's needs to also have a voice, participate and express themselves.

In discussing 'What?' they wanted to communicate, the group presented several themes on flipchart and connected these procedurally.

1. The world is changing – what about us?
2. You too are a part of this world
3. Be the positive change
4. Take part in creating a better world for everyone
5. Act today for a better world tomorrow
6. Let you voice be heard

WESTERN EUROPE

There were different ideas within the group, but they agreed that campaigning and raising awareness is important in the 'Why?' of communication. The group agreed that GEW is a tool to educate about the need to create a just, peaceful and sustainable world. However, they didn't agree on why we campaign, there was a strong sense of global education being the main way of affecting change, vis-à-vis campaigning.

In discussing 'What?' they wanted to communicate, there was consensus that the central message was that we need GE to 'better the world'. It was felt that different countries have different messages and ways in which they do the work, so the communication should reflect this. Messages including promotion to other organisations to the use of GE in their work, the effectiveness of using GE in working with young people, the need for society to change in step and response to how the world is changing, encouraging action and organisation of events at a local level, GCE as a strategy, and SDG 4.7 as a central route to support the achievement of all the SDGs. Overall, the group reflected that the 'what was easier than the why', because there are structures in place.

SHARING OF GOOD PRACTICE

Participants from four different countries took the opportunity to share practice.

Serbian participants spoke about the quiz app **Fun Park** and invited everyone to participate using their phones. The representative from Ireland spoke about the process of developing materials and a campaign for One World Week on the theme of **Climate Change** as well as a brief overview of a training session for youth workers. Austrian participant shared recent work on using blended learning approaches to subject the integration of **global issues** within the formal curriculum.

Finally, the participant from Romania shared

their recent work on Global Education Week at a national level.



KEY OBSERVATIONS AND RECOMMENDATIONS



Having been subject to a consultative process, the proposals for increasing the **profile of the national coordinating body** invited hopeful but measured reactions from participants. While network members saw the potential for this increased role, they felt that good, simple and streamlined communication and process were important, as well funding to support organisations to fulfil this role. They also saw NSC as providing a central role in supporting this process in each country, in terms of providing letters of introduction and associated ‘kudos’ and profile to support higher-level engagement.

The **Global Education Network** presents great strength of experience, expertise and longevity. Regional working groups’ priorities for Advocacy and Competencies Development are reflective of the varied ‘states of play’ of GDE in the regions, indeed individual country needs. While specific priorities are outlined in regional and country references paragraphs and annexes, certain observations include.

- If regional seminars offer government officials and civil servants a concrete task, it is helpful in securing their participation and increased input. Including study visits within regional seminars and parallel sessions for training / advocacy can also maximise participation.
- For those countries and regions where GE is less developed there is much to learn from case studies and experiences of other countries.
- Having the GE Guidelines translated into the national language used by practitioners was a high priority for a number of countries.
- A common theme was to ensure that the work continues to have a strong focus on the concept of GE as a ‘philosophy’ because if this strong then the rest of the work is stronger and more easily implemented.

The **training needs** identified by the working groups are both operational and practice based. At practice level, a prevalent theme was to ensure that the communication of GE is positive, and the message is that young people have ‘hopeful futures’. Some innovative ideas for training for youth and open online courses include the concept of ‘Game Changers’ which empowers individuals to make their own choices about personal agency, as well as taking one current global issue, e.g. migration; and evidencing how key GE concepts and systems are evidenced through this current experience.

Discussion around the **granting mechanisms** centred on sharing funding opportunities vis-a-vis competitiveness. While competitiveness is a hallmark to ensuring quality and value in any granting process, the network much ensure there is a platform for sharing learning and processes garnered by the investment in these projects.

Reflection on **GEW** affirmed that it has a different and identity and role for each country, and while investment in communication and brand identity of GEW is a priority, it still needs to be flexible enough to serve a variety of purposes. However, harmonisation and increased social media coverage of GEW will be support all members to be aware of its profile in respective countries.

This reflection has opened a way for a process of updating the structure and visual identity of the GEW from the year 2020, which will tend to include the needs expressed by the network in order to be more efficient and inclusive.

FACTS AND FIGURES

The annual meeting was attended by 33 participants.

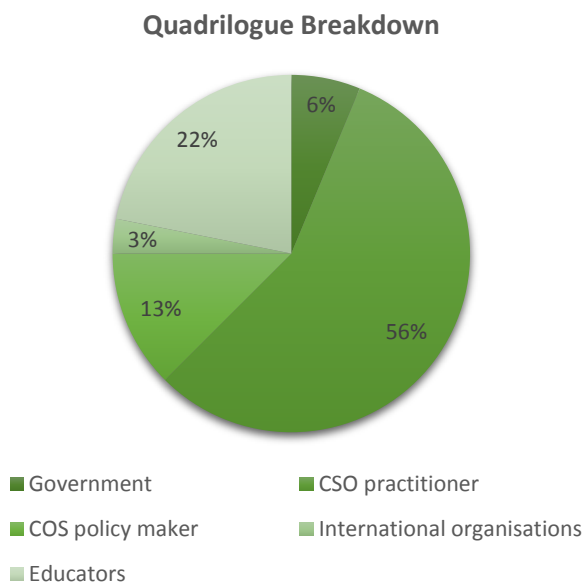
There were 22 female and 11 male participants.

The annual meeting was attended by representatives from 26 countries; with one representative per country, apart from Belgium, Portugal and Serbia which had two, three and four attendees respectively.

GEOGRAPHICAL BREAKDOWN – REGIONAL WORKING GROUPS

Balkan	Albania, Croatia, Montenegro, North Macedonia, Serbia, Turkey
Baltic	Estonia, Latvia, Lithuania + Ukraine
Visegrad	Czech Republic, Poland
South Eastern & Mediterranean Europe	Bulgaria, Cyprus, Malta, Romania, Slovenia
Western Europe	Austria, Belgium, Denmark, France, Ireland, Italy, Luxembourg, Portugal, UK

QUADRILOGUE BREAKDOWN



CONCLUSIONS

The annual meeting provided an opportunity for the Global Education Network to meet, at the intersection of the end and beginning of two major project cycles which frame the overall work of the Network. Having followed a consultative process, the meeting raised discussion and fine-tuned network awareness about many aspects of the iLegend II programme, in particular its advocacy, capacity-building and networking priorities, as well as providing preliminary consultation on forthcoming meeting dates and content. The network will play a central role in the monitoring dimension of the project, using a bottom up approach in line with the work of CSOs, and the values of the NSC.

The meeting attested to the network's strengths, in particular diversity, representation and experience. Parallel to this, there is also a need for harnessing and channelling the commonalities so as to better channel the actions of the network.

THE JOINT PROGRAMME BETWEEN THE EUROPEAN UNION AND THE COUNCIL OF EUROPE



iLegend II | Intercultural Learning Exchange through Global Education, Networking and Dialogue

iLEGEND II is a 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.

As part of the EC's Development Education and Awareness Raising Programme, for the period 2019-2022, iLEGEND II aims at strengthening global education/global development education where it is least established in the EU member States, candidate and potential candidate countries, by promoting dialogue, networking strategies, capacity building and exchange of education good practices.

Global Education Network

Annual meeting

29-31 January 2020

Colares, Portugal
Arribas Sintra Hotel

PROGRAMME

In partnership with:

Global Education network coordinators



DAY 1

9:00-9:15	REGISTRATION OF PARTICIPANTS		
9:15-9:30	WELCOMING OF PARTICIPANTS		
9:30-11:00	SESSION 1	Introduction	10'
		Presentation of iLegend II programme	25'
		Q&A	20'
		Presentation of the revised Global Education Guidelines	20'
		Q&A	15'
11:00-11:30	<i>COFFEE-BREAK</i>		
11:30-13:00	SESSION 2	Composition and Role of the Network, the enlargement process	15'
		Q&A	15'
		Working Groups – the Role and extension of the Network	60'
13:00-14:30	<i>LUNCH</i>		
14.30-16:00	SESSION 3	Restitution of the WG outputs from previous session	50'
		The network, the steering group for the iLegend II cycle	40'
		<i>Final charter/agreement</i>	
16:00-16:30	<i>COFFEE-BREAK</i>		
16:30-17:30	SESSION 4	Global Education Partnerships – synergies for a reinforced advocacy	
		Bridge 47 ;	
		GENE -Global Education Network Europe;	
		EPAN - Council of Europe Education Policy Advisors Network	
17:30-18:00	WRAP-UP OF THE DAY		
20:00	<i>Dinner</i>		

DAY 2

9:30-11:00	SESSION 5	GDE State of play - Achievements, obstacles and needs <i>Working Groups by regional clusters: Baltic, Balkan, Visegrad and South-East Europe & Mediterranean countries, Western Europe</i> 50' Restitution of regional clusters 40'
11:00-11:30	<i>COFFEE-BREAK</i>	
11:30-13:00	SESSION 6	ADVOCACY Defining the priorities in terms of: Advocacy & Knowledge of policy-makers about GDE in line with SDG/2030 agenda <i>Working Groups by regional clusters: Baltic, Balkan, Visegrad and South-East Europe & Mediterranean countries, Western Europe (?)</i> 50' <i>Align the WG reflection to iLegend II advocacy dimension identifying priorities to be tackled in the regional seminars planned for the first semester of 2020</i> Restitution in plenary 40'
13:00-14:30	<i>LUNCH</i>	
14.30-16:00	SESSION 7	COMPETENCES DEVELOPMENT Defining the needs in terms of: Competences development of practitioners in GDE and its practical implementation <i>Working Groups by regional clusters: Baltic, Balkan, Visegrad and South-East Europe & Mediterranean countries, Western Europe</i> 50' Restitution in plenary <i>having in mind the capacity-building and outreach dimension and scheme of iLegend II</i> 40'
16:00-16:30	<i>COFFEE-BREAK</i>	
16:30-17:30	SESSION 8	GRANTS The different granting mechanisms and respective conditions put in place in the iLegend II project (sub-granting lots 1to 4 including advocacy follow-up activities to the regional seminars and awareness-raising activities to be develop in the framework of the Global Education Week campaign) – in preparation/anticipation of regional seminars
17:30-17:45	WRAP-UP OF THE DAY	
20:00	<i>Dinner</i>	

DAY 3

9:45-11:00	SESSION 9	GLOBAL EDUCATION WEEK	
		Presentation of the GEW campaign administrator and its role	
		35'	
		Exchange with GEW campaign administrator – the impressions of an outsider about the Global Education Week 2019 edition based on the GEW webpage structure and its communication, outreach and reporting mechanisms based on the reporting received from coordinators	
		40'	
11:00-11:30	<i>COFFEE-BREAK</i>		
11:30-13:00	SESSION 10	REACHING OUT	
		Working on the GEW webpage, outreach mechanisms and its preparatory process	
		The added value of the outreach task force for the GEW campaign administrator	
		45'	
		SHARING GOOD GDE / GEW PRACTICES	45'
13:00-14:30	<i>LUNCH</i>		
14.30-16:00	SESSION 11	OPEN SESSION	
16:00-16:30	<i>COFFEE-BREAK</i>		
16:30-17:00	CONCLUSION / EVALUATION OF THE MEETING		
20:00	<i>Dinner</i>		

ANNEXE 2: COMPOSITION AND ROLE OF THE NETWORK, THE EMLARGEMENT PROCESS – OUTPUT FROM WORKING GROUPS

1: *What is the role of the global education national body?*

- Advocacy was seen as the most important role of the national body. This includes securing government commitment for GE in terms of vision, funding and recognition.
- Securing the commitment of different actors, for example understanding global education context internationally and ensuring that is reflected in-country.
- A national body should be made up of or have regular contact with a core group which is reflective of a broader representation, e.g. NGOs, government ministries, practitioners.
- Engage people from various ministries, e.g. education, foreign affairs, young people, environment etc. A national body is also responsible for supporting the capacity for GE in various ministries.
- A national body should have an active role, to build up the number of groups with a GE focused, or include GE in their activities. Also, to promote more people and groups from difference levels to be involved and promote campaigns such as Global Education Week.
- Reaching organisation working in non-formal education and making the links with the global south real.
- A communication role: delivering information to counterpart agencies, ensuring information is spread to different platforms, and ensuring coherence regarding GE activities.
- Sharing of practice and information: collate existing practice, methods and actors and sharing this information.
- A networking role: to make links and coordinate with other networks, e.g. SDG Watch / UNESCO schools' network / Eco-Schools / GENE / Bridge 47 / CONCORD they are wider.
- Contact EPAN representatives on the national level and get support on the European level to try to create platforms working on global education.
- Consensus that there needs to be a model that every country will adopt, agreeing on key steps which are achievable. Procedurally, there should be simple guidelines with clear instruction and vision.
- The government agencies don't have challenges like CSOs, but they have power. NGOs have challenges dealing with co-operation from government.

2: *Which new network mechanisms should be included to promote a national coordination body?*

- Developing a national action plan within your country.
- Sustainability: start with smaller things and if it works it can grow and do more things, rather than having a structure that only works for a year.
- Communication should be kept as simple as possible. It should be considerate to those new to GE – in a language they understand, writing a one to two-page document rather than books. There could be more potential use of social media to harmonise messages and identity.
- GE Guidelines should be translated into the language of the country, as practitioner language is the local language.
- Promotion of partnerships, ownership, alignment with other initiatives, project areas.
- Monitoring and evidencing positive impact and results, use this in advocacy.
- It needs resourced, if there is no funding for the coordination function, then we need to be able to do this under other work, e.g. ERASMUS projects.
- Find out how successful stories have evolved and to share these stories with the network.
- Provide funding for global education week coordinators.

3: *How to monitor the network activities from the perspective and role of each other (NSC and the Network)?*

- Establish rules and procedures for the network but with an open approach.
- A simple, concise document explaining basic rules, guidelines and data etc.
- Indicators set within countries, budget monitoring, link to targets and action plans.
- Clear lines of communication.
- Setting scheduled meetings.
- Need for funding and resources to fulfil the role of national coordination, i.e. funding for GE activities, and also coordination itself.
- It needs resources for reporting, templates etc. as without these things it is barely working.

ANNEXE 3: STATE OF PLAY OF GDE, PRIORITIES FOR ADVOCACY AND COMPETENCIES DEVELOPMENT – OUTPUT BY WORKING GROUP

3.1 Baltic Working Group

GDE State of Play – achievements, obstacles and needs

Within the Baltic region, participants felt that the needs of the sector lay in finding coherence to and making the cooperative principles of quadrilogue work in a sustainable way. An identified need was to ‘legalise’ the concept of GE, secure the cooperation of the Ministry of Education and Science and commit them the action.

Need to find the coherence for quadrilogue cooperation.

- Ministries.
- Municipality.
- Academia and formal education.

Priorities.

- Raising awareness of GE among educators and other stakeholders.
- ‘Legalisation’ of concept of GE.
- Cooperation with the ministry of Education and Science.

Main challenges:

- Maintain sustainability of quadrilogue, making it work and committing ministries to action.

Advocacy

Baltic Regional Seminar – 8-9 April, Vilnius

8 April	9 April
Start at 15.00 1 working session Keynote: Miguel Silva on iLegend II and GE Guidelines Welcoming dinner	2 working sessions and study visit Parallel sessions: <ul style="list-style-type: none"> ▪ Teachers and academia ▪ Municipalities and Ministries

Competencies Development

Ideas for residential training – Network (Sept 2020).

- ‘Hopeful futures’:
 - Your favourite SDG.
 - Live in diversity of ideas with vision of building a hopeful future.
 - We as network are the most responsible about giving others the space to give the vision of a hopeful futures.
 - Learn our visions and learn from each other.
 - Common futures.

Ideas for residential training – Youth Multipliers (Sept 2021).

- Game Changers:
 - Lots of self-expression in the training.
 - What are things that work like hooks for teenagers.
 - ‘Hooks’ – paradigm change.
 - ‘Game changers’.
 - Use technology and approaches to help young people to be game changes.
 - Game education theory and changes.
 - Provide a pyramid with different involvement levels, how many levels do you want to go up / how much do you want to learn.
 - Help them to be unique, today I would like to go 2 steps up.
 - Our message is that we should ‘play more’.
 - Very technical language of the GE sector – we have fights about technical key words.
 - We are still speaking about tools, we do not speak about where we should go with our tools and what we should reach.
 - Use metaphors for umbrella ideas.
 - Think about something that inspires us.

3.2 Balkan Working Group

GDE State of Play – achievements, obstacles and needs

The Balkan working group identified the creation of national platforms for GE and networking at a high level as specific needs. Other needs focused on the area of partnerships, training, provision of guidance materials in the national language and systematically mapping stakeholders and practice at a national level.

- GE body and advocacy:
 - National GE platform / network.
 - Forming a GE network.
 - A kick-off meeting.
 - GE functional body.
 - Getting the commitment from the ministry (support may be required from NS Centre or GENE).
 - GE awareness raising of government / educators / youth.
- Partnerships:
 - Project partnership.
 - Regional collaboration.
- Training:
 - Training for GE trainers.
 - Training of trainers.
 - Capacity building in GE (formal and non-formal educators).
 - iLegend II – learning by experiences RFCDC – civic understanding / social responsibility / future orientated perspective / diversity.
- Materials:
 - New GE Guidelines translated.

- Approach:
 - Mapping existing GE practices.
 - Systematic approach to GE.
 - Identifying stakeholders and GE practices.

- Funds:
 - Funding.

Advocacy

Balkan Regional Seminar:

	11 May	12 May	13 May
Morning	Welcome State of Play CDC	National group GEW	Conference Bridge 47 Road Map Implementation
Afternoon	Digital Citizenship Media Literacy / GE	Planning session on the grant Advocacy workshop (optional TBC)	

- Stakeholders:
 - Ministry of Education.
 - Ministry of Youth.
 - Agency for Quality Assurance.
 - Think Tanks.
 - Youth Groups Associations.
 - Youth Workers.
 - Teachers.
 - Local Authorities.

Competencies Development

Ideas for MOOC:

1. History and development of the idea / concept of GCE.
2. Philosophy behind GCE.
3. Institutions involved at an EU level.
4. Formal / informal / non-formal actors in global education.
5. Explore one phenomenon/contemporary challenge taking place in the world, e.g. migration. Through this develop understanding of different concepts / systems, e.g.
 - Human rights & frameworks.
 - Inequality and power structures.
 - Historical abuse / gender / climate change.
 - Local and global – discuss the theme.

Ideas for Network Training:

- How to involve people that don't share 'GE values'.
- New / innovative methods / tools in GE.
- Advocacy and Outreach.
- Philosophy behind GE framework – discussion.
- How to measure impact – tools and methods.
- Techniques – design thinking or digital story telling.
- Media.

Ideas for Youth Multiplier Training:

- Basic GE concept, philosophy behind GE.
- Peer learning.
- Digital tools and media.

3.3 Visegrad Working Group

GDE State of Play – achievements, obstacles and needs

The Visegrad working group was quite small, represented by two members. Their identified needs were principally in the area of capacity building, focusing on a model to ensure engagement with Global Education Week and training on specific topics.

Needs:

- Capacity Building.
- How to do global education week.
- Training on specific topics.

Advocacy

- Regional Seminars (March – June 2020).
 - Last week of September 2020, Bratislava, Slovakia.
 - Message: Collaboration and Hope!!
 - A 2-day meeting with training connected to sharing of good practice (Form: 0.5 day of training and 1.5 days of very practical training).
 - Target groups: 1. CSOs and policy makers / 2. Teachers and academics.
 - We have identified needs that are quite similar in our contexts, we can check the input from Hungary also.
- 3 potential topics:
 - Communication and fundraising for GDE including social media (might get interest of the ministries).
 - Communication and outreach for teachers, could be connected to Global Education Week activities, how to support teachers working with students on projects.
 - Develop ideas for GEW together with teachers (involve teachers and policy makers).

- Follow-up activities:
 - What is important for us is that it will not be a seminar anymore, but more as a training for people from the same region. Half a day of sharing experience among us, but one and a half days focusing on capacity building for people in our region.
 - Focus on positive thinking.
 - Workshop on funding opportunities for GCE, very practical, where and how to apply for.

- National Workshops (Nov 2020 – July 2021).
 - Financing of GCE (international funds – how to get them and find them).
 - How to bring ministries on board.
 - Development of national strategies and action plans.
 - Quality of GCE – how to bring in a more critical approach.

Competencies Development

Ideas for MOOC:

- A critical approach for GCE, the concept of house (??) of modernity.
- A global south perspective – partnerships building.
- Intercultural dimension and mutual understanding, discussing issues from different perspectives.
- Hope-based communication and how to do messaging in a positive way (climate change, migration etc.).
- Non-violent communication.
- Democracy, justice and the rule of law, democracy is not taken for granted. Civic component.
- How to prepare us for tolerance of ambiguity / self-efficacy (ref. Luisa . presentation on first day).

Ideas for Network Training:

- Social media – we agree with Mediterranean group.
- Financing GCE education.
- Practical workshop on where to find funds and how to apply for them.
- Debate – how to bring ministries on board, some countries have different experiences.
- How to prepare national action plans and strategies (learn from experienced countries).

3.4 South-East Europe & Mediterranean Working Group

GDE State of Play – achievements, obstacles and needs

The South-East Europe and Mediterranean working group identified a range of specific needs, this reflected general consensus within the group that states were all at quite different places in regard to GE. For some countries national strategies for GE are a priority, for other countries which are new to the network a priority is raising awareness of GE among educators. For a couple of countries, a key issue highlighted is for GE to address is that of inclusion, multi-culturalism and learning activities to combat racism.

Needs:

- National Strategy Collaboration (Bulgaria).
- Support of GE for the policy makers, government (Slovenia).
- Systematic funding of GE (Slovenia).
- National strategy of GE (Slovenia).
- Formally recognised GE training for teachers OR GCE trainings for teachers by MOE.

- Training for teachers (Romania).
- Activities to encourage schools and teachers to implement activities against racism (Cyprus).
- All inclusive education of life skills in 21st century (Cyprus).
- Create awareness among educators of global education (Malta).
- Ensure the curriculum meets the goals identified on global education on specific issues, e.g. multiculturalism (Malta).
- Cross curricular approach (Malta).
- More cooperation between educators and NGOs (Malta).
- Professional development sessions (Malta).

Advocacy

- Regional Seminar:
 - Mid-June in Cyprus.
 - Good practice sharing and by the end of the meeting some policy recommendation to transfer to national levels.
 - Like to idea of having a training, not just sitting discussing for 2 ideas.
 - We have very different needs, and we are quite geographically out of touch.

Competencies Development

Ideas for MOOC:

- Independent learning and autonomous learning skills.
- GCE and new media – how to use the new media (YouTube, Instagram etc.) to promote GCE.
- Images and messages – mindful of our language.
- Intercultural competences.
- SDGs Agenda 2030.
- Globalisation.
- Media training – fits knowledge and critical understanding competence.

Ideas for Network Training:

- Campaigning skills and promotions.
- Advocacy, and advocacy for specialised stakeholders.
- Funding for GCE and finding partners.
- How to use academic literature and tools in practice.

Ideas for Youth Training:

- Fake news and the media.
- Extremism Use the learning from The University on Youth and Development experience from Mollina, Spain.

3.5 Western Europe Regional Working Group

GDE State of Play – achievements, obstacles and needs

For the Western Europe regional group, the different needs identified were almost reflective of the opportunity GE has to address emerging issues. The group identified both the need and potential for GE to target to different groups, e.g. faith and diverse cultural groups, the need to be inclusive and let vulnerable groups such as newcomers access GE. This was summarised by one point made: *'global education is not for the few, but for all'*. Other areas for the development within the region include training, sharing materials and practice, and networking. This regional group featured most discussion about the relevance of SDGs, seeing their use as leverage to engage different organisations, businesses and interest groups. Participants were also interested in more diverse partnerships, particularly with the private sector, as well as formalisation of GE in curricula in school and tertiary education.

- Target groups (youth, immigrants, activists etc.):
 - Raise the profile of GEW as a tool for raising global awareness, especially in faith and diverse cultural groups.
 - Open up to vulnerable groups, be inclusive.
 - Promotion of GE amongst youth sector (Ireland).
 - Reach civil society more the 4 nations (UK).
 - Provide introduction to GE course to newcomers (Ireland).
 - Reach all groups of society – GE is not for the few, for all (DK).
 - Help society deal with the Brexit fall-out, especially in relation to those who chose to come and make UK their home (UK).
 - Youth groups need financial support, e.g. Scouts, outside formal sector.

- Training for trainers:
 - Training for trainers.
 - Professional development for trainers and educators (Ireland).
 - Development of European GE training courses for workers, Erasmus+ (Ireland).
 - Trainings for teachers (DK).

- Sharing materials:
 - Exchange materials, methodologies, experiences.
 - GEW material by time, e.g. end of summer (AT).
 - More easily accessible info/material on GCE for educators.
 - Exchange of material and pedagogical strategies (translated).

- Networking:
 - Networking between national coordinators.
 - Spaces for big networking (big meeting).
 - Creating opportunities for learning from one another.
 - Coordination of activities and programmes.
 - An international French speaking GE network.
 - To connect and create link with and between many different initiatives and platforms (the role of our international network and help at national level).
 - More exchange / cooperation between networking members.

- Advocacy:
 - Involve politicians and decision makers (DK).
 - Structural implementation of GE advocacy (AT).

- Formalisation:
 - Embedding of GE in youth work university programmes (Ireland).
 - GE/GCE formalised into school curriculums.
 - Establishing pilot activities throughout the curriculum (formal sector).
 - Make the 'education community' real and active in GCE (formal and non-formal).

- SDGs:
 - Exchange experiences of SDG advocacy.
 - Promotion of SDGs.

- Money:
 - Money – DK / FR / LUX.
 - Partnership with EC funded, DEAR, Erasmus.
 - More resource for structured implementation of GE in educational sector (formal and non-formal education).
 - Financial and material support not just for interested, empty commitment.

- New partnerships (private sector):
 - Mechanisms to connect different actors to work together on SDGs.
 - Diverse partnerships (the usual suspects).
 - Use networks in Austria – invite new people / sectors to strategy group.
 - Awareness of need for GCE outside CSO sector.
 - Outreach to private business / sector (see the value of GE).

- Climate:
 - COP in Scotland in December 2020. Help civil society realise each individual's role in combatting climate change through GEW activities.

Advocacy

Regional Seminars

- Berlin – end of May / beginning of June.
- We don't feel we need a regional seminar for us, but better to work online on topics we consider to be a priority.
- Nothing is really at the top of the list, so we have more work to do: (we have 6 priorities).

Competencies Development

Ideas for Network Training:

- Some shared interests but different ones.
- Some elective workshops.

▪ Shared Sessions:

1. A session on the GE Guidelines.
 - Basic introduction.
 - Sharing of best practices, also referring to GE guidelines.
 - Developing strategies inspired by the guidelines.
2. Session on how to be a national coordinator and organising a national body.
3. Session on funding GCE, invite speaker from funding bodies to give insider knowledge.
4. Advocacy and networking.
5. Inviting relevant actors like GENE, GENE Awardees.

▪ Elective workshops:

- 'Innovation' – thinking out of the box.
- How to do inclusive GCE with marginalised groups.
- Media literacy and digitalisation.
- Using storytelling as a teaching tool.
- How to talk about GCE, e.g. Hopeful Futures and Game Changers.
- Building on the work of the local activist, volunteers.
- Impact evaluation techniques.
- Some trainers from the Global South.
- New partnerships in GEE.

ANNEXE 4:

OVERVIEW OF COMBINED OUTPUT OF ALL REGIONAL WORKING GROUPS – PRIORITIES FOR COMPETENCIES DEVELOPMENT

Ideas for MOOC:

- The history and development of the concept and idea of GCE. GCE as a philosophy.
- Institutions involved in GCE at an EU level.
- Formal / informal / non-formal actors in global education.
- Independent learning and autonomous learning skills.
- GCE and new media – how to use the new media (YouTube, Instagram etc.) to promote GCE.
- Media training – fits knowledge and critical understanding competence.
- Images and messages – mindful of our language.
- Intercultural competences.
- SDGs Agenda 2030.
- Globalisation.
- Explore one phenomenon/contemporary challenge taking place in the world, e.g. migration. Through this develop understanding of different concepts and systems, e.g.
 - Human rights & frameworks.
 - Inequality and power structures.
 - Historical abuse / gender / climate change.
 - Discuss the local and global dimensions of theme.

Ideas for training at Network level:

- How to target and involve groups that don't share 'GE values.
- Innovative methods, tools and approaches in GE. For example, design thinking, digital storytelling.
- Advocacy and outreach, finding partners.
- Philosophy behind GE framework – discussion.
- How to measure impact: what are we trying to measure, also tools and methods.
- Techniques – design thinking or digital story telling.
- Financing GCE education - practical workshop on where to find funds and how to apply for them.
- Debate – how to bring ministries on board, some countries have different experiences.
- How to prepare national action plans and strategies (learn from experienced countries)
- Using social media.
- Campaigning skills and promotions.
- How to use academic literature and tools in practice.

- Develop the concept of 'Hopeful futures':
 - We live at a time with such diversity of ideas, how do they combine to build a hopeful future.
 - There is a responsibility for the network, the role of GE in educating others to have the vision for a hopeful future.
 - Common and shared futures: learn from our visions and from each other.
 - SDGS – your favourite SDG, why it inspires you and what it means.

- Shared Sessions:

- A session on the GE Guidelines: basic introduction / sharing of best practices, also referring to GE guidelines / developing strategies inspired by the guidelines.
- Session on how to be a national coordinator and organising a national body.
- Session on funding GCE, invite speaker from funding bodies to give insider knowledge.
- Advocacy and networking.
- Inviting relevant actors like GENE, GENE Awardees.

- Elective workshops:
 - 'Innovation' – thinking out of the box.
 - How to do inclusive GCE with marginalised groups..
 - Media literacy and digitalisation.
 - Using storytelling as a teaching tool.
 - How to talk about GCE, e.g. Hopeful Futures and Game Changers.
 - Building on the work of the local activist, volunteers.
 - Impact evaluation techniques.
 - Some trainers from the Global South.
 - New partnerships in GCE.

Ideas for training for Youth Multipliers:

- An introduction the concept and philosophy behind GE.
- Peer learning.
- Digital tools and media.
- Fake news and the media.
- Extremism.
- Use the Mollina University on Youth and Development Experience.

- Game Changers:
 - 'Game changers' - our message is that we should 'play more'.
 - Use technology and approaches to help young people to be game changers. This will include game education theory and changes.
 - Provide a pyramid with different involvement levels, how many levels do you want to go up / how much do you want to learn? Young people can be unique, set their goal – 'today I would like to go 2 steps up'.
 - This idea allows for lots of self-expression on the training. A need to use the things that work like hooks for teenagers, helps in their shifts in thinking, or 'paradigm change'.

ANNEXE 5: GLOBAL EDUCATION WEEK

Regional Working Group discussion about the ‘Why?’ and ‘What?’ of what they want to communicate in their work.

South Eastern Europe and Mediterranean Countries

Why?

- We want to wake people up, to activate and move them internally and physically.
- We want to change minds / behaviour / attitudes / actions.
- Encourage people to take part and express themselves, to be heard, to have voice.
- For GEW networkers: to get support for GCE activities, project and policies.

What?

1. The world is changing – what about us?
 2. You too are a part of this world.
 3. Be the positive change.
 4. Take part in creating a better world for everyone.
 5. Act today for a better world tomorrow.
 6. Let your voice be heard.
- AWARE – Aware / Will / Act / React / Empower.

Western Europe

Why?

- There were different ideas within the group, but they agreed that campaigning and raising awareness is important.
- Agreed that GEW is a tool to educate about the need to create a just, peaceful and sustainable world.
- They didn’t agree on why we campaign, there was a strong sense of global education being the main way of affecting change, vis-à-vis campaigning.

What?

- The central message was that we need GE to ‘better the world’.
- It was felt that different countries have different messages and ways in which we do the work, so the communication should reflect this:
 - Use GE in your work.
 - World is changing, let’s do too.
 - GE is an effective method in working with young people.
 - SDG 4.7 is way to achieve all other SDGs. It’s the centre of everything!
 - Global Citizenship is a strategy to a better world and life!
 - Organise a local event to help create a better world by raising awareness of global justice issues.
 - The group reflected that the ‘what was easier than the why’, because there are structures in place.

Baltic and Visegrad *(joint group on 3rd day)*

Why?

- Why campaign, because we want people to act.
- Through GE, we come together, participate in shared activities to make our societies more hopeful.
- Through the campaigning, we are able to spread the message of hope. We must do campaigning in a positive way, because the hope is stronger than fear. If you do a campaign that calls for action and it is done in a positive way, then people are willing to participate, and people are messenger of positive action. We need to change the narrative.

What?

- Our main message is 'I am the change; I am the change I was always hoping for'.
- We know there are so many actors, and government and policy makers will do something. I will not blame them that they are not doing enough, I will start with me because there are so many things that I can do. It is not necessary to be depressed, the world is sometimes going down, there are so many global issues and it is hard to understand them and to stay positive. Today I can do at least something. This can be connected to a campaign: 'I started with myself'.

Balkan

Why?

- The need for truth in making decisions.
- If we don't have the right knowledge or not enough interest, how can we make decisions?
- For self-efficacy, we need to know the cause and effects of relationships.
- We are trying to communicate a model of decision making that encompasses all the skills in the GE Guidelines document.
- It is competence for life, a long-term way of doing things. If we have competencies for life, then the topics can just flow. It is a philosophy.

What?

- We need to communicate the philosophy.
- We could communicate about GEW, or one topic.
- If we make GEW a single topic issue, do we exclude other organisations.
- By communicating the philosophy, then you let other organisation join in and work on a GE topic or theme that is relevant e.g. youth can still be youth, women's organisations can focus on gender or other issues.

ANNEXE 6: [LINK FOR THE PICTURE ALBUM OF THE MEETING.](#)