



Global Education Network
Annual Meeting
On-Line

REPORT

6 – 7 April 2021



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INDEX

1. EXECUTIVE SUMMARY..... 3

2. INTRODUCTION 4

3. AGENDA 5

➤ WELCOME SESSION 5

➤ Session 1. iLegend II and COVID-19 – New Reality 5

➤ Session 2. GE NETWORK IN 2020 – Resilience Strategies 7

➤ Session 3. GEW in 2020 – Lessons Learned from practice 8

➤ Session 4. iLEGEND II IN 2021 – New Strategies for Capacity Building 10

➤ Session 5. GE NETWORK IN 2021 – Let’s Take Action Together! 13

4. CONCLUSIONS16

5. FACTS AND FIGURES17

6. ANNEX I - Evaluation19

➤ Overall survey 19

➤ Sessions survey 22

➤ Networking survey 23

7. ANNEX II – MIRO and Breakout rooms Insights.....27

1. EXECUTIVE SUMMARY

The annual meeting of the Global Education Network took place from 6-7 April 2021 as an online meeting over two half-day sessions. The meeting was organised by the North-South Centre of the Council of Europe (NSC).

In total, 27 representatives from the Global Education (GE) Network countries attended the annual meeting, out of 30 registered participants. 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 sharing and reflecting on the impact of the Covid-19 pandemic, through sharing and reflecting on strategies organisations had developed through the year, with a focus on resilience, and how the 'new reality' changes aspects of the working of the iLegend II programme. A session dedicated to Global Education Week (GEW) 2020 also allowed members opportunity to reflect on their efforts, learning points and new approaches employed.

The second day was forward-looking. Participants were updated on the concept, process and content development of the global education e-learning course which is being developed for the network. The final session was dedicated to action planning for the areas of the iLegend II programme.

2. 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, Youth and Sports, and Civil Affairs. 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 online from 6-7 April 2021. The format of the meeting and content was subject to a consultative process among the network coordinators through a questionnaire-registration form to assess questions participants wished to address during the meeting. 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 – involving educators, institutional and CSO representatives.
- 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 outcomes from the meeting included shared reflections on the capacity, strategies and resilience the network employed through and in response to the Covid-19 pandemic; reflection on the success of GEW 2020 which had included the use of new shared visuals and a social media campaign; input to the development of the network's global e-learning scheme, and planning for the programme areas of sub-granting opportunities, action / joint actions, cooperation with other European network and partnership beyond Europe, and inter-network dialogue with NSC.

3. AGENDA

➤ WELCOME SESSION

The North-South Centre Global Education programme manager welcomed everyone and offered reflections on the last year, when the Covid-19 pandemic has restricted so much of the network work. As a network we remembered in Colares, Portugal in January 2020, just before our confinement, when we had been able to hug each other, and now we have been reduced to boxes and screens. This ‘hug’ was extended to everyone again at this meeting, as human connection is so important. Out of 30 registrations, 27 GEN coordinators took part in the meeting, as well as one moderator and two members of the NSC team, representing youth organisations, educators, civil society organisations, and ministries of education, youth and sports, and civil affairs from across Europe. New members were welcomed, in particular the national coordinators from Bosnia and Herzegovina and from Montenegro.

Susana Lafraya, the meeting facilitator gave an overview of the sessions over the two mornings of meetings. The content of the meeting had been developed from the Global Education Network (GEN) coordinators’ feedback from last year and from the registration form survey, consisting of five sessions and evaluations, and reflecting how Covid-19 has changed the plans for iLegend II.

Session 1 focused on sharing and reflections in relation to strategies that organisations developed through the year, and how the reality of the pandemic has influenced the iLegend II programme and proposals for the year. Session 2 offered space to reflect on what has happened to the network coordinators during 2020, becoming an expression of resilience with strategies to overcome the pandemic. In Session 3, working with Luca Padovani, the GEW campaigner, members reflected on lessons learnt from Global Education Week in 2020 – the struggles as well as the learning points and new approaches. The second day of the meeting acted as an opportunity to look forward and imagine the future of the network together, with Session 4 focused on innovation in educative resources and how this can strengthen the network’ activities, for example new strategies for capacity building such as the flipped classroom, use of digital media, and the new global education e-learning scheme developed for the network. The final session was dedicated to plan for actions for the network in 2021.

➤ Session 1. iLegend II and COVID-19 – New Reality

The meeting in In Colares in January 2020 marked the beginning of a new cycle of work through iLegend II with new milestones in advocacy, capacity-building, and outreach / networking. 2020 proved to be a challenge to revise ways of working, calendar and timelines. Some aspects of the work were more easily adapted than others.

Many of the **advocacy** activities adapted well to an online environment. The regional experts’ meetings were facilitated online involving multi-stakeholders such as ministries of education, youth and sports, and civil affairs, civil society and educators. The meetings reflected on the impact of Covid-19, also how to mitigate its impact. The Council of Europe education steering committee will remain to be an important channel through which to convey the work developed by the NSC and the GEN. The iLegend II programme will reinforce its advocacy work in the four regional clusters through a sub-granting mechanism to support the monitoring process of the regional on-line experts’ meetings.

One of the highlights was the **outreach/networking** mechanism was that GEW became much more interactive. The consultation process which had engaged with the GEN coordinators was successful and led to the creation of the new visuals and a strong identity, as well as the organisation of the dedicated webpage and supporting materials such as the GEW toolkit and useful links.

One of the greatest losses for the **capacity-building activities** was that of the residential training courses, as it is felt that the interaction which is core to intercultural learning processes cannot be replaced by e-learning. Yet, a new sub-granting process was launched to provide focused support for GEW awareness-raising activities, in which a total of five grants were awarded. The e-learning training scheme was developed. Based on the NSC Global Education Guidelines and the Council of Europe Reference Framework of Competencies for Democratic Culture (RFCDC), it will offer self-paced and tutor-led e-learning courses, with self and group assignments and learning assessment.

Presently, the network's work is still affected by the pandemic, and alternative plans are being put in place to support key outputs.

In relation to **capacity building**, it is planned to translate the revised version of the Global Education Guidelines (GEG) which are currently available in English, French, and mostly recently Spanish. A consultation process will determine the languages to be prioritised for translation. The GEW sub-granting mechanism will continue, and a new call will be launched soon to build on this successful initiative. Most likely, the residential training programme for the GEN and the youth multipliers will be adapted to be facilitated online.

The network's **outreach** work is on-going. The NSC website is regularly updated and improved, all background documents for advocacy and education are available, and a new interactive page was launched for the Global Education Week. A database of good practice is now available, and members can register their activities directly from the website. A media literacy toolkit will be launched soon to complement the revised version of the GEG.

The last year has brought innovation and opportunity to how aspects of the **networking** mechanism can be facilitated. This online meeting, using Blue Jeans and Miro, is a trial and a reflection of the tools available to provide and enhance regular and continued networking and the sharing of practice. Feedback will be important, but it is also recognised that these new tools will continue to feature in our work and support the dynamic process of the network throughout the year. It is likely a task force will be formed to ensure as the network is building its capacity to use new tools and build effective means of synchronous and asynchronous working into ongoing activities. All work continues to be developed in collaboration with peer organisations, among which include Bridge 47, GENE and UNESCO. The coordinated approach with sister organisations is valuable and greatly appreciated.

In 2022 the North-South Centre will organise a global education congress, which will sum up all the outcomes of this cycle of the iLegend II programme and inform advocacy, capacity-building and networking opportunities beyond this. A GEN meeting in October 2021 will provide an important connection point to reflect on 2021 developments and advance discussion for aspects of the GE congress in 2022.

Network members were interested to know more about the Education Steering Committee of the Council of Europe. GEN coordinators were informed that the committee meets twice a year in Spring and Autumn. Agenda items relevant for the GEN include the monitoring of the Council of Europe RFCD and the monitoring of the SDGs in coordination with the UN. Plenary sessions enable sharing, points raised include the importance of the global perspective is, especially so when many countries are experiencing rising nationalistic attitudes. In this respect the North-South Centre feels that sharing the work of the network is important.

The North-South Centre has also made important contributions to the Council of Europe on the importance of the democratic competences at global level. There was a high-level meeting of ministries of education in June 2020, at which the North-South Centre put forward the work of the Centre, building on the outcomes of consultation activities, reports of meetings, and responding to specific questions that arose. Last year they highlighted the importance of Sustainable Development Education and shared the Council of Europe's political declaration [*'The Education Response to the COVID Crisis'*](#) at the November 2020 meeting.

➤ Session 2. GE NETWORK IN 2020 – Resilience Strategies

The network shared resilience strategies that members had developed in their work during the year. Each regional cluster gave a presentation of their work adapted.

Inga Belousa from the Latvian Platform for Development Cooperation-LAPAS, shared on behalf of the **Baltic Regional Cluster**, first acknowledging her colleagues for their contributions in developing the [presentation](#). A regional experts meeting took place in June 2020, coordinated by the North-South Centre. The focus was on sustaining national partnerships to support global education, including how the sector engages during a process of education reform. The cluster feels that they have good relationships as a GE network, and this will be important going forward. They were looking forward to sharing ideas about how one organisation's sub grant had had an impact at the regional level, and shared some experiences of GEW in different places, and the GENE peer review taking place in Estonia.

Rodica Cherciu from the Ministry of Education of Romania [presented](#) on behalf of the **South-East Mediterranean Cluster**. While grass roots actions remain, the last year has seen a shift of focus to the highest level of political decision making, having been an appropriate moment to engage on this level. At an advocacy level they have asserted the importance of the quadriologue partnership approach, and member countries have taken opportunities to implement the Council of Europe Recommendation CM/REC (2011) 4, with these efforts now being visible at the policy level. Countries have also seen achievements in policy making on a curricular level, and have noticed the impact of their networking activities, with plenty of activities, interaction across platforms, and the conceptual aspects of the type of education they promote is now visible in action.

The [update](#) for the **Visegrad Regional Cluster** was shared by Eliška Šertlerova from the Czech Forum for Development Cooperation - FoRS. The most up to date news is that in March 2021 Visegrad partners hosted a regional GDE experts on-line meeting in coordination with the North-South Centre, and representatives from GENE and Bridge 47. The experts meeting allowed for involvement of civil servants from the ministries of education and foreign affairs, it was an active meeting during which organisations outlined where global education can be included in national policies. There is recognition that embedding global themed topics into formal education is a difficult and long-term process.

Developing memorandums of understandings has helped this. In the Czech Republic, an MOU has been developed between the Ministry of Foreign Affairs and the Czech Forum for Development Cooperation, in Poland the MOU is between the Ministries of Foreign Affairs / Education and Grupa Zagranica, and in Slovakia between the Ministry of Education and GENE. Another success is that in 2020 all Visegrad countries were members of and well-represented on GENE. Reflecting on challenges, there is always the fight for budget, and while national-level challenges vary, it is where a regional network helps, as while some countries have challenges, others have successes to the network sustains vision and effort.

Jean-Marc Delaunay from the Festival of Solidarities and Mehdi Achour from the French Ministry of Foreign Affairs presented an [update](#) within the **North-West Europe Regional Cluster**, focusing on the highlights of a joint report released by the French Multi-Stakeholder Advisory Group on Global Citizenship Education. This reference document supports advocacy work for GCE, highlighting its social utility in addressing contemporary challenges, including those resulting from the pandemic. Susanne Loher from Suedwind in Austria provided a further [update](#) for the cluster. This year a service oriented digital platform on GE and ESD has been launched by several GE organisations linking it to national education platforms, an initiative well received in times of distance learning. Suedwind also relaunched the GEW website in Austria with the new visuals, while the focus of its work was about adapting GE offers to online settings, including a debate on the limits of social interaction (considered essential for quality GE) and on the exclusive patterns of distance learning. Yet, due to the pandemic, the advocacy role has lost some traction in 2020.

➤ Session 3. GEW in 2020 – Lessons Learned from practice

Luca Padovani, the GEW campaigner, worked with the GEN over the last year to develop the identity and profile of the Global Education Week (GEW). This was supported primarily through a continued consultation process with the GEN coordinators on the new GEW visuals, webpage structure and toolkit content, and through the development of an increased interaction through social media. After the January 2020 meeting in Colares it was necessary to rethink the goals of the Global Education Week, as well as how to open up the week to other organisations outside of the network. They were encouraged that within the network there was more planning and implementation of joint activities, and the network was a supportive environment through which to navigate the pandemic and adapt to working in a digital environment. A video '[GEW2020 - It's our world, let's take action!](#)' which provided snapshots of the week has been available on social media and was shared at the meeting. Luca reflected that overall, the week was a success, and the final results were good, given the struggles that they faced. The outcomes of week are outline in the [GEW 2020 evaluation report](#).

This GEN meeting was the first chance to review and reflect on GEW 2020 as a network. Participants were invited into break-out rooms to reflect on GEW and share in relation to three main areas – the main struggles, learning points, and to consider vision for 2021 (see ANNEX II).

Main challenges:

- Not meeting people face-to-face, some events were postponed but most had to transfer online.
- In one project they still tried to make videos, but those in quarantine could not participate.
- Adjusting to digital tools was a major shift, it was felt that a gap was created by those NGOs who had the capacity and resources to shift immediately to an online way of working, and those who could not.

- Adapting activities to online should have been an ongoing process.
- It was hard to motivate and engage young people to attend online trainings as there were many offers and/or they easily get distracted. This was despite efforts by organisations making the effort to come up with innovative and fun topics and approaches.
- There was a flood of online activities, so they were in competition with other events.
- It wasn't just workshops and events that had to go to an online format, this included whole projects.
- It proved harder to reach marginalised students to get involved in online activities, for example young people who were not engaging with school or where remote teaching was being provided.
- Despite its relevance, it was difficult to promote the idea of GE among students and youth during the pandemic.
- Education itself was in crisis and this meant GE was harder to implement when schools were in 'emergency mode', for example sending emails to schools was futile as they were overloaded with work on a digital adaptation level and there were very few participants.
- It is hard to motivate people to be active during the crisis as they were focusing solely on surviving.
- The educational system struggled to adapt to the digital context, people and the school community were tired, it was difficult to introduce new digital events.
- Reaching out the policy makers and engage with them meaningfully was a challenge, as it was a busy time for them, with shifts in working methods and priorities in light of the pandemic.
- It also proved a challenge to keep in touch with network members. Whilst switching to online working ways and methods was a challenge, at the same time there was a flood of online activities and especially during GEW members within the network had to compete with each other for the attention of audiences.
- There is much learning to draw on from how we make networks 'work'.

Learning points:

- There is a need to be flexible and able to be adaptable to change.
- It was an opportunity for innovation, discovering new education strategies and online tools.
- It was also possible to collaborate with other sectors which are now stopped e.g. tour operators.
- Some events and aspects were made easier, for example one could easily engage and connect with others despite living in different parts of the country, in a sense 'social movements' gained from going online.
- International exchange is also much easier as webinars can include people on the global level.
- Online tools had the capacity to reach people in the countryside, to rural areas as well as internationally, for example to regions in Africa. Schools were also connected at a national and an international level.
- Online enabled us to reach out to rural areas and internationally to regions in Africa, e.g. France, so an advantage of the online world.
- It made sense to cooperate with organisations and international partners to 'add value' and make the activities more appealing to young people.
- It was opportune to use the pandemic as a resource and lens for GE, for example designing content on a needs-based approach.

- The pandemic provides a context for learning, for example: What do we consider normal – environment, economic system etc. / it showed how fragile the world is, and our systems can collapse in the midst / the pandemic revealed the problems with capitalism.
- It provided a change to rethink what we considered normal, e.g. the economic system, our environment, a chance for a reset and degrowth?
- It was felt that while interactive methods are possible in online teaching, there was still much of the emotional aspects and presence of GE that was missing.
- It highlighted the importance of financial support to develop initiatives, although there was no financial support for activities even through digital environment is easier logistically.
- There is the potential to create new strategies at national level to draw resources, because the iLegend programme does not necessarily have that purpose.
- It served as a reminder about the proposal to introduce changes to the iLegend sub-granting mechanism. There should be a non-competitive basis for grants and an equal share for each region. It seems that during GEW meetings we learn from each other and co-create ideas, yet to implement these ideas we are forced to compete.
- There is potential to keep some GEW events on-line in order to provide equal participation possibilities for regional global educators.

GEW 2021 Vision:

- Members want to restore the level of engagement we had with teachers before the pandemic. However, there is a need to think carefully about how to do this.
- There is an appetite to continue with online engagement and exchange. This will include sharing of practice, continued discovery and use of digital tools, ongoing innovation and the development of 'digital actions.'
- Future offers will have to incorporate flipped classrooms for GE and to have research for home/online activities at the fore GE learning and engagement on the SDGs.
- Capacity building for digital skills within the network, for example some countries were not as ready as others. Partnership working between GEN members should be encouraged, and more training-of-trainer opportunities for network members.
- Skills-based learning focuses, for example the need for flexibility, improvisation and fast reactions – skills that are very necessary in these times.
- GE should be connected with other current and emerging needs of youth during the pandemic, for example wellbeing and health.
- The pandemic highlighted the importance of school in the process of socialisation.
- It was also important to discuss access to technology as a basic human right, and a necessary right if when living in communities affected and transformed by Covid-19.
- Possible topics for GEW include envisioning sustainable production to balance the life on the planet, e.g. 'Our circular lifestyles' 'Green-deal lifestyles'
- The topic for GEW 2021 in France has already been decided - 'social inequalities and poverty'.

➤ Session 4. iLEGEND II IN 2021 – New Strategies for Capacity Building

This session focused on the development of the new e-learning scheme within the iLegend II programme, introduced by Hugo Domingos from Blended Training Services (BTS), who has been working with the North-South Centre to develop new strategies for capacity building through integration of digital and pedagogical resources.

Blended Learning Services is a specialised company dedicated to creating learning solutions for organisation. They work with educators and their pedagogy and bring the technical expertise and graphic design experience to develop products for their clients. Usually they work with a lot of companies, and while the corporate world is a more natural client base, they have recently worked with the Council of Europe and have experience with European projects.

About half of the team are former teachers who have developed their careers to apply pedagogy for e-learning and create digital assets. The project with GEN has been like a breath of fresh air, many of the team advocate the pedagogy of Paulo Freire, and have enjoyed the human connection and the development and building of this Global Education E-Learning Course.

An [overview](#) of the goals of the new Global Education E-Learning scheme was provided:

- To offer access to global education fundamentals to a larger audience.
- To contribute the North-South Centre's wider multiplier activities, in particular to complement the residential training courses.

Some general background was provided about how rethinking classroom space has led to better learning outcomes and the idea of the flipped classroom and blended learning approaches, citing the example of Clintondale High School in Detroit. Hence, e-learning is not about technology, it is a strategy to elevate education, supported by technology. Necessity is the mother of invention, whether a school such as Clintondale had to rethink approaches to meet the needs of students, for GEN to provide access to global education content throughout Europe, or for educators to provide services as a result of a pandemic.

The process of design the e-learning course was shared, comprising regular working group meetings, looking at learning content and design, target audience and structure/content, moving on to storyboarding to think about scripting and content for the self-directed learning. Content then goes live to review the multimedia version, thereafter the session content and training materials for the masterclasses are developed.

The working group meetings involved two experts from the GEG drafting team, as well as BTS and NSC representatives. It was an iterative process to look at examples, feedback and options that would work online, also incorporating a deep analysis of what can work, in order to create this the e-learning content. The working group outlined the main topics, deciding what is best suited to self-study and what is best for the more interactive nature of a masterclass. Through synchronous and asynchronous working a storyboarding approach helped to develop the content and flow, and some personalised were introduced to explain key elements and concepts.

Currently they are working on the final versions of the multi-media work and are incorporating the personal journal to encourage critical thinking and reflection. It is an iterative process of review and critiquing, tailoring to improve the content, as well as having an equality, diversity and inclusion lens to review the visual material. The most recent process has been to develop the content of the masterclasses.

In summary, the format of the e-learning course is self-directed, and will be available to everyone, with free access. It will be hosted in the Council of Europe e-Learning platform. The masterclasses will be tutored and more interactive, reaching a more targeted audience. The goal is to make global education more accessible allowing people from all around the world to access the course, and also inviting more involvement by training trainers locally to support learners through the masterclasses.

The GEN members were asked for their feedback on the material that had been presented:

- Can the network contribute with positive feedback?
- How can the course be improved, promoted and used?
- How can this be a first step towards e-Learning and further courses?

One participant asked a question for clarification on the approach taken. There are two possible approaches; firstly, didactic which is quite knowledge-based, and the second is an action-orientated approach which is more of a tool, where people consider how we want to build a better future and a better world. The participant commented that the e-learning course seems like a didactic approach; and are there reasons for choosing this over a more non-formal approach? In response, it was commented that this choice was based on a mix of experience of doing e-learning, and also the feedback from the working group, and adapting it step by step. Self-directed learning needs to be designed in a certain way. We can teach in different ways, but choosing the right approach is always related to the context of the time and scope of design. This can be the first step to something bigger and will really help us as a network.

Other questions and feedback (in italics):

- The course looks very promising. Is there was any incentive for the participants, for example a certificate or diploma? *There will be a certificate of accomplishment. The issue of learning credits will be discussed internally with the Council of Europe.*
- Translation – how are we going to use this project and make it accessible to a large audience? Will it be translated, or will there be an automatic translation? *This will be facilitated in consultation with each national coordinator and cluster. The module content and structures were drafted to be easily translated.*
- To sustain its impact there should be plan for partnership to be built in to offer the opportunity to link it with teacher training institutes in our respective countries.
- When is it going to go live? What is the target audience? Do we have target numbers of people we expect to go through this course? *The course, available by June 2021, is a MOOC, so it is open to anyone who is interested. However, the target was for formal and non-formal education, and youth multipliers.*
- How are we going to promote it to different age groups, countries etc.? *It is up to the network is promote and disseminate the MOOC across their own constituencies.*

A number of comments have been shared on the Blue Jeans portal chat:

It looks great!

I'm interested in working on a French translation.

Great job so far, very well developed and structured!

I find a flipped approach will be useful for future education processes.

It is useful and well structured!

Nice idea with the journal!

I find a flipped approach useful, especially in the non-formal education courses for adults.

Could we imagine a 'flipped-flipped' classroom, where the lecture material would be chosen by the learners themselves before the sharing workshop?

The tutored course ‘masterclasses’ are more targeted, and the NSC will decide how often during the calendar year it will be launched. There is a need to prepare the trainers for these master classes, and to develop a way for the MOOC and the masterclasses to work in line with each other, as there is a natural progression. There will be a systematic repetition of the master class e.g. if I enrol in the self-study MOOC in June, an option to join the masterclass will be available in October 2021.

➤ Session 5. GE NETWORK IN 2021 – Let’s Take Action Together!

The last session was focused on what the network would envision for 2021. There are four key dimensions of the iLegend II programme, which is running until October 2022. Participants were invited to join small groups for a period of time to discuss each of the following four areas, for which groups fed back in plenary (see ANNEX II).

1) *Sub-Granting Opportunities*

- For successful applicants, the awarding of a sub-grant for the GEW was a helpful process, the application was straightforward, and activities were planned and implemented over a three-month period. The whole experience was really good, but for small organisations they need the payments upfront, and the others on time.
- The most valuable aspect was to bring educators together from formal and non-formal sectors to deliver training on GE. As the funding was from NSC it gave them visibility and was of interest to many, and it encouraged further participation in GEW.
- However, the concept of sub-granting with members in competition, to an extent clashes with the networking ethos. There is double messaging - the network is strong in collaboration, but competitions derails this. Is there is a possibility to change the conditions from sub-granting to lump sums to enable regional clusters to collaborate?
- As to the grants foreseen for the enhancement of advocacy actions within the iLegend II geographical clusters¹, one grant per regional cluster would encourage further collaboration. If everyone has a grant it will magnify the name and work of the NSC.
- Perhaps NSC wants a little bit of competition between the grants, it would be better if we had more grants to lessen frustration.
- Cooperation, not competition is important. One lump-sum of equal amount available for each region would be a better option.
- Could travel and accommodation expenses that were not used be transferred to sub-granting opportunities?
- Enlarge the total amount for grants and expand the number of grants and avoid frustration.
- Open a dialogue with the members of the granting committee to express to them our wish that each country which requests it will be supported financially, even with smaller amounts.
- The call from NSC could be issued earlier, at the time when projects are planning and considering available resources.
- Funding is expected from a new call from the ERASMUS+ programme.

¹ Balkan, Baltic, Visegrad, South-East Europe and Mediterranean countries

2) Actions/joint actions:

- Online cooperation among regional clusters is a good idea. Online events provide an opportunity to strengthen collaboration.
- If it were possible to develop a proposal for equal share grants, even if the grants are smaller, we felt the cooperation would be enriched as members would collaborate together.
- Webinars are a very concrete action they can deliver, but it is hard to make them attractive to educators, really, we are competing.
- An option for joint action would be for a webinar at advocacy level and to promote this at national level platforms, e.g. a conference on the state of GE in Europe, co-organised with GENE and national platforms.
- There is now more opportunity to invite each other to more regional level webinars and make mutual-level invitations.
- Having a clear timeline and structures is important to get joint messages and have them going on time.
- A webinar would be a good opportunity to showcase joint actions, but it should mark the beginning or the end of the GEW and be promoted at a European level.
- Further cooperation inside the regional networks.

3) Cooperation with other European Networks on GE/GDE & partnership beyond Europe

- We enjoy dialogue with other networks, e.g. GENE, UNESCO and National Commissions. For example, in these spaces we can learn from the Estonian example, where they encouraged the GENE peer review.
- Make an 'inspiration forum' workshop of projects, e.g. getting acquainted with projects that have been nominated or won a GENE award. We are not always aware of the work going within our sister networks – there is much scope for learning and understanding what approaches are successful.
- Connect with other forums and launch an appeal for other organisations which are working on GE.
- It is good to organise cross-regional cooperation and invite to offline and online meetings partners from the GEN.
- Involve representatives from other countries that are 'ahead' on the GDE agenda, e.g. Ireland.
- Involve more participants from the quadriologue approach, e.g. universities and municipalities.
- The network should be open to other organisations and networks, for example in North Africa and the Middle East.
- We have great connections with the organisers of the Festival of Solidarities in Africa, which includes the countries of Benin, Burkina Faso, Central African Republic, Cameroon, Guinea, Ivory Coast, Congo, Democratic Republic of Congo, and Togo.
- Are there other networks that could inspire us, e.g. youth networks?
- Opportunity to connect with European Sustainable Development Week – <https://esdw.eu/>

4) Dialogue with NSC

- It was felt that members were spending too much time on the technical aspects of the meeting, i.e. Miro. Proposal that there be a training session with a 'playground' to practice where we learn how to use platforms such as Miro and Blue Jeans, so that when we get into groups we focus on the ideas and not the technology.
- Is there a platform that is more interactive that we can use rather than emails/ mailing group for connecting /inviting others to activities etc. Possibly social media? Is it also possible to have a joint Google drive in which basic materials of the network are always available?
- Helpful if the call for sub-granting comes out early in the year, to start national planning and budgeting.
- Information coming from NSC could be shared a bit more in advance, so they can plan their activities, and share how they are approaching GEW as a model of good practice.
- Global Education Week:
 - There is a need for early preparation deadlines starting with the topic and the title for GEW in 2021. Develop an early common timeline for GEW, i.e. overview of plans and activities etc.
 - For GEW 2021 consider an issue such as mental health before and after Covid-19. Also, future programmes and projects should focus on integrating the topic of mental health and wellbeing into our work.
 - The shared visual elements between all of the network members for promoting GEW is good practice and should be implemented in the future and maybe even enhanced.
 - Thanks for the intensive feedback and this is the purpose of the meeting, to make these feedback.

NSC team responded to key points:

- The issue about timing of information and deadlines are acknowledged. It is important to have information circulated in advance. However, 2020 was a peculiar year, and due to all the contingencies that had to be updated (plan of action, budget etc) and placed within the processes of the Council of Europe and the EU, this posed different challenges. We take note and we will work on this.
- The comments and elements of frustration about the sub-granting process was also discussed in Colares in January 2020. There are two types of sub-grants, one for GEW and awareness-raising activities, and the other iLegend sub-grants for the iLegend II regional clusters' advocacy follow-up mechanism. The intent is not to introduce any competition. It is a technical issue - due to the amounts of the grants, there is the need to have competition. NSC does not want to put people on competition with each other and would prioritise a regional and consultative approach. The competition element is purely a technical issue, in regard to management of funds they cannot grant certain amounts without competition.
- Yet there is also going to be a direct award for each iLegend II regional clusters' organisation involving no competition. Each of the related regional clusters (Balkan, Baltic, Visegrad, South-East Europe and Mediterranean countries) will have this complementary grant.
- We underline the importance to ensure the network has direction, along with and on-going assessment of needs. We will work on a timelier expression of the needs, to integrate these into planning, and sustain the networking mechanism throughout the year.
- The Miro platform was introduced and yes, we needed a session to practice. Within the evaluation survey, you will also be able to give your feedback on the meeting itself.

- For GEW, the idea is to keep the visuals as this is a strong identity. The strapline of *Let's Take Action Together* is good as it is collaborative but allows for depth at a national level.
- We are considering having another GEN. We will consider the best time allocation for the second GEN meeting. Also in 2022 we will have a global education congress in May/June during which will make an assessment of all our work and define priorities that that will continue with beyond 2022.
- Finally, NSC hears some of the frustrations and hopes. It is not a lack of willingness on the part of NSC, they wish to accommodate as much as possible all the ideas. At times, working within the structures of a pan-European level organisation limits ability to be responsive in a timely manner.

In closing the meeting, Susana Lafraya reflected how much they had missed each other during the year, for this meeting has given us reasons for hope. All the participants were thanked for their time and participation.

4. CONCLUSIONS

The annual meeting provided an opportunity for the Global Education Network to meet at the midpoint of the iLegend II programme and following a year in which the Covid-19 pandemic had impacted work and activities, but also provided opportunities for innovation and new lenses and urgency for the need for Global Education.

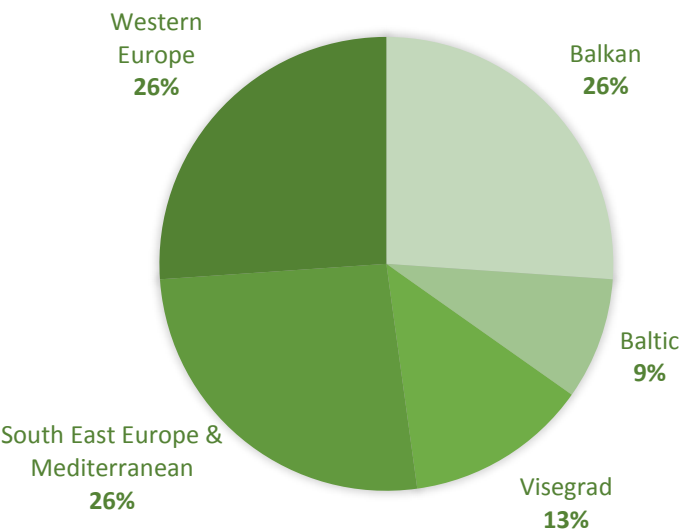
The meeting provided opportunity to review and reflect on progress under the advocacy, capacity-building and networking priorities, as well as identifying areas in which programme elements and processes could be fine-tuned. Area of work that are currently in development, such as the Global Education E-Learning scheme were introduced, and the network members looked forward to opportunities to build on progress achieved so far in the iLegend II cycle as well as key staging points in the future, such as a further GEN meeting later in 2021, and the GE Congress in 2022.

The meeting attested to the network's strengths and resilience, in particular adapting work to the challenges of 2020, and using the experience to create vision for future possibilities.

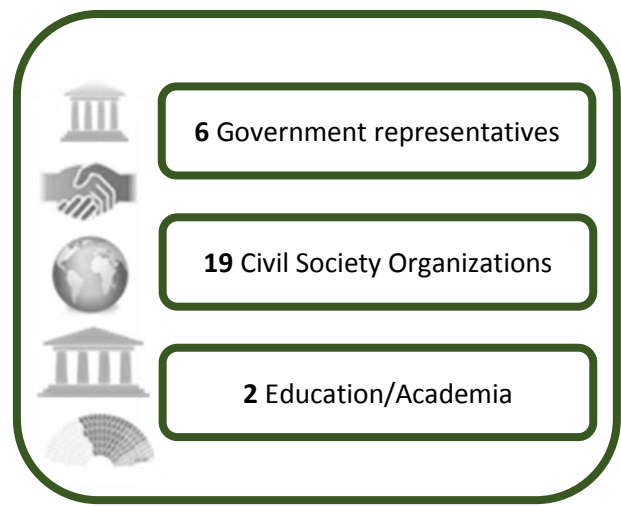
5. FACTS AND FIGURES

The annual meeting was attended by 27 network representatives, 2 keynote speakers, one moderator, one rapporteur and two NSC representatives. The annual meeting was attended by network representatives from 23 countries: Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, France, Germany, Hungary, Italy, Latvia, Malta, Montenegro, Morocco, North-Macedonia, Poland, Portugal, Romania, Serbia, Slovenia, Turkey and UK – representatives from Denmark and Ireland, albeit registered, could not attend.

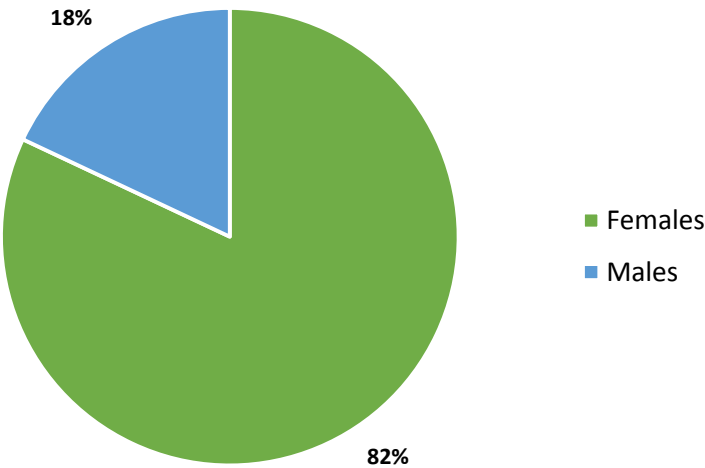
| GEOGRAPHICAL BREAKDOWN | |
|-----------------------------------|--|
| Balkan | Bosnia and Herzegovina, Croatia, Montenegro, North Macedonia, Serbia, Turkey |
| Baltic | Estonia, Latvia |
| Visegrad | Czech Republic, Hungary, Poland |
| South East Europe & Mediterranean | Bulgaria, Cyprus, Malta, Romania, Slovenia, and Morocco |
| Western Europe | Austria, France, Germany, Italy, Portugal, UK |



QUADRILOGUE REPRESENTATION OF PARTICIPANTS



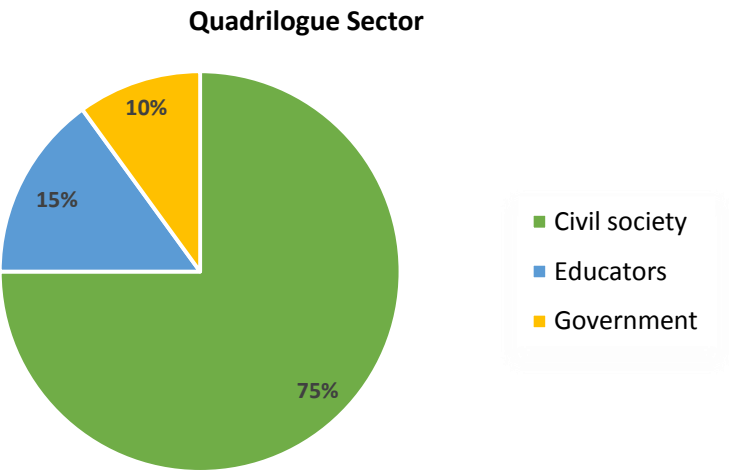
In terms of **gender mainstreaming**, 22 females and 5 males participated in the meeting



ANNEX I - Evaluation

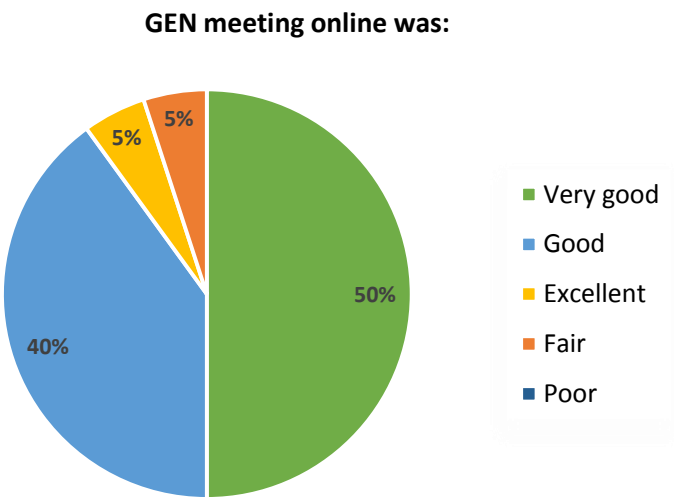
➤ Overall survey

A total of 20 participants completed the evaluation survey.



Overall, the **views on the meeting** have been positive:

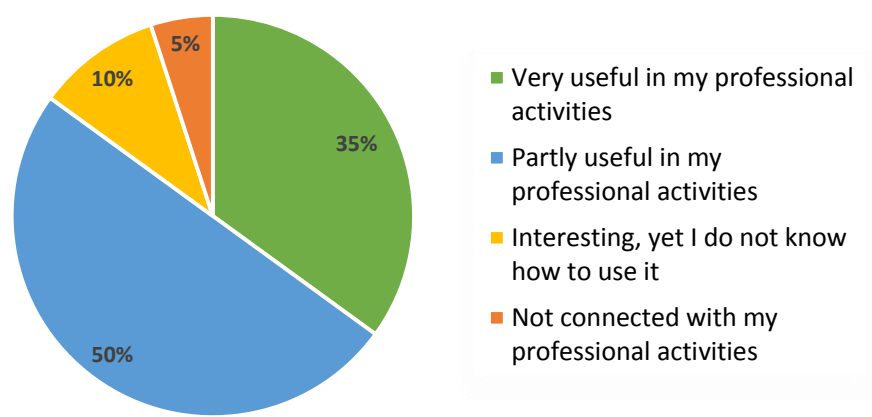
- 80% of respondents to the evaluation survey stated to be satisfied with the outcomes of the meeting
- 80% agreed that the meeting increased their knowledge on any of the dimensions of GE advocacy and/or capacity building and/or networking
- 95% were satisfied with the preparatory process of the meeting and background documents shared prior to it
- 95% considered that the GEN meeting was in general, ‘good, very good or excellent’. One respondent said it was ‘fair’.



More in detail:

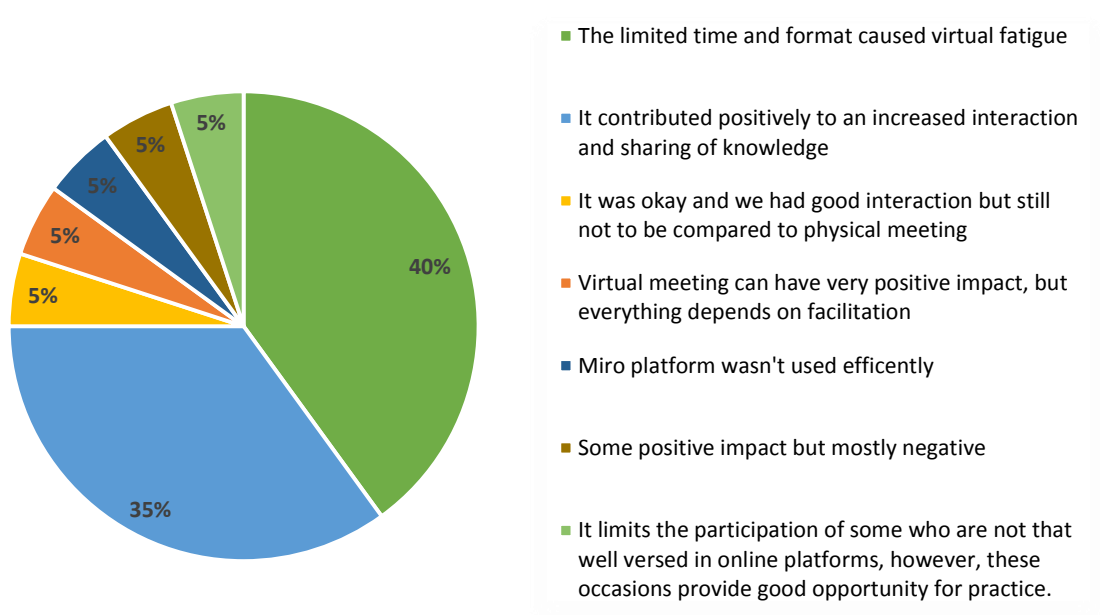
The majority of respondents considered the **information/knowledge shared during the meeting** as very useful/partly useful to their professional activities (35% and 50%, respectively).

The information/knowledge shared during the meeting was:

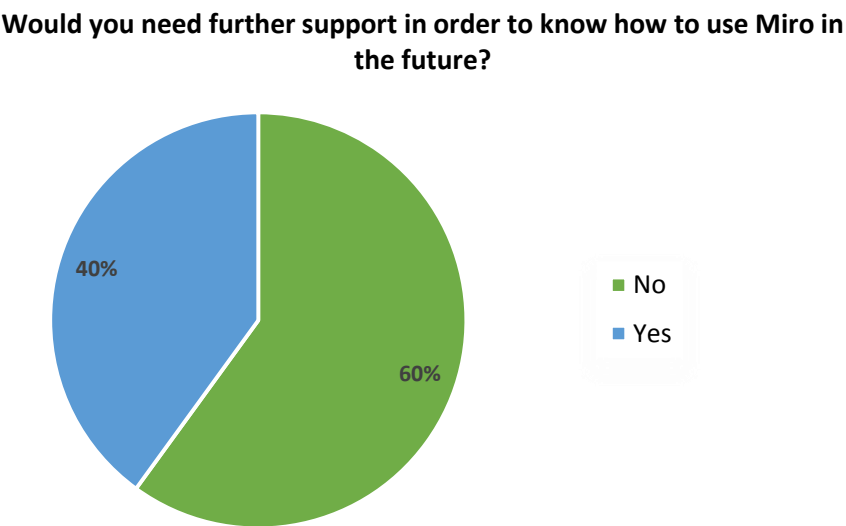
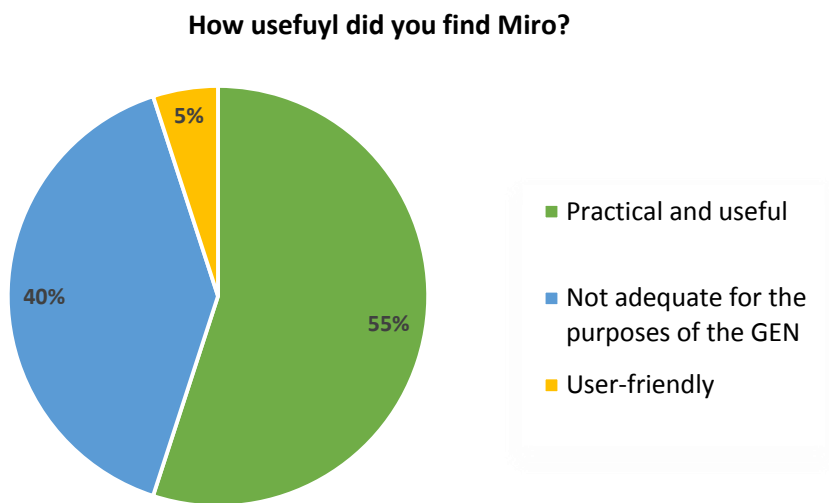


As for the **experience of an on-line meeting and digital tools**, respondents expressed mixed views on the extent to which the virtual format of the meeting impacted the interaction between participants: 35% found that it contributed positively to an increased interaction and sharing of knowledge, while 40% think that the limited time and format caused virtual fatigue. Few more respondents reported that online meetings can have a very positive impact, pending a preliminary training to allow those less experienced with virtual platforms to be able to fully collaborate.

To what extent the virtual format of the meeting impacted the interaction between participants?



Considering that for this meeting the **Miro platform** has been introduced to enhance interaction among the network coordinators, facilitate the exchange of information/documents, and create a roadmap for the forthcoming activities of the Network, as a trial for a potential platform to support the networking process in the future, participants have been invited to answer some questions.



Having been asked for their opinion about continuing to use Miro in the future as a regular support to the network’s work, participants responded:

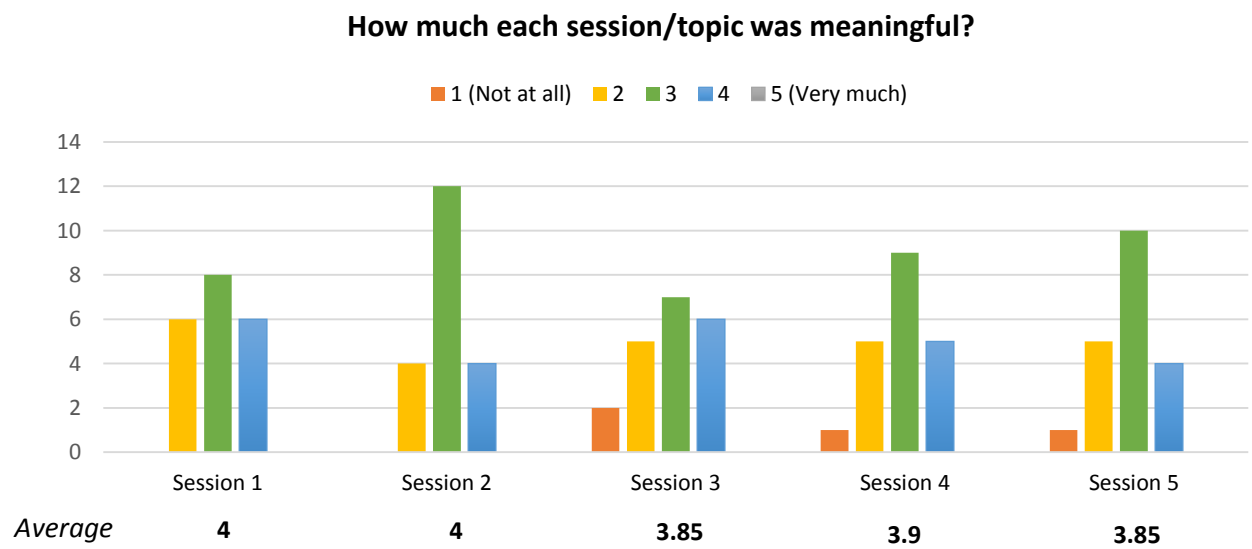
- 43% **Yes** - a session of practical application is needed
- 36% **Yes** - but it could be applied in a more efficient way
- 21% **No** - they did not use it for feedback in the working groups and instead used their own notes. Some participants felt there are more user-friendly tools that don’t require registration or extensive knowledge, e.g. Jamboard, Padlet etc.

Further reflections included:

- “I’m not familiar with Miro, but I’m still getting used to it. I usually use Padlet, but it doesn’t have as many interaction options as Miro”.
- “Even though it offers good possibilities for sharing ideas, it was not user-friendly during the group meetings”.
- “This time around it was difficult for some and that way precious time was used for getting acquainted with Miro. I am not sure what to suggest - it would be easier if we were not in the pandemic situation with innumerable active platforms that crave our attention”.

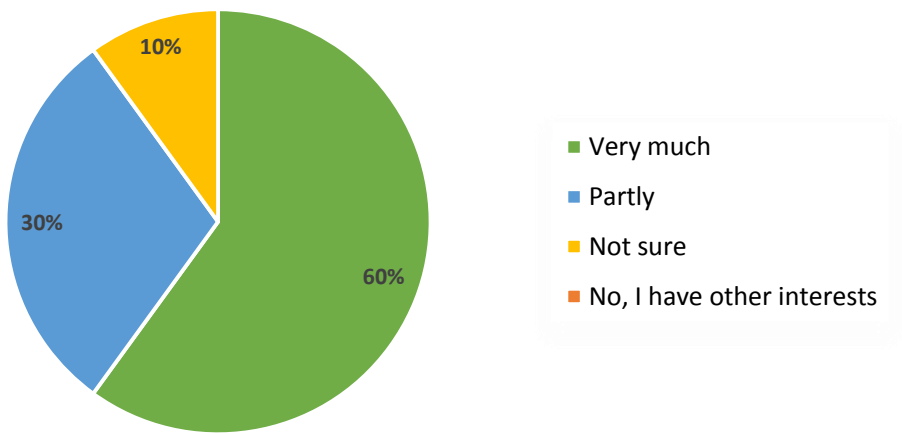
➤ Sessions survey

Going into more detail within the various sessions of the meeting, it is possible to observe that, overall, the respondents **considered all the sessions addressed to be meaningful**, with a preference for sessions 1 and 2.



The meeting has, moreover, “very much” inspired 60% of respondents to **be involved in GE partnership**, while 30% just considered to have been “partly” inspired. 10% are not sure.

How much did the GEN online meeting inspired you to be involved in GE partnership?



➤ **Networking survey**

Participants were also asked a question regarding which are the **GEN activities they consider more relevant for their work**. [1 - the most preferred]

| | |
|--|-----|
| Networking and exchange of information and GE resources between different stakeholders | 2.2 |
| Capacity building of GE experts or opinion leaders | 2.3 |
| Raising public awareness about interconnection of global issues with everyday life | 2.6 |
| Integrating GE good practice into teacher education | 2.7 |
| Planning and implementation of GE events and campaigns | 2.8 |
| Participation in GE-related advocacy and policy making | 2.9 |
| Evaluation of GE experience integrating the achievements of all major sectors and stakeholders | 3.0 |

In addition to the activities mentioned above, two respondents have expressed the desire to add to the list above another working area to complement GEN networking mechanisms:

- Pedagogical research in the field of global education for development
- Implementation of GE into classroom situations

Furthermore, participants voted for which they consider being the **priority targets of the GEN**.

[1 - the most preferred]

| | |
|---|-----|
| Strengthening the confidence of GE stakeholders (educators, policy makers, national and local authorities, civil society, etc.) | 1.7 |
| Developing competencies of GE practitioners (educators, multipliers, youth activists, etc.) | 1.9 |
| Increasing understanding of policymakers (representatives of national governments, local/regional authorities, and national Parliaments, etc.) about the contribution of GE | 2.1 |
| Increasing understanding of media about GE | 2.8 |

Other priority targets of the GEN that respondents would like to add to the list above are the “Inclusion of GDE related topics in national curricula”, and to “allow network members to build common strategies”.

As for the **priorities to be followed by the North-South Centre (and regional partners) for the coming year, in the field of advocacy as well as pedagogical support**, answers have been various, and they can be summarized in the following points:

GEN – NSC interaction

- More exchange of good practices and more meetings for the GEW network;
- Creating a document summarizing the annual GDE state of play of the participating countries;
- Receiving from the NSC materials/web-references/videos on the GEW topic to share with schools and to strengthening social network involvement and connections among different countries related to the GEW.

Pedagogical support

- Producing educational materials and training resources;
- Developing competences of GE practitioners (educators, multipliers, youth activists, etc.) by the inclusion in the designed GE online course of a module on lobbying and advocacy activity/the inclusion of minimum recommendations on lobbying and advocacy in documents addressed to GE network organizations;
- Focus on equity in education;
- Focus on teachers and student’s mental health (especially in this challenging time).

Advocacy

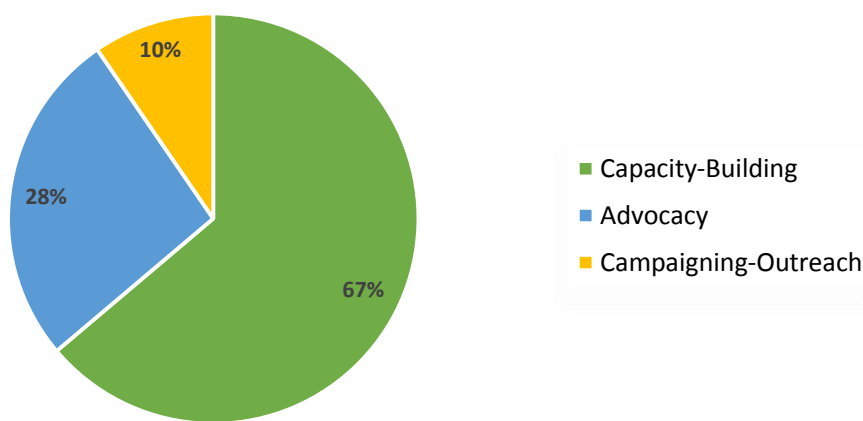
- Reinforcing the national strategies with a specific focus on formal education - reinforce NSC position and influence on the DEAR programme;
- Making or supporting existing (eg. Roadmap 4.7) policy documents and prepare a step by step plan with targets;
- Assisting the multistakeholder dialogue to emerge and/or continue in the national contexts;
- Assisting the initiation of researches, surveys, peer reviews executed through participatory method (especially in not advanced contexts);
- Creating local strategies for GE, capacity building of platforms and GE practitioners;
- Focus on GE's post-pandemic priorities;
- Creating a real strategic connection with GENE;

- Bringing all to the table again with the help of NSC, as educational institutions are getting hard to reach from the CSO perspective.

Regarding the **follow-up activities** of the GEN, participants were asked if they would be interested in the creation of working groups within the GEN, to support the work of NSC secretariat in advocacy, capacity-building, and campaigning planning.

Out of 20 responses, 2 preferred not to create any working group, while 3 agree with it but in consideration of a non-overburdening workload. In this consideration, the following graph shows in which area respondents would prefer to be involved.

Should this be the case, indicate your availability to join one of the following working-group:



Finally, participants were asked to give some **comments and suggestions**, as well as **what they gained or missed from the meeting**.

Comments and Suggestions:

- “It would be useful to have a longer preparation time for the meeting in the future”.
- “I would like the network to have an advisory role on the implementation of iLegend, which would mean sharing intentions before decisions are made”.
- “The online format does not give enough space to discuss things in multiple groups and have enough time to share the conclusions with others. In the current situation, it is clear that the event had to take place online. However, in the future I would definitely prefer a face-to-face meeting. Online meetings should not become a common form of meeting”.
- “I would suggest more global education methods, more sharing, more discussions about the GEW motto for 2021. And this is all possible on-line. It's just about using good methods and tools”.
- “Overall, more time could have been dedicated to the meeting to ensure more possibilities for discussion especially in smaller groups. This way it felt more like a one-sided informative meeting from the NSC rather than a collective effort towards more cooperation within the group. That was missing the most for me in relation to the meetings we had live”.

- “Do the meeting twice a year instead of once, so that there is less to share and more time to discuss”.
- “Holding a webinar as a follow up”.
- “The format /Miro/ is a good one and should be used in the future”.
- “It was interesting to use Miro and to learn about articulate 360° as new tools to support online communication and interactivity”.
- “Miro is a great platform, yet too complicated to be used for limited time sessions”.
- “It was a bit complicated for me to interact on the Miro platform and I thank you for the extra support”.
- “There were difficulties in the use of Miro platform which made our contribution to it, during the group meetings, difficult and frustrating”.

Gained/Missed from the meeting:

Gained:

- Hearing about other countries’ dynamics and updates
- To be acquainted with the latest developments in iLegend II
- Getting acquainted with the project results so far and with experiences from other countries and regions. Gaining sharing experiences, and the visibility of projects
- A clearer picture of the iLegend II project’s activities, and opportunity to influence future activities
- A better knowledge of the network

Missed:

- More time for discussion and sharing, a lot of time was spent on technical issues
- More time for debate and sharing
- The possibility to talk to one another, a deeper first session with exchange in breakout rooms, to understand how things are going in different countries
- Interaction between the participants and the facilitator - Feeling that the facilitator was outside the group
- The richness of the different experiences of the partners
- The real hugs

ANNEX II – MIRO and Breakout rooms Insights

During the meeting, the MIRO platform has been used in order to support the activities and facilitate the exchange of ideas, information, and documents.

Within the platform, it was created:

- a virtual exhibition of key documents for the various regional clusters/countries;
- a bulletin board containing the program, guidelines and resources shared by the NSC
- a space for Brainstorming for GEW 2021
- a timeline for the activities of the GEN to be undertaken in 2021 (under construction)

The idea is to provide a constantly evolving space, in which participants can intervene and update information autonomously.



Screenshot of the MIRO board

Participants shared their insights throughout **two different breakout room sessions**. The working groups were formed considering the geographical area of origin, as well as the age and gender balance.

The first breakout room, held during Session 3 - GEW in 2020 - Lessons Learned from Practice ², allowed participants to share reflections on the struggles and learning points regarding the past year and the 2020 Global Education Week, and focused on the collective vision for the next GEW that will take place in 2021.

| Struggles | Learning points | GEW 2021 Envision |
|---|--|---|
| <div>not meeting people, transfer all activities online</div> <div>the pandemic forced the postponement of some events, while some others turned digital</div> <div>GE harder to implement in times of "emergency mode" at schools</div> <div>marginalized students harder to get involved in online activities</div> <div>difficult to promote the GE idea among students and youth during pandemic</div> <div>avoiding school drop outs</div> | <div>international exchange is much easier in webinars /incl. on global level</div> <div>opportunity for innovation</div> <div>It's possible to collaborate with other sectors which are now stopped (i.e. tour operators)</div> <div>interactive methods are possible in online teaching but still a lot of emotions and presence is missing</div> <div>need to be flexible and adapt to changes</div> <div>discovering new educational strategies and online tools</div> | <div>restore the level / engagement that we had with teachers before the pandemic</div> <div>be better prepared for digital actions related to GDE</div> <div>think of flipped classroom offers (or else) on GE to use research at home/ online activities at home for GE learnings and engagement on SDGs</div> <div>keep on developing and discovering educational tools</div> <div>find new ways to support fragile students in order to avoid school drop out</div> |
| Share your reflections on GEW 2020 and start thinking on a common & collaborative vision for the next edition | | |

Screenshot of the Breakout room 1 – Group 1

² See pg. 8
28

The second breakout room, held during Session 5 - GENetwork in 2021: Let's take action together!³, was focused on the 2021 GEN envision, taking into consideration 4 key dimensions: sub-granting opportunities; actions/joint actions; cooperation with other European networks on GE/GDE & partnership beyond Europe; dialogue with the NSC.

Sub-granting opportunities

enlarge the total amount for grants to multiply the number of grants and avoid frustration

open a dialogue with the members of the granting committee to express to them our wish that each country which requests it be financially supported, even with smaller amounts

one month and a half to respond the call for proposal for GEW (from april to end of may)

reallocating funds from the travel that didn't happen to subgrants/fixes fees for all?

Cooperation with other European networks on GE/GDE & partnership beyond Europe

create connexions with the organisers of Festival of Solidarities in Africa (Benin, Burkina Faso, Central African Republic, Cameroon, Guinea, Ivory Coast, Congo, RDC, Togo)

create connexion with Platforma (pan european network of local authorities) and their event European Days of Local Solidarity which is in the same dates as GEW

last year the „European Citizens' Initiative Week was in the same week

to connect with World Social Education Forum

connecting with European Sustainable Development Week (ESDW) - <https://esdw.eu/> (Lena)

connecting with Forum and launch an appeal for Organizations which are working with GE

Actions/joint actions

I liked the webinar option for joint action.

advocacy joint activity : big conference on state of GE in Europe, challenges... (co-organised with GENE and Platforma...)

more campaign like Europe level joint actions during the GEW

the webinar is a good joint action but it should mark the beginning or the end of the GEW

Dialogue with NSC

communicate earlier to help each country to prepare activities

earlier deadlines for planning the GEW: topic/title in spring, details before summer (incl. subgrant terms)

to have a joint google drive in which basic materials of the network are available always

Is there a platform that is more interactive and that we can use rather than emails/mailing group for connecting/inviting others to activities etc.? Social media?

to have a yearly action plans for the next year to be able to plan ahead

Imagining the future:

The outcomes of each working group will contribute to delineate a roadmap for the follow-up of the meeting

Screenshot of the Breakout room 2 – Group 2

³ See pg. 13
29