



North-South Centre of the Council of Europe

An overview of common points

Regional Seminars

- **Central Europe** (September 5th-6th 2013, Budapest, Hungary)
- **South-East Europe and Mediterranean** (December 4th-5th 2013, Ljubljana, Slovenia)
- **Baltic States** (May 12th-13th 2014, Riga, Latvia)

By acquainting learners with topics such as Globalisation, Interdependence, Sustainable Development, Intercultural Dialogue and Human Rights, Global Education (GE) aims at forming Global Citizens, able to think critically and to understand the complexity and diversity of perspectives which underlie most global problems. As it is based on a culture of cooperation and dialogue, GE can be a powerful tool in times of rising extremism and xenophobia.

Several GE Seminars have been organised by the **North-South Centre** (NSC) since 2009, at the regional and national levels. These events bring together GE stakeholders from new EU Member States and from EU candidate countries, in order to discuss the local implementation of GE. Below, we propose a brief overview of the output of the three most recent GE Regional Seminars.

General Seminar Data and Objectives

- 1) **Participation pattern:** all seminars gathered representatives from the public sector and Civil Society – the latter being particularly well represented, and from the formal and non-formal education sectors¹. In total, 15 countries were represented in these regional seminars.
- 2) **Objectives:** generally, objectives included identifying common challenges, sharing good practice and elaborating recommendations which could be useful in the medium/long run. In the case of the South-East Europe and Mediterranean Seminar, the formulation of objectives took into consideration the early stage of implementation of GE in the countries of the region.

National Strategy Development and Implementation

- 3) **Existence of national strategies:** the three Regional Seminars encompass countries at very different stages of development, as far as national strategies are concerned. In the Baltic Region and in South-East Europe, no country has adopted a strategy for GE, whereas the Czech Republic and Slovakia are at the stage of evaluating their strategies *ex post*.
- 4) **Recognition by public authorities:** the same remark goes for recognition and support by the State; however, even when the State recognises the importance of GE, political support often lacks continuity, and financial support remains insufficient.
- 5) **A multi-stakeholder approach** is seen as essential everywhere; concerns were raised about the coordination between actors, for instance the Ministries of Foreign Affairs and Education.

Curricular Reform

- 6) **Constant reconceptualization:** GE must continuously adapt to societal changes and local needs.
- 7) **A crosscutting issue:** since GE is transversal, it can and should be incorporated into the teaching of existing subjects and parts of curricula.
- 8) **Access to materials:** easy access to practical and varied materials and tools should be guaranteed at the national level, for instance via online platforms.

Development of Educators' Competences

- 9) **Involvement of all stakeholders:** coordination between schools and academia should be further developed to ensure GE is addressed in the training of educators, and the same is true for non-formal education.
- 10) **Updated training:** training has to keep up with changing paradigms.

¹ The notion of “non-formal education” covers a vast range of educational activities conducted outside the school system (formal education). Most of the time, non-formal education focuses on specific learning objectives. For more information, consult: Smith, M. K. (2001). ‘What is non-formal education?’, *the encyclopaedia of informal education*. [<http://infed.org/mobi/what-is-non-formal-education>]

Quality Support and Monitoring

- 11) **Research:** good research on GE must be encouraged, and linked to quality monitoring. This implies investment and effective sharing mechanisms.
- 12) **Evaluation:** the lack of clear goals for impact assessment constitutes a decisive challenge.
- 13) **Cooperation:** several proposals were made to share know-how and best practice, ranging from national working groups to transnational networks and online platforms.

Campaigning and Outreach

- 14) **Public awareness:** is generally low, which constitutes another important challenge.
- 15) **Campaign strategies** were discussed in all three Seminars, and participants came up with different solutions, namely on the choice of themes and target groups.

GE and NGOs

- 16) **Different regional scenarios:** in some cases, NGO capacity and NGO platforms need strengthening (Baltic countries), whereas in other cases these structures are well established, even though they could use more financial support (Central European countries).

Cooperation and Coordination as Absolute Priorities

- 17) **At different levels:** cooperation between sectors at the national level was deemed essential; the same is true for cross-border cooperation, at the regional and the European level, for different purposes (sharing of best practice, conduct of common awareness campaigns, etc.).
- 18) **Sister networks:** several projects, fora and groups were identified at the regional and European levels, and could contribute to the promotion of GE.
- 19) **The Eastern Partnership** can be a good framework for cooperation: it was already tested by the Baltic countries, and might be used by the Visegrad countries in the future in addition to the Central European Initiative and the Visegrad Group Presidency.
- 20) **Common opportunities:** initiatives such as the EYD2015 (European Year of Development) could be advantageous for the implementation of GE.



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