



Global Education Week Network Meeting 2017

Colares, Portugal

REPORT

28-29 November 2017

Organised by:

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1. EXECUTIVE SUMMARY

The North-South Centre of Council of Europe Global Education Week (NSC/GEW) is an annual awareness raising event, targeting formal and non-formal educational settings. It encourages educators and learners to explore educational activities fostering global citizenship. In line with Target 4.7 of the United Nations Sustainable Development Goal (SDG) 4, it addresses issues related to diversity and fair and sustainable development.

The NSC/GEW is relayed by a network of national coordinators from 40 Council of Europe member States, Morocco (North-South Centre Member State) and through three international platforms¹. This network meets annually to assess the GEW and to share networking and advocacy strategies for increasing and improving Global Development Education (GDE) through and beyond the Week.

The NSC/GEW and the annual network meeting are implemented in the framework of the Joint Programme between the European Union (EU) and the Council of Europe to promote Global Development Education (GDE) in new EU member states and candidate countries.

2. INTRODUCTION

The GEW network meeting took place on the 28-29 November, following the 2017 edition which was held from 18-26 November under the theme "My World Depends on Us". The meeting was attended by 26 national coordinators from 24 countries across Europe and beyond.

The purpose of the meeting was to *i)* assess the GEW and the work of the network in 2017, in terms of activities, pedagogical tools, networking and advocacy mechanisms; *ii)* identify pedagogical practices and successful networking and advocacy mechanisms as guiding principles for the following edition of the GEW; *iii)* choose the theme for the GEW 2018 edition.

The participants discussed different proposals as to possible themes in accordance to the different SDGs and agreed on "*The World is Changing—What About Us?*" as the theme to be adopted for 2018 edition.

The meeting was also the opportunity for the NSC secretariat to present the core elements of its work for 2018 in the field of advocacy, capacity-building and networking, and present the two new activities to strengthen the promotion and impact of GDE: the revision of the Global Education Guidelines and the constitution of the Media Literacy Task Force for the reinforcement of the media literacy, communication and visibility components of NSC work. Both activities respond to the recommendations of previous network meeting in 2016.

¹ European Youth Forum; International Association of Educating Cities; OBESSU - Organising Bureau of European School Student Unions.

3. KEY OBSERVATIONS

GEW 2017

To assess the main outcomes of the GEW 2017 edition, participants were divided in three groups to share and assess practices in terms of activities, pedagogical tools, networking and advocacy, and to share the main challenges. The key observations are based on the report of the three working groups. Albeit they refer to actions taken during the GEW, many of these initiatives are pursued beyond the Week.

ACTIVITIES

Activities developed vary from classroom initiatives to community or public targeted awareness-raising events, involving educators and learners but also players from the community, local authorities and local actors and, in some cases, Ministries of Education.

Activities ranged from campaigns; conferences on global issues; debates; discussions following movies screenings; photo contest; public awareness-raising actions (fair markets/sustainable consumption); seminars; trainings (teacher training & youth leaders); virtual reality platform; workshops on SDGs.

Topics ranged from corporate social responsibility, food, intercultural and interfaith dialogue, justice, migration, peace, solidarity, sustainable consumption, sustainable tourism, the sustainable development goals (SDGs 4 and 12), and youth participation.

PEDAGOGICAL TOOLS & RESOURCES

Pedagogical tools ranged from non-formal education toolkits (produced in many cases by non-formal educators or CSO platforms, which are available for free download on specifically designed portals or on CSO or Youth organisations websites to support awareness-raising activities all year round) to documentaries or video trailers; power-point presentations; specific websites with GDE related resources; or University courses on GDE values and principles for teachers' in-service training or youth leaders training courses.

Due to its European perspective, the GEW is used by organisations and institutions as a framework to present their Global Learning programs and projects.

NETWORKING AND ADVOCACY MECHANISMS

Successful partnerships are developed not only between peers from formal and non-formal education settings (schools, CSO platforms or GE working groups, youth platforms), but also between practitioners and institutional players such as related ministries as Ministry of Education (MoE), Ministry of Foreign Affairs (MFA), Ministry for Economic Cooperation and Development, Ministry for Environment, or local authorities (though very often these are one-off and non-systematic partnerships), or local actors such as local business or local media.

Successful experiences involve also collaboration with Universities and with UN agencies or UN national commissions.

COMMUNICATION & DISSEMINATION

Communication and dissemination of the GEW was realised through flyers, press releases through local and national media, social media (FB pages and twitter), websites and relayed by specific hashtags: [#Myworlddependsonus](#) [#GlobalEducationWeek](#) [#GEW17](#)

CHALLENGES

- Need to engage relevant ministries in order, for instance, to integrate the event in the annual school calendar, thus increasing its adhesion and impact;
- Lack of proper funding;
- Heavy curricula, jeopardising availability of formal educators to engage in GEW activities.

4. RECOMMENDATIONS

Recommendations for increasing the GEW impact:

Preparation phase:

- A call to participate in the GEW or a GEW information leaflet contributes to have new organisations or educational structures joining and involve different level of players, including institutional structures (MoE, MFA or other related Ministries) and local authorities;
- Coordinated communication strategy through flyers, targeted emails to schools and youth organisations platforms, social media, local and national media, radio programmes.

Activities and resources:

- In-service teacher training through workshops or training sessions related to citizenship education, including global citizenship;
- Encourage beneficiaries/youth leaders to build their activities, tackling global issues from a local perspective, or taking civic actions in their own community or locality;
- Use the English, History and Geography departments of schools which content and topics can tackle GDE contents/processes;
- GDE information line available to students/wide public to access GDE related information, pedagogical resources and good practices or education policy papers;
- Develop an activity description/session outline template to have a reference matrix for sharing GDE good practices.

Networking and advocacy:

- Develop a good communication strategy with local and national media to advertise the activity/event;
- Bring together GDE players (CSO platforms, youth organisations, scouts, community centres), educational structures (schools, teachers, inspectorates, ministries), mass media (local and national radio, TV and newspaper) and local authorities and local actors in the preparation and realisation of the GEW;

- Encourage a cross ministerial approach and an official recognition of the GEW in school calendars;
- Privilege collaboration with UN agencies (namely UNESCO, UNICEF, UNDP, FAO, SDG) and UNESCO national commissions;
- In countries where there is no or very little understanding of the term “global education”, global citizenship could be more appropriate to tackle GDE issues;
- In the absence of a national GDE strategy, GDE can be related to other existing national strategies dealing with GDE dimensions (e.g. Civic Education, Environmental Education, Health Education, Human Rights Education, Intercultural Education, etc.) to support advocacy;
- GDE players can contribute to policy strategies on GDE.

Recommendations to the North-South Centre:

- Recognise, through the delivery of certificates, the participation of schools in the GEW and the participation of the National network coordinators;
- Develop list of GDE resources and practices;
- Increase the international profile of the Global Education Week (e.g. joint international campaign);
- Share good practices on international level;
- Collect theme suggestions for the network coordinators before the Week meeting takes place, i. e. as an online “brain-storm” to facilitate the theme finding within the meeting;
- Keep organising networking and knowledge sharing activities;
- Keep aligning activities with initiatives of other GDE institutional players (GENE, CONCORD and UNESCO).

Recommendations for the GEW network meeting

- Anticipate and reinforce the consultation process with the network in preparation of the GEW annual meeting (agenda and topics to be tackled) through the constitution of working groups and reinforce the participation of the network members during the meeting (moderation and reporting);
- Provide a template for network coordinators to present their GEW activities and assessment in one page and use as posters for one hour 'exchange fair' during the meeting;
- Give more time between the end of the GEW and the network meeting in order to integrate the outputs/outcomes of the event in terms of activities, pedagogical tools and advocacy/networking mechanisms;
- Allow space for a deeper reflection to contextualise the GDE paradigm, challenges and pedagogical impact (through a keynote speaker) and allow more space to debriefing and networking.
- Discussion or sharing practices about fundraising for GEW activities or campaign.

5. CONCLUSIONS

The meeting was an opportunity for the NSC to share with the network its line of action for 2018 which new priorities, the revision of the Global Education Guidelines and the reinforcement of the media, communication and visibility components of its work through the constitution of the Media Literacy Task Force, are the result of the recommendations of the previous GDE Network meetings. Both processes will involve a regular consultation process with the network along 2018 in order to accurately respond to its needs and expectations.

In this line, and based on the recommendations of 2017 meeting, the NSC will privilege a more regular interaction with the national coordinators of the GEW, in particular in the preparation and follow-up of the GEW network annual meeting.

The preparatory phase of the GEW 2018 edition will focus on outlining a campaign to reinforce the unifying dimension and the impact of the event. The SDGs and Human Rights are relevant topics and a good scope for the coming years to mobilise different players, institutional, educators and CSO, for the GEW awareness raising activities but also for advocacy mechanism along the year.

The number of players and activities are increasing.

6. FACTS AND FIGURES

The Participants

The Global Education Week Network Meeting gathered 26 national coordinators from 24 countries across Europe and beyond.

The represented countries are:

 Argentina	 Belgium	 Bulgaria
 Croatia	 Cyprus	 Czech Republic
 Denmark	 France	 Georgia
 Hungary	 Ireland	 Italy
 Latvia	 Lithuania	 Malta
 Moldova	 Morocco	 Poland
 Romania	 Serbia	 Slovenia
 "The former Yugoslav Republic of Macedonia"	 United Kingdom	 Ukraine

The number of participants by gender on this meeting was 18 female and 8 male participants.

GENDER REPRESENTATION



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