

3<sup>rd</sup> EUROPEAN CONGRESS on

# GLOBAL EDUCATION

## 3<sup>rd</sup> European Congress on Global Education

*Education for a Global Citizenship  
Unity in Diversity*

### Strategic Recommendations

Zagreb, 26-28 November 2015

Organised by the North-South Centre (NSC) of the Council of Europe (CoE), in partnership with the Education policy division of the CoE, CONCORD Europe, UNESCO, in affiliation with Global Education Network Europe (GENE), and under the auspices of the Croatian Center for Peace Studies as NSC implementing partner

Organised in the framework of the Joint Management Agreement between the North-South Centre of the Council of Europe and the European Commission



Funded  
by the European Union  
and the Council of Europe



Implemented  
by the Council of Europe

## **3<sup>rd</sup> European Congress on Global Education**

### **STRATEGIC RECOMMENDATIONS**

#### **Preamble**

The North-South Centre (NSC) of the Council of Europe (CoE), in partnership with the Education policy division of the CoE, CONCORD Europe, UNESCO, and in affiliation with Global Education Network Europe (GENE), organised the 3<sup>rd</sup> European Congress on Global Education under the title *Education for a Global Citizenship: Unity in Diversity*. The Congress took place in Zagreb, Croatia, 26-28 November 2015 under the auspices of the Croatian Center for Peace Studies as NSC implementing partner.

The 3<sup>rd</sup> European Congress on Global Education builds on the efforts of the NSC and other stakeholders to promote GE since the Maastricht Congress (2002) which established the first European strategy framework for improving and increasing Global Education (GE) in Europe to the year 2015. It follows as well the outcomes of the 2<sup>nd</sup> European Congress on Global Education (Lisbon 2012), and its strategic recommendations in the following areas of work: national strategy development and implementation; curricular reform; continuing professional development of educators; quality support and monitoring; campaigning and outreach.

The purpose of the 3<sup>rd</sup> Congress was to take stock of GE achievements since 2012 and define priorities and political guidance for implementation and recognition of GE beyond 2015 - following on Lisbon Congress recommendations and taking into consideration the overall political context and directions taken by other stakeholders - while linking the concept of GE to the concept of Global Citizenship Education (GCED) launched by UNESCO in 2013.

The 3<sup>rd</sup> European Congress on Global Education recommendations result from this process and were developed in consultation with the Congress institutional partners and participants. These recommendations shall be used by organisations and educators at national, regional and global level in their advocacy work with decision makers.

#### **Introduction**

By acquainting learners with topics such as Globalisation, Interdependence, Sustainable Development, Intercultural Dialogue and Human Rights, GE/GCED aims at empowering citizens able to think critically and understand the complexity and diversity of perspectives which underlie most global challenges.

Globally interrelated challenges such as climate change, the refugee emergency, the financial crisis and security challenges, point to the urgent need of changing the dominant model in order to realize a just and sustainable world. The alternatives come both from local and global levels. Therefore societies need global citizens able to act and create new models. As it is based on a culture of cooperation and dialogue, GE/GCED is a powerful process in combating inequality and all forms of violence (such as extremism and intolerance), to address the above mentioned issues and to build positive alternatives.

To ensure that GE/GCED is implemented and continuously improved, the 3<sup>rd</sup> European Congress on Global Education adopted a number of thematic recommendations, which were subsumed into five interrelated categories:

- National Strategy Development and Implementation
- Curricula and Education at the National and Local Levels
- Professional Development of Educators
- Quality support, Monitoring and Evaluation
- Awareness Raising and Outreach

### **1. National Strategy Development and Implementation**

- To identify and review the key legal acquis and practices, while supporting the implementation of national strategies that can contribute to the mainstreaming of GE/GCED and coherent policies, aligned with Sustainable Development Goals target 4.7 (SDG 4.7) and its monitoring systems;
- To promote GE/GCED as crucial to the delivery of the Agenda 2030 as a whole and Education 2030 in particular;
- To allocate specific resources for the implementation of the national strategies promoting GE/GCED;
- To strengthen a cross-sectorial, multi-stakeholder approach, improving coordination and partnerships at the local, national and global level, while respecting GE/GCED core values<sup>1</sup>. Therefore, the dialogue between relevant Ministries, between the formal and non-formal education sectors and between CSOs and governmental institutions should be reinforced;
- To support the non-formal education sector while recognizing its importance and specific pedagogical approach, methodology and learning outcomes;
- To implement mechanisms for recognition and validation of competences acquired through non-formal and informal education;
- To involve youth organisations and educators in the national development and implementation of GE/GCED while recognizing their role as providers of quality learning opportunities.

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<sup>1</sup> GE/GCED core values are reflected in UNESCO definition of competences the active global citizen needs: *respect for life and human dignity, equal rights and social justice, cultural and social diversity, and a sense of human solidarity and shared responsibility for our common future [UNESCO, (2015). Rethinking Education: Towards a global common good?]*.

The NSC *Global Education Guidelines* refers to the following GE core values: Self-respect and respect for the Others; Social responsibility; Environmental responsibility; Open and critical mindedness; Visionary attitudes; Proactive and participatory community membership; Solidarity (Global Education Guidelines-A handbook for Educators to Understand and Implement Global Education (2012), p.24-25)

## **2. Curricula and Education at the National and Local Levels**

- To improve coordination and cooperation strategies between all relevant stakeholders and between the formal and non-formal education sectors regarding curricula development, namely through the establishment of national committees;
- To ensure that the GE/GCED competency frameworks are adapted and implemented;
- To embed GE/GCED both in formal and non-formal education through a whole school cross-curricular approach, involving community representatives;
- To develop and disseminate quality GE/GCED educational resources and training methods that are adaptable to local realities, and promote innovative methodologies;
- To develop partnerships between schools from different countries as well as partnerships between schools and external actors to foster the core values of GE/GCED.

## **3. Professional Development of Educators<sup>2</sup>**

- To implement strategies for initial and continuing professional development; providing training and educational resources to educators that are adaptable and accessible in local languages;
- To create the space for educators to critically reflect on the meaning of GE/GCED and on current GE/GCED materials and practices; to promote inter-generational learning and peer mentoring; to stimulate educators to expand their competences and to act as role models;
- To invest in innovative learner-centred methodologies that enable educators to address societal issues.

## **4. Quality support, Monitoring and Evaluation**

- To support innovative, transformative, critical, learner-centred, participatory and democratic GE/GCED actions through the development of quality assurance criteria and through the study of the impact of GE/GCED;
- To support participatory approaches and evaluation mechanisms towards the enhancement of GE/GCED content and methodologies, through peer-reviews and increased international coordination;
- To promote critical academic research on GE/GCED, focusing on formal, non-formal and informal education;
- To support the expansion of relevant academic GE/GCED courses and to strengthen the communication channels between academia and both practitioners and policy-makers, namely ensuring free access to the research results;
- To apply the research, monitoring and evaluation results for the on-going improvement of GE/GCED practices;
- To promote regular learners' assessment that contributes to the continuing development of GE/GCED;
- To monitor and support the implementation of the SDG 4.7 and of Education 2030.

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<sup>2</sup> *Educators encompass any person that works in formal and non-formal educational settings with all age groups.*

## **5. Awareness Raising and Outreach**

- To encourage the promotion of GE/GCED within the media, namely by providing GE/GCED training to journalists, and by sharing good practice;
- To support the critical engagement of young people with the media through GE/GCED activities;
- To promote educational programmes on GE/GCED to foster media literacy;
- To engage in advocacy directed at decision-makers and at actors out of the traditional comfort zone, while ensuring the inclusion of the interests of socially excluded groups in all campaigning efforts;
- To enhance networking and collaboration with grassroots social and solidarity economy initiatives and movements defending the commons;
- To engage directly with UN processes relating to Agenda 2030 and Education 2030, with a particular focus on target setting and implementation of target 4.7.

Based on these recommendations we, the participants of the 3<sup>rd</sup> European Congress on Global Education, call on decision-makers and policy-makers at European, national and local level to take action to support the promotion and further development of GE/GCED.