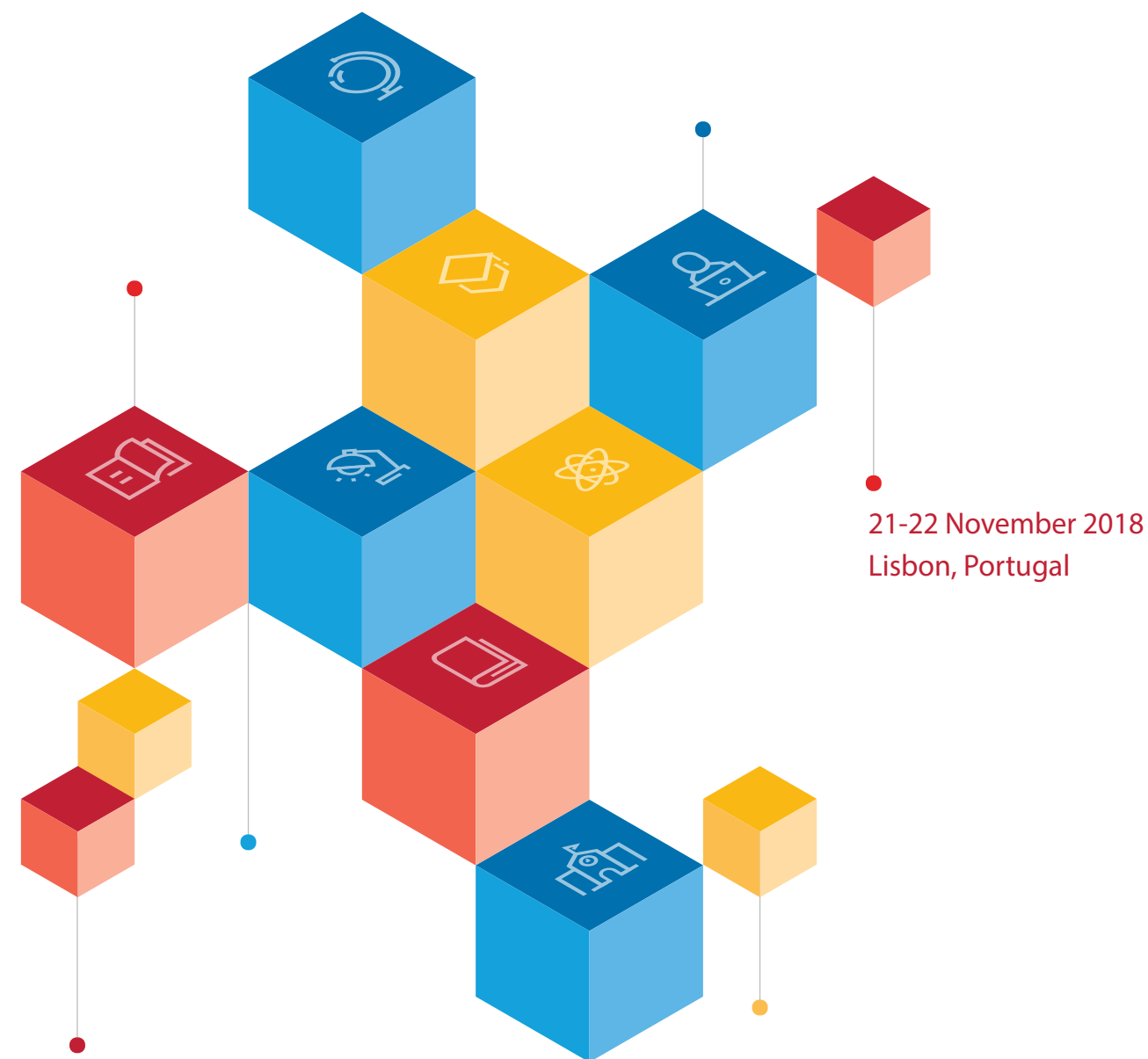


# Europe and North America Regional GCED Network Meeting Final Report



120, Saemal-ro, Guro-gu, Seoul, Republic of Korea, 08289  
Tel.02-774-3956 Fax.02-774-3957  
www.unescoapceiu.org

# **Europe and North America Regional GCED Network Meeting**

## **Final Report**

21-22 November 2018, Lisbon, Portugal

# Table of Contents

|   |           |
|---|-----------|
| <b>List of Acronyms</b> .....   | <b>4</b>  |
| <b>Introduction</b> .....   | <b>5</b>  |
| <b>Opening</b> .....  | <b>6</b>  |
| <b>Session 1:</b>   |           |
| <b>GCED Global and Regional Overview</b> .....  | <b>8</b>  |
| • GCED in the Global Education Agenda, and UNESCO's Efforts to Realize GCED/ SDG 4.7 .....    | 9         |
| • GCED in the Global Agenda, Global Activities of APCEIU .....                                | 9         |
| • Regional GCED Networks .....  | 10        |
| GCED in Asia-Pacific .....  | 10        |
| GCED in Latin America and the Caribbean .....   | 11        |
| GCED in Sub-Saharan Africa and the Arab States .....  | 11        |
| • Regional GCED implementation (Europe and North America) .....                               | 12        |
| Global Education Network .....  | 12        |
| European NGO Confederation for Relief and Development .....                                   | 12        |
| Canadian National Commission for UNESCO .....   | 13        |
| UNESCO Venice Office .....  | 13        |
| Bridge 47 .....   | 14        |
| Academic Network on Global Education and Learning .....                                       | 14        |
| <b>Session 2:</b>   |           |
| <b>Status of GCED Implementation in Europe and North America</b> .....                        | <b>16</b> |
| Civil Society Organizations .....   | 17        |
| Intergovernmental Organizations .....   | 18        |
| Development and Cooperation Agencies and Foreign Affairs Ministries .....                     | 19        |
| National Commissions for UNESCO .....   | 20        |
| Ministries of Education .....   | 21        |
| Universities .....  | 23        |
| Observations and General Comments .....   | 25        |
| <b>Session 3:</b>   |           |
| <b>Addressing the Remaining Gaps on GCED Implementation in Europe and North America</b> ..... | <b>26</b> |
| Ministries of Education and National Commissions for UNESCO .....                             | 27        |
| Universities and Research Institutions .....  | 27        |
| Civil Society Organizations .....   | 28        |
| Intergovernmental Organizations .....   | 28        |
| Development and Cooperation Agencies and Ministries of Foreign Affairs .....                  | 29        |
| Discussion and Summary by the Moderator .....   | 29        |
| <b>Session 4:</b>   |           |
| <b>Strengthening GCED Implementation Globally and Regionally through Networking</b> .....     | <b>31</b> |
| Recommendations to Improve GCED Networking in Europe and North America .....                  | 32        |
| Discussion .....  | 33        |
| Final Remarks .....   | 34        |
| <b>Session 5: Planning Ahead</b> .....  | <b>36</b> |
| <b>Main work areas for the future</b> .....   | <b>37</b> |
| <b>Steering Committee</b> .....   | <b>38</b> |
| <b>Annex 1: Program</b> .....   | <b>40</b> |
| <b>Annex 2: List of Participants</b> .....  | <b>43</b> |
| <b>Annex 3: Meeting Photos</b> .....  | <b>46</b> |

## List of Acronyms

|                 |   |
|-----------------|---|
| <b>ALE</b>      | Adult Learning and Education  |
| <b>ANGEL</b>    | Academic Network on Global Education & Learning                             |
| <b>APCEIU</b>   | Asia-Pacific Centre of Education for International Understanding            |
| <b>ASPnet</b>   | Associated School Project Network (UNESCO)                                  |
| <b>CCI</b>      | Centre for International Cooperation  |
| <b>CCUNESCO</b> | Canadian National Commission for UNESCO                                     |
| <b>CONCORD</b>  | European NGO Confederation for Relief and Development                       |
| <b>DCMÉT</b>    | UNESCO Chair in Democracy, Global Citizenship, and Transformative Education |
| <b>EDUFI</b>    | Finnish National Agency for Education                                       |
| <b>EG</b>       | Engagement Global, Germany  |
| <b>Enabel</b>   | Belgian Development Agency  |
| <b>ESD</b>      | Education for Sustainable Development                                       |
| <b>EU</b>       | European Union  |
| <b>GCED</b>     | Global Citizenship Education  |
| <b>GENE</b>     | Global Education Network  |
| <b>ICCS</b>     | International Civic and Citizenship Education Study                         |
| <b>IEA</b>      | International Association for the Evaluation of Educational Achievement     |
| <b>ILIDH</b>    | Luso-Illyrian Institute for Human Development                               |
| <b>NGO</b>      | Non-Governmental Organization   |
| <b>OEI</b>      | Organization of Ibero-American States for Education, Science and Culture    |
| <b>PMVRO</b>    | Slovak Non-Governmental Development Organizations' Platform                 |
| <b>PVE-E</b>    | Preventing Violent Extremism through Education                              |
| <b>SDG</b>      | Sustainable Development Goals   |
| <b>STEM</b>     | Science, Technology, Engineering and Math                                   |
| <b>UN</b>       | United Nations  |
| <b>UNESCO</b>   | United Nations Educational, Scientific and Cultural Organization            |

## Introduction

The commitment of actors around the world to promote Global Citizenship Education (GCED) has contributed significantly to its development, raising awareness and catalyzing action on GCED-related issues. Notably, this has led to the incorporation of GCED into the United Nations' Agenda 2030 for Sustainable Development through its Sustainable Development Goal 4, Target 7 (SDG 4.7). SDG 4.7 is a cross-cutting target that emphasizes GCED and Education for Sustainable Development (ESD), forms of education that address the needs of the twenty-first century and empower learners to act towards a more peaceful, just, inclusive and sustainable world.

Notwithstanding progress made thus far, stakeholders have identified steps to further advance GCED globally, both at the conceptual and implementation levels. These include clarifying the understanding of GCED to address the specific concerns of different stakeholders, finding ways to mainstream GCED into official school curricula, engaging political leaders and policymakers, as well as generating greater financial support for the cause.

In Europe and North America, there have been several well-established initiatives in several countries operating at different levels, all of which have contributed to a strong stakeholder base comprising local, national and international actors. For example, the work of the Global Education Network (GENE) in Europe reflects the importance of creating synergies in education to bring about positive social change for the common good.

Riding on the strong momentum of the European and North American regional dynamics, the inaugural Europe and North America Regional GCED Network Meeting was held in Lisbon, Portugal from 21-22 November 2018 with the goal of strengthening global action on GCED. This was jointly organized by the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO, the UNESCO Venice Office and GENE, in cooperation with UNESCO Headquarters.

The meeting brought together over 50 GCED-related stakeholders, including those from academia, non-governmental organizations (NGOs), intergovernmental organizations, ministries, and the National Commissions for UNESCO. The meeting featured a range of presentations and reflections from partners and provided a platform to discuss action to strengthen GCED networking strategies within and beyond the region. It also offered participants the opportunity to share experiences, insights and knowledge with one another, and encouraged them to explore areas of collaboration in the future.

As the last of the series of Regional GCED Network Meetings co-hosted by APCEIU, the 2018 Europe and North America Meeting marked yet another milestone in advancing GCED both regionally and globally.

## Opening

The 2018 Europe and North America Regional GCED Network Meeting kicked off with welcoming remarks from representatives of key organizations which played an instrumental role in putting the event together.

Dr Utak Chung from APCEIU opened the meeting on a positive note, remarking that the inclusion of GCED in the SDGs was a major achievement, and that Europe and North America have a long history of implementing GCED. As the last of five regional meetings, this meeting likewise aims to strengthen collaborations between stakeholders and serve as a platform to discuss GCED trends. Mr Igor Kitaev from UNESCO Venice Office remarked that this network meeting was the first time that there was a meeting that gathers together different stakeholders at such a high level, including representatives of governments, civil society and academic institutions. Ms Luísa Pereira represented GENE and expressed the organization's expectations of the meeting, among which include a deeper understanding of GCED in Europe and its prospects, while networking and learning more about the situation in North America. Ms Lydia Ruprecht from UNESCO Headquarters expressed her delight at seeing many familiar faces in the venue and

her wish that the meeting would be a fruitful platform to promote GCED.

The final opening speech was given by Ms Maria José Neves, who represented Portugal's Directorate-General for Education – Ministry of Education to thank the organizers for choosing to host such an important meeting in Portugal. She hoped that the meeting would contribute to a stronger network that recognizes the importance of GCED.

Ms Yangsook Lee from APCEIU then gave participants an overview of the meeting's program, covering the background of GCED and the key objectives of the meeting:

- To share information on GCED implementation in Europe and North America
- To present the common issues, main challenges and achievements of other regional GCED network meetings co-hosted by APCEIU
- To launch a dialogue process with GCED stakeholders in Europe and North America to explore avenues of cooperation within the region and with other regions, and to discuss the dynamics of how their established networks can contribute to the idea of a global GCED Network



• Representatives from the organizers and host country opening the meeting: Ms Lydia Ruprecht (UNESCO Headquarters), Dr Utak Chung (APCEIU), Ms Luísa Pereira (GENE), Mr Igor Kitaev (UNESCO Venice Office) and Ms Maria Jose Neves (Portugal Ministry of Education).





## Session 1:

### GCED Global and Regional Overview

The first session provided an overview of the status of GCED. Participants shared the developments and challenges of GCED implementation in their regions, while affiliates shared the activities and missions of their organizations in relation to advancing GCED.

#### GCED in the Global Education Agenda, and UNESCO’s Efforts to Realize GCED/ SDG 4.7

According to Ms Lydia Ruprecht (UNESCO Headquarters), of the 17 SDGs, GCED is now “part and parcel of the global education agenda”, with the goal of education being the forging of responsible participants in the search for peace, justice and inclusion. It is thus important to increase our focus on the relevance and content of education to contribute to a more sustainable world. As complementary and synergistic forms of education, both ESD and GCED promote the necessary competencies of critical thinking, collaborative skills, a sense of responsibility, etc., skills and indicators that are at the heart of SDG 4.7.

Ms Ruprecht informed the audience that, as the leading UN agency on GCED, UNESCO’s areas of work span various forms:

- Providing platforms for policy dialogue at a global level
- Facilitating exchanges of knowledge and practices
- Providing technical support for country level implementation

Elaborating on some contemporary issues, she noted that GCED can contribute to preventing the rise of extremism today. She encouraged further reflection on the impact of nationalism on GCED and concluded her presentation on the role of GCED in political engagement with difficult pasts and in stressing the rule of law as a fundamental principle of democracy.

#### GCED in the Global Agenda, Global Activities of APCEIU

Dr Utak Chung (APCEIU) presented on APCEIU’s activities on GCED that have been implemented with UNESCO Member States. These activities cover four main program areas, and aim to promote a culture of peace globally through GCED, notably through their efforts for the various GCED networks.

Future activities will prioritize building up a GCED platform to improve networking. Dr Chung sought everyone’s support to provide advice and be committed to the agenda.

| APCEIU’s Global Initiatives on GCED                |   |
|--|---|
| Program Areas                                      | Examples  |
| Capacity-Building of Educators                     | <ul style="list-style-type: none"> <li>• Global Capacity-Building Workshops</li> <li>• GCED Capacity-Building of Local Government Officials</li> <li>• Youth Leadership Workshop on GCED</li> <li>• International Teacher Exchange</li> <li>• Online GCED Training Courses</li> </ul>   |
| Research and Policy Development                    | <ul style="list-style-type: none"> <li>• GCED Curriculum Development and Integration in Cambodia, Mongolia, Uganda and Colombia</li> <li>• Development of GCED Policy Guide with translation into Arabic</li> </ul>   |
| Material Development and Information Dissemination | <ul style="list-style-type: none"> <li>• Global Citizen Campus, an experiential learning space in APCEIU</li> <li>• Development of creative and interactive pedagogical materials</li> </ul>  |
| Networking and Partnerships                        | <ul style="list-style-type: none"> <li>• UN GCED Seminar                             <ul style="list-style-type: none"> <li>- Took place in April 2018 at the UN Headquarters with follow-up activities thereafter</li> <li>- Main objective was to promote dialogue and leadership on GCED with UN Permanent Delegations</li> </ul> </li> <li>• International Conference on GCED                             <ul style="list-style-type: none"> <li>- Took place in September 2018 in Seoul with over 600 educational stakeholders</li> <li>- Preparations for next conference is already underway</li> </ul> </li> <li>• GCED Regional Networks and Follow-Up Activities                             <ul style="list-style-type: none"> <li>- GCED Global Network Meeting</li> <li>- Previous Regional GCED Network Meetings were held in Sub-Saharan Africa, the Arab States, Latin America and the Caribbean, and Asia-Pacific</li> </ul> </li> </ul> |

### Regional GCED Networks

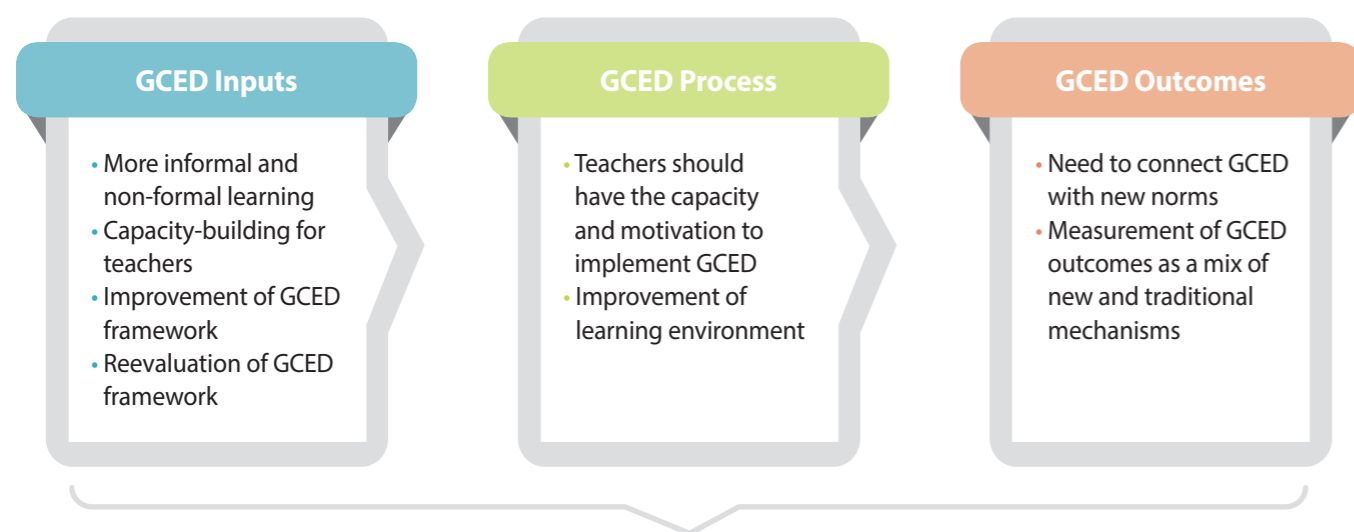
Following the general overview of the GCED status in the world, three representatives then delved into the status of GCED in the respective regions – Asia-Pacific, Latin America and the Caribbean, and Sub-Saharan Africa and the Arab States.

#### GCED in Asia-Pacific

Ms Jun Morohashi (UNESCO Bangkok) made a Skype presentation about the status of GCED in the Asia-Pacific region. A focal point of the region’s progress in the field was the organization of the first Asia-Pacific Regional GCED Network Meeting in Jakarta, Indonesia in May 2018.

Ongoing initiatives in the region include a Facebook community for network members, pilot studies regarding assessment of SDG 4.7, and cooperation with researchers’ networks.

Regarding future efforts, Morohashi reported that there is a need for further conceptual clarification as to what GCED entails. This is in view of another difficulty faced in the region – the various understandings of GCED even at the practitioners’ level, where GCED is sometimes conflated with ESD or Peace Education. At the same time, she put forth a range of suggestions about future efforts for the Asia-Pacific region, as follows:



| Priority Action Points  |   |  |   |
|---|---|--|---|
| Policy  | Capacity-Building   | Pedagogical Materials  | Research and Advocacy   |
| <ul style="list-style-type: none"> <li>• More political will and leadership</li> <li>• Education policy review through GCED lens</li> <li>• Greater awareness of connections with other SDGs and Targets</li> </ul> | <ul style="list-style-type: none"> <li>• Clear definition of teacher competencies</li> <li>• More pedagogy conducive to GCED learning objectives</li> <li>• Harmony with individual interventions</li> <li>• Use of ICTs</li> </ul> | <ul style="list-style-type: none"> <li>• Review and contextualization of existing guidelines</li> <li>• Good practices in promoting GCED based on local culture</li> <li>• More extra-curricular activities to fill gaps between schools, home and community</li> <li>• Online depository</li> </ul> | <ul style="list-style-type: none"> <li>• More research on teacher-student rapport, contextualization to local cultures, learning outcomes.</li> <li>• Greater advocacy to tertiary education institutes, government officials and policymakers, public, etc.</li> </ul> |

### GCED in Latin America and the Caribbean

Ms Romina Kasman (UNESCO Santiago) similarly did a Skype presentation about GCED in Latin America and the Caribbean region. She began by emphasizing the importance of collaboration for GCED – there is a need to promote democratic principles in the region’s countries, given that most have a long history of authoritarianism and almost all are still young democracies. Despite the region’s economic development, it still faces high inequalities – it is perhaps the most unequal in the world. In that context, GCED plays a central role in creating societies that are more just, equitable and inclusive – features necessary to address the rising tensions in the region and around the world.

Ms Kasman identified key challenges faced by the region:

- Evaluation, impact awareness and financial resources
- Recognition of GCED as a key theme to advance the goals of the Agenda 2030
- Involvement of stakeholders
- Knowledge, tools and training to implement GCED

She mentioned that two meetings in the past were instrumental for the constitution of the network, which has the following features:

- Key objectives of network:
  - Analyze the forms and causes of inequality and discrimination
  - Develop multisector and collaborative policies, programs and pedagogies
  - Connect different stakeholders to enhance the impact of GCED programs
  - Monitor progress and analyze data to foster accountability for GCED commitment
- Actions taken:
  - Preparation of Founding Document of Network and expansion of membership

- Upcoming launch of newsletter and virtual platform
- Communications with UNESCO National Offices and Clusters, network’s Steering Committee and experts
- Future actions (2019):
  - Continued collaborations with APCEIU, other Regional Networks and key stakeholders
  - Campaign to raised awareness about the importance of GCED to key stakeholders
  - Capacity-building and awareness workshops to integrate GCED into practice
  - Elaboration of a regional charter on GCED with further recommendations

#### GCED in Sub-Saharan Africa and the Arab States

Mr Rigoberto D. Banta Jr. (APCEIU) stressed that Sub-Saharan Africa is a very diverse region. Some challenges and action points that resulted from the regional network meeting are as follows:

| Challenges  | Action Points  |
|---|--|
| <ul style="list-style-type: none"> <li>• Creation of a common understanding of concepts</li> <li>• Weak linkage between theory and practice</li> </ul>  | <p><b>Contextualization of the concepts</b><br/>of GCED among institutions to create a shared understanding of the issues</p>  |
| <ul style="list-style-type: none"> <li>• Limited mainstreaming of GCED themes in curricula</li> <li>• No representation in non-formal education</li> </ul>  | <p><b>Contextualizing curricula</b><br/>by bringing in local cultural knowledge, values, practices</p>   |
| <ul style="list-style-type: none"> <li>• Inadequate expertise among teachers, curriculum developers and assessors</li> <li>• Limited capacity-building for teachers</li> </ul>                          | <p><b>Competency and resources,</b><br/>training teachers and subject specialists, and representatives of civil society, traditional leaders and faith-based organizations, etc.</p> |
| <ul style="list-style-type: none"> <li>• Lack of GCED youth programs</li> <li>• Lack of a coordinating platform on GCED</li> <li>• Lack of consultation within UN agencies and African Union</li> </ul> | <p><b>Forming strategic partnerships</b> – media, communities, youth clubs, religious groups – involving informal/ non-formal education (extra-curricular activities)</p>            |

On the future activities of the region, Mr Banta emphasized the need to contextualize GCED in Africa, build up on what exists, and coordinate regional efforts by themes: Human Rights Education by UNESCO Nairobi (East Africa); Peace Education by UNESCO Dakar (West Africa), Culture by UNESCO Harare (South Africa) and Gender/ Youth as a cross-cutting responsibility across all offices.

Regarding the Arab States, he said that a lot of efforts have already been made. He then mentioned the relationship between translation and contextualization of resources, stating that it is very difficult to translate the GCED concept, which is why Education for Universal Values is the translation adopted in Arabic. He urged participants to focus on the true purpose of networking, instead of networking for networking's sake. Follow-up activities included the translation of the UNESCO GCED Clearinghouse website into Arabic, and the 2018 Arab States Regional GCED Seminar held in Oman, Muscat.

### Regional GCED implementation (Europe and North America)

Representatives from key organizations presented on the status of GCED in Europe and North America, as well as the roles of their respective organizations in its implementation.

#### Global Education Network

Ms Luísa Pereira (GENE) began with how GENE perceives Global Education as a form of education that creates a world of greater justice, equity and human rights for all. It is an umbrella term for different approaches: Development Education, Human Rights Education, Environmental Education, Education for Global Citizenship, Education for Sustainable Development, Intercultural Education and Peace Education.

GENE's vision is that an education that is not Global Education is not really education. GENE started in 2001 with a focus on policymaking and the role of public institutions. According to Ms Pereira, GENE's way of working is precisely networking itself, as a platform for sharing national strategies. GENE's members meet twice a year on roundtables, where sharing among participants is promoted. GENE offers support at the national level on how to strengthen policies on GCED through advice, training and capacity-building, briefing, research and policy support.

Ms Pereira stated that the will to collaborate by European governments is growing, albeit at different paces. Internationally, GENE considers the challenges of populism, racism, terrorism, climate changes, migrations and the erosion of multilateralism as key issues in Global Education. There is a need to look for new ways to address these problems, in line with the Paris Climate Agreement and the SDGs.

#### European NGO Confederation for Relief and Development

Ms Golianova (CONCORD) began with a brief introduction of CONCORD as an organization comprising more than 2,600 members, with the vision of a world where people enjoy the right to live free of poverty and exploitation and the right to enjoy wellbeing and equality. CONCORD sees GCED as a crucial element in the struggle for global justice and as a key tool in creating an active global civil society.

She shared that one of CONCORD's main strategies is to target European Union (EU) institutions and development actors to challenge the classical approach to international development and address the root causes of inequality. The objective is for policies at EU and Member States level to be in line with SDG 4.7 so that a paradigm shift towards sustainable global development can be achieved. However,

she noted that much more public pressure for the issues of global justice is still needed.

To end her presentation, Ms Golianova referred to the report "How much do we care?", aimed at examining the level of investment in GCED by national governments across EU. Her main conclusion was that: there have been no significant changes in the funding devoted to GCED – in her word, a "stagnation" – even if GCED still exists on the agenda of the stakeholders involved.

#### Canadian National Commission for UNESCO

Dr Lynette Shultz (CCUNESCO) presented a brief history of GCED in North America. She said that GCED first emerged as an umbrella term that brought together works of Development Education, Peace Education, Multicultural/ Diversity Education and Global Education. By 2010, GCED became one of the goals of education policies and curricula, but the varying ideas expressed in materials resulted in the generation of a high level of confusion.

She acknowledged that there is a problem in the transmission of what GCED is: in a study of Instagram posts related to global citizenship, most were not related to the core values and elements of global citizenship. Dr Shultz then mentioned that CCUNESCO is a key hub of GCED in Canada: (1) schools under the UNESCO Associated School Project Network (ASPnet) actively promote SDG 4 and work with network members to build a shared understanding of GCED, and (2) the Truth and Reconciliation Commission Recommendations have impacted GCED in Canada by transforming relations with indigenous and non-indigenous/ settler people, with special attention given to the native communities' aspirations.

CCUNESCO works closely with UNESCO ASPnet schools to enhance knowledge mobilization and have recently published two position papers to help build the foundational knowledge for GCED activities.

#### UNESCO Venice Office

Mr Igor Kitaev (UNESCO Venice Office) presented on the Southeast Europe context, recalling that many wars started in the Balkans, including the two world wars and the wars involving the former Yugoslavia. After experiencing centuries of wars, the region now has "frozen conflicts", he said, and it is thus imperative to proceed with a "building bridges" approach. He described Southeast Europe as a region with different ethnic and religious communities calling for a permanent intercultural and interreligious dialogue.

Mr Kitaev described afterwards the operations of the UNESCO Venice Office, namely through policy-advice, exchanges of best practices and lessons learnt (by providing support and expertise via different organizations), support for trainings and other capacity-building activities (such as the translation of guidebooks into national languages), and managing projects funded by different donors.

Given the characteristics of European demographics – a rapidly ageing native population, a strong influx of migrants and refugees, and societies evermore multicultural – more attention needs to be paid to GCED and to Preventing Violent Extremism through Education (PVE-E). He mentioned the different terms used at international level (GCED, PVE-E, ESD and Radicalization Awareness) and said that in Southeastern Europe, the term 'Interreligious and Intercultural Dialogue through Education' is preferred.



### Bridge 47

Mr Rilli Lappalainen (Bridge 47) introduced the organization Bridge 47 as a global network set up by active individuals, open to all who are interested in collaborating to achieve SDG 4.7. While the focus thus far has been on engaging civil society organizations, there is also an increasing recognition of the need to work with governments and the private sectors.

Bridge 47's overarching mission is on the value of collaboration, to "build bridges between different educations by sharing, learning and doing things together", instead of relying on heavy governance or huge structures. Bridge 47's main goal is to build bridges between all types of 'values-based educations' and all kinds of educational actors at local, regional and global levels.

Among the activities implemented by Bridge 47, a key one is its advocacy efforts regarding Target 4.7, and building partnerships with 'uncomfortable partners', especially those who do not share the same vision, such as the private sector, police and researchers. Bridge 47 also hopes to inspire new innovations through long-term trainings, sub-granting and mechanisms that facilitate sharing, learning and networking.

### Academic Network on Global Education and Learning

Dr Massimiliano Tarozzi (University College London (Institute of Education), University of Bologna (International Research Centre on Global Citizenship Education), ANGEL) presented ANGEL as the first network which aims to create ties among Global Education researchers. This entails creating a global community of academics, including supporting the early career of researchers in GCED. It aims to bridge the gap between researchers and policy makers, for better implementation on the ground.

Dr Tarozzi said that ANGEL was established in close cooperation between GENE and the Development Education Research Centre at the UCL Institute of Education, with funding support from the European Commission. Its key aims include: (i) forging an international community of researchers and scholars in the field of Global Education, (ii) forming a pool of experts for policymakers, (iii) producing authoritative publications on the field, and (iv) facilitating collaboration of researchers working in specific areas.

ANGEL's main activities consist of a bi-annual Conference (the next to take place in London in May 2019), digital presence through a website, social media and member database, a yearly publication called Global Education Digest, as well as policy briefings. The organization aims to enable voices and research from the Global South through its various activities.



• Setting the stage by drawing the 'big picture' of regional GCED implementation in Europe and North America: presentations from the CONCORDE GCED Steering Committee (Ms Veronika Golianova), Canada National Commission for UNESCO (Dr Lynette Shutlz), Bridge 47 (Mr Rilli Lappalainen) and ANGEL (Dr Massimiliano Tarozzi).

## Session 2:

# Status of GCED Implementation in Europe and North America

Session 2 showcased best practices, explaining challenges and areas of improvement for future progress while highlighting the importance of partnerships for GCED. To that end, representatives from different sectors gave brief presentations on their respective organizations and their take on GCED in the region – what they have done and suggestions for improvement.



A comprehensive summary of the presentations is shown in the tables below:

### Civil Society Organizations

| Organizations  | Details of Presentations  |
|--|---|
| <p><b>PMVRO/ Slovak Non-Governmental Development Organizations' Platform</b></p> <p>Presented by:<br/>Mr Jakub Žaludko</p> | <ul style="list-style-type: none"> <li>• PMVRO as a platform of civil society organizations, academic institutions and think tanks, currently consists of 27 organizations, in the field of GCED, Sustainable Development/ Agenda 2030, etc. Works in close cooperation with different networks and platforms.</li> <li>• Slovakia does not yet have any national GCED framework but is on track to establishing one, with PMVRO communicating with the Ministries of Education and Foreign Affairs to include GCED in the education strategy for the next 10 years.</li> <li>• Networking recommendations: attention should be given to limitations of top-down structure. Need to have more appropriate decision-making mechanisms, with appropriate budgetary and financial structures.</li> </ul> |
| <p><b>The Global Education Conference Network</b></p> <p>Presented by:<br/>Ms Lucy Gray</p>                                | <ul style="list-style-type: none"> <li>• The Global Education Conference Network firmly believes in the power of globally-connected teaching and learning to prepare students for the future. Currently has 27,000 members hailing from over 180 countries.</li> <li>• Has a wide range of Global Education Events, notably a Global Education Conference, which has a bottom-up nature and has 200-300 sessions.</li> <li>• Networking recommendations:                         <ol style="list-style-type: none"> <li>1. Actors in the Global Education landscape need to confer more often</li> <li>2. Funding sources need to be secured to support Global Education</li> <li>3. Global Education needs to be a priority in schools</li> </ol> </li> </ul>  |

|  |   |
|--|---|
| <p><b>TakingITGlobal</b></p> <p>Presented by:<br/>Ms Lindsay Rankin</p>                            | <ul style="list-style-type: none"> <li>• TakingITGlobal's primary mission: to empower youth to understand and act on the world's greatest challenges. A key program, the Global Encounters Program is an international educational video conferencing program that runs throughout the North American academic year and aims to engage and empower youth as global citizens by connecting them to the people and places they are learning about. This is done by means of video conferencing technology and online collaborative tools.</li> <li>• Other programs include:             <ol style="list-style-type: none"> <li>1. Project 1324, an online global community established in partnership with Adobe, to encourage young people to harness their creativity for social change</li> <li>2. #Decarbonize #Decolonize Global Project, a synthesis of youth research, recommended policy and action on Climate Change.</li> </ol> </li> </ul>  |
| <p><b>Centre for International Cooperation (CCI)</b></p> <p>Presented by:<br/>Ms Elisa Rapetti</p> | <ul style="list-style-type: none"> <li>• CCI is an association that gathers public and civil society institutions, with the mission to facilitate the dialogue and connect the Province of Trento, in Italy, with the international arena.</li> <li>• CCI works on GCED in formal and informal education contexts, with activities addressing teachers, university students, adults, citizens and CSOs. The organization also supports associations working with migrants.</li> <li>• Recommendations:             <ol style="list-style-type: none"> <li>1. Work on common reference frameworks to build bridges between GCED and other similar topics</li> <li>2. Strengthen links between different levels of GCED implementation</li> </ol> </li> </ul>   |
| <p><b>AFS Intercultural Program</b></p> <p>Presented by:<br/>Mr Mehmet Hazar Yildirim</p>          | <ul style="list-style-type: none"> <li>• AFS Programs provide intercultural learning opportunities to help people develop the knowledge, skills and understanding needed to create a more just and peaceful world.</li> <li>• Three key areas of action:             <ol style="list-style-type: none"> <li>1. Develop global active citizens to act</li> <li>2. Globalize schools and institutions with tools and programs</li> <li>3. Expand access to intercultural education through scholarships and outreach.</li> </ol> <p>These promote GCED through study abroad programs, developing global competencies, social impact projects and advocacy.</p> <li>• Networking recommendations:             <ol style="list-style-type: none"> <li>1. Continued platforms for policy dialogues, with increased collaboration opportunities to transform policies into practical tools</li> <li>2. Empowering the education community to integrate GCED into official curricula</li> <li>3. Profiling global citizenship skills as power-skills instead of soft skills.</li> </ol> </li> </li></ul> |

### Intergovernmental Organizations

| Organizations  | Details of Presentations  |
|--|---|
| <p><b>Ban Ki-moon Centre for Global Citizens (BKMC)</b></p> <p>Presented by:<br/>Ms Minji Kwag</p> | <ul style="list-style-type: none"> <li>• The work of BKMC focuses on empowering youth and women in the framework of the SDGs, in four main areas: Leadership, Mediation, Advocacy and Education.</li> <li>• BKMC has been actively involved in multiple workshops, conferences and forums on Global Citizenship, as well as the production of GCED online courses. A notable example is the annual organization of the Global Engagement &amp; Empowerment Forum on Sustainable Development in Seoul, South Korea.</li> </ul>   |
| <p><b>UNESCO Institute for Lifelong Learning</b></p> <p>Presented by:<br/>Mr Werner Mauch</p>      | <ul style="list-style-type: none"> <li>• Adult Learning and Education (ALE) Program comprises both formal and non-formal education, to develop three key skillsets in adults:             <ol style="list-style-type: none"> <li>1. Literacy/ basic skills</li> <li>2. Professional development/ vocational skills</li> <li>3. Active citizenship skills</li> </ol> </li> <li>• Mr Mauch proposed GCED to adopt a lifelong learning perspective by 2020, with the main objectives of:             <ol style="list-style-type: none"> <li>1. Developing guidelines</li> <li>2. Documenting instructive practice examples</li> <li>3. Identifying strategies to improve curricula and pedagogical materials</li> <li>4. Assessing impact of GCED</li> </ol> </li> </ul> |

|   |  |
|---|--|
| <p><b>North-South Centre of the Council of Europe</b></p> <p>Presented by:<br/>Mr Miguel Silva</p>  | <ul style="list-style-type: none"> <li>• The organization promotes advocacy, pedagogical support, networking, partnership and peer-learning for Global Education in Council of Europe member States and neighboring countries.</li> <li>• The Centre brings together - through congresses, regional seminars and follow-up meetings - decision-makers and practitioners to analyze, discuss and compare policies and pedagogical support mechanisms, so that they can share best practices, build confidence, reach consensus and influence political debate.</li> <li>• The Centre supports educators through capacity-building activities:             <ol style="list-style-type: none"> <li>1. Global Education Guidelines</li> <li>2. Online Training Courses for Global Education</li> <li>3. Training for Trainers: Youth and Global Education</li> <li>4. Global Education Week</li> </ol> </li> <li>• It has also established a Network of Universities on Youth and Global Citizenship.</li> </ul> |
| <p><b>Organization of Ibero-American States for Education, Science and Culture (OEI) Office in Portugal</b></p> <p>Presented by:<br/>Ms Ana Paula Laborinho</p> | <ul style="list-style-type: none"> <li>• OEI is an organization for the cooperation of Ibero-American countries in the fields of education, science and culture in the context of global development, democracy and regional integration.</li> <li>• OEI boosts the global agenda through the Ibero-American Objectives 2030, a South-South Cooperation Program, and over 50 different multilateral and bilateral partnerships.</li> <li>• As part of OEI's framework on SDG 4.7, the organization aims to promote civic competencies through its Ibero-American Program of Education for Democracy and Citizenship.</li> </ul>  |

### Development and Cooperation Agencies and Foreign Affairs Ministries

| Organizations   | Details of Presentations   |
|---|--|
| <p><b>Belgian Development Agency (Enabel)</b></p> <p>Presented by:<br/>Mr Jan Verschuren</p>                  | <ul style="list-style-type: none"> <li>• Enabel's GCED Program's target group is the formal education sector, as there are regional competencies in Belgium. It has been involved in preparing a 5-year plan (2019-2024); however, this is not a priority of the Ministry, and the financial cutbacks amount to 40%.</li> <li>• Embedding GCED in formal education is to be reached through three key approaches:             <ol style="list-style-type: none"> <li>1. Developing a Centre of Expertise</li> <li>2. Strengthening the practice</li> <li>3. Having strong policy support.</li> </ol> <p>Lessons gleaned from each approach can serve as inputs for other approaches, thereby forming a positive feedback loop to achieve the specific objective.</p> </li> </ul>   |
| <p><b>Engagement Global (EG), Germany</b></p> <p>Presented by:<br/>Ms Sabine Seiffert</p>                     | <ul style="list-style-type: none"> <li>• EG is an organization working on behalf of the German federal government. Its services span from providing information on getting involved in development policy, qualification and education opportunities, to funding projects and networking, all of which contribute to promoting sustainable development alongside other development actors.</li> <li>• Like Enabel, EG's focus is the formal education sector. EG has implemented a series of instruments, e.g. school materials, teacher training services and curricula development, to implement ESD and GCED into the federal school curricula.</li> <li>• Networking recommendations:             <ol style="list-style-type: none"> <li>1. Sharing of experiences</li> <li>2. Identifying initiatives focusing on an in-depth embedding of GCED instruments in teacher trainings</li> </ol> </li> </ul> |
| <p><b>Irish Aid, Department of Foreign Affairs and Trade</b></p> <p>Presented by:<br/>Ms Vanessa Sheridan</p> | <ul style="list-style-type: none"> <li>• The National Development Education Strategy 2017-2023 is a collaborative process that engages diverse stakeholders across the formal and non-formal education sectors.</li> <li>• The Strategy aims to further the integration and mainstreaming of quality Global Education in formal education curricula, programs and structures.</li> <li>• Benefits of involving the formal education sector: this ensures that the Strategy is relevant and grounded in real-life challenges and experiences of the delivery partners, fosters a shared sense of ownership and a strong foundation for partnerships, enhances communication, accountability and transparency between the organization and its partners.</li> </ul>  |



|   |   |
|---|---|
| <p><b>Ministry of Foreign Affairs of the Czech Republic</b></p> <p>Presented by:<br/>Ms Zuzana Hlavíčková</p> | <ul style="list-style-type: none"> <li>• After 15 years of involvement in Global Development Education, hundreds of projects have been implemented by local NGOs and participated by thousands of schools.</li> <li>• Key stakeholders and partners: NGOs, schools, state institutions (Ministry of Foreign Affairs, Czech Development Agency, Ministry of Education, Youth and Sports and Ministry of Environment). State institutions provide political, financial and expert support.</li> <li>• Goals of the National Strategy on Global Development Education (2010-2017):             <ol style="list-style-type: none"> <li>1. Provide all citizens with access to information on developing countries and global development</li> <li>2. Inspire citizens to take an active role in tackling global issues, including those faced by the developing world</li> </ol> </li> </ul> <p>The new National Strategy will cover the period until 2030.</p> |
|---|---|

**National Commissions for UNESCO**

| Organizations   | Details of Presentations  |
|---|---|
| <p><b>German National Commission for UNESCO</b></p> <p>Presented by:<br/>Mr Roland Bernecker</p>    | <ul style="list-style-type: none"> <li>• There is an urgent need to clarify the concept of GCED.</li> <li>• Confusion around the concept has been hindering the work done by different stakeholders in global education.</li> <li>• It is also necessary to develop better connections with the concept of transformative education.</li> </ul>   |
| <p><b>Swiss National Commission for UNESCO</b></p> <p>Presented by:<br/>Ms Corinne Wild</p>         | <ul style="list-style-type: none"> <li>• Focus of National Commission's activities is on non-formal and informal education settings, as GCED has voluntary and participatory characteristics. It wishes to ensure that Swiss civil society is committed to fostering GCED and the concept of 'living together'.</li> <li>• Implementation thus far entails a two-pronged approach:             <ol style="list-style-type: none"> <li>1. A Policy Brief with political messages and strategy to strengthen GCED in Switzerland (to be launched in June 2019)</li> <li>2. The establishment of a Swiss "GCED network" in non-formal and informal education.</li> </ol> </li> <li>• Networking recommendations: more resources on GCED and develop a better understanding and definition of SDG 4.7 to bring together ESD agents and GCED agents. She noted that a major challenge faced in Switzerland is that ESD agents perceive GCED as a 'competing concept'.</li> </ul> |
| <p><b>French National Commission for UNESCO</b></p> <p>Presented by:<br/>Mr Philippe Desgouttes</p> | <ul style="list-style-type: none"> <li>• Progress thus far has only been directed to the local levels, especially secondary schools in different cities, in collaboration with the Ministry of Education and its secondary education directorate.</li> <li>• Seminars have been organized on UNESCO and contemporary topics in France (e.g. equality, fraternity and liberty, and secularism). These seminars have explored the links between global citizenship and French citizenship.</li> <li>• As for future plans, the National Commission intends to develop similar meetings in various universities.</li> </ul>  |



- Sharing experiences in national-level implementation of GCED in Finland (Ms Elu Sato, Finnish National Agency for Education), France (Mr Philippe Desgouttes, French National Commission for UNESCO), Georgia (Ms Manana Ratiani, National Center for Teacher Professional Development), Germany (Mr Roland Bernecker, German National Commission for UNESCO) and Ireland (Ms Vanessa Sheridan (Irish Aid).

**Ministries of Education**

| Organizations  | Details of Presentations   |
|--|--|
| <p><b>Finnish National Agency for Education (EDUFI)</b></p> <p>Presented by:<br/>Ms Satu Elo</p>                       | <ul style="list-style-type: none"> <li>• EDUFI works under the auspices of the Ministry of Education and Culture, and in close collaboration with local entities. EDUFI's core tasks are to             <ol style="list-style-type: none"> <li>1. Develop education and training, early childhood education, lifelong learning, especially by prescribing national core curricula</li> <li>2. Promote internationalization of education, cultural field and youth</li> </ol> </li> <li>• GCED-specific activities:             <ol style="list-style-type: none"> <li>1. Promoting competences for democratic culture and participation</li> <li>2. Raising awareness of PVE-E</li> <li>3. Training on implementing SDGs in collaboration with NGOs</li> </ol> </li> <li>• Networking recommendations: more cooperation with UNESCO and European Commission and Council of Europe programs, GENE and Council of Europe.</li> </ul>   |
| <p><b>National Center for Teacher Professional Development, Georgia</b></p> <p>Presented by:<br/>Dr Manana Ratiani</p> | <ul style="list-style-type: none"> <li>• The Unified Strategy of Education and Science of Georgia (2017-2022) has objectives in line with ESD, GCED and principles of Sustainable Development. Newly-accredited teacher training programs will comprise courses on these topics. The National Goals for General Education already emphasizes the promotion and respect of human rights, and activities have been organized around the SDGs and Democratic Culture.</li> <li>• As most teachers only know the Georgian language and have difficulties searching for international materials, the Center has special programs to encourage teacher professional development and experience sharing among specialists.</li> <li>• Networking recommendations: initial teacher trainings need to be more oriented to GCED, ESD, SDGs and Digital Citizenship with appropriate follow-up activities. This is in view of how GCED ideas are difficult to grasp for teachers who were educated during the Soviet period.</li> </ul> |



|  |   |
|--|---|
| <p><b>Ministry of Education and Science, Latvia</b></p> <p>Presented by:<br/>Ms Maija Zvirbule</p>                             | <ul style="list-style-type: none"> <li>• There are ongoing reforms in the areas of environmental education, individual skills and effective governance. The General Education Reform aims to develop, pilot and implement successively in Latvia the new curriculum and approach to teaching students aged 1.5 to 18 years, such that they would be well-equipped for life in the 21st century.</li> <li>• GCED-specific activities include: annual funding to promote the Global Action Program for ESD, co-funding mechanism with GENE for an open call for school projects on Global Education.</li> <li>• Networking recommendations:             <ol style="list-style-type: none"> <li>1. Greater support for partners with similar interests</li> <li>2. More sharing of resources</li> <li>3. More platforms for the sharing of interactive ideas, knowledge and experiences</li> </ol> </li> </ul> |
| <p><b>Directorate-General for Education – Ministry of Education, Portugal</b></p> <p>Presented by:<br/>Ms Maria José Neves</p> | <ul style="list-style-type: none"> <li>• Core responsibility and activity of the Directorate is curriculum development and evaluation process (e.g. tests and national examinations).</li> <li>• In the Portuguese curricula, the term used is 'Citizenship Education' and the new curricular component is 'Citizenship and Development'. Recent years have seen a lot of work done in collaboration with public and civil society organizations to new national strategies, namely the National Strategy for Citizenship Education and the National Strategy for Development Education. Guidelines for Development Education have also been produced.</li> </ul>   |



• Supporting GCED's rooting at the national level are various stakeholders including international organizations, NGOs and the academia. The meeting was enriched to learn from the experiences of the North-South Centre of the Council of Europe (Mr Miguel Silva), AFS Intercultural Programmes (Mr Mehmet Hazar Yildirim), PMVRO, Slovak NGDO (Mr Jakub Zaludko), Global Education Conference Network (Ms Lucy Gray) and of the University of Quebec's DCMET Chair (Ms Gina Thesee).

## Universities

| Organizations   | Details of Presentations  |
|---|---|
| <p><b>Klagenfurt University, Austria</b></p> <p>Presented by:<br/>Ms Margot Kapfer</p>  | <ul style="list-style-type: none"> <li>• Klagenfurt University has a Postgraduate Master Program on GCED, funded by the Ministry of Education and the Austrian Development Agency. It received the Austrian Sustainability Award 2018. Main objectives of the program: implementation of GCED in the education system, transfer of GCED to working field, network for further cooperation and exchange.</li> <li>• There have already been two rounds of the program with participants being professionals involved in teacher training and teaching across all school types and levels. The third round (2020-2023) aims to focus more on cooperation between the Global North and the Global South, with a clearer intention of being more 'global' in participation and cooperation.</li> <li>• Besides the Master Program, Klagenfurt University also promotes other GCED activities in the forms of teacher training, pedagogical materials, research and documentation, international cooperation, and lobbying for policies.</li> </ul>  |
| <p><b>Minsk State Linguistic University, Belarus</b></p> <p>Presented by:<br/>Mr Viktor Litvinovich</p>   | <ul style="list-style-type: none"> <li>• The University established the UNESCO department in 1999, with the objective of promoting humanistic ideas and a Culture of Peace in the Belarusian society through teaching and learning.</li> <li>• Main activities include: research work, students' educational and research activities around a Culture of Peace and Civic Education, and the creation of a pedagogical club.</li> <li>• The University also has strong international cooperation – it has established relations with several foreign universities in and beyond Europe and has participated in the Students' Olympic Games.</li> </ul>   |
| <p><b>UNESCO Chair in Democracy, Global Citizenship, and Transformative Education (DCMÉT), University of Quebec in Montréal, Canada</b></p> <p>Presented by:<br/>Ms Gina Thésée</p> | <ul style="list-style-type: none"> <li>• DCMÉT has 3+1 fundamental educational principles:             <ol style="list-style-type: none"> <li>1. Education for Democracy</li> <li>2. GCED</li> <li>3. Transformative Education</li> <li>4. Education by Inclusive Dialogue at family, local, regional, national and global level</li> </ol>             GCED is understood as a constellation of values and education in relation to values.           </li> <li>• A key activity by the Chair is a proposed Certificate Graduate program that is under review at this time by the university. Its work to promote inclusion rests on three principles: diversity, equality and equity. The Education &amp; Global Citizenship Model followed comprises four dimensions and theoretical perspectives:             <ol style="list-style-type: none"> <li>1. Education about Global Citizenship (formal dimension)</li> <li>2. Education through Global Citizenship (praxis-based dimension)</li> <li>3. Education in relation to Global Citizenship (epistemological dimension)</li> <li>4. Education for Global Citizenship (ethical dimension)</li> </ol> </li> <li>• Networking recommendations: breaking down the English language hegemony on GCED, greater outreach to civil society, giving more focus to systemic, institutional change alongside societal change, mobilizing UNESCO structures as UNESCO Chairs, UNESCO affiliated Schools, etc., sharing and disseminating of activities, research and work.</li> </ul> |
| <p><b>Camp des Mille Foundation, Aix-Marseille University, France</b></p> <p>Presented by:<br/>Ms Lena Casiez</p>   | <ul style="list-style-type: none"> <li>• The Camp des Mille Memorial Site is the only European internment and deportation camp from World War II that is still intact and open to the public. The Museum within aims to deepen people's understanding of the cause of the Holocaust and how similar mechanisms may lead terrible atrocities. It also teaches people to resist such dangerous spirals of violence and oppose all forms of racism, extremism and antisemitism.</li> <li>• The Museum reflects a strong focus on citizen education by way of an original, unique and innovative Reflective section that is based on results from a 15-year multidisciplinary and inter-genocidal research program.</li> <li>• The implementation of the Museum's Education to Citizenship Strategy is done through five main activities – educational workshops, training sessions, research programs, cultural, political and scientific events, and remembrance activities – through the UNESCO Chair on Citizenship Education, Human Sciences and Convergence of Memories shared with Aix-Marseille University.</li> <li>• Networking recommendations:             <ol style="list-style-type: none"> <li>1. Exchange of good practices</li> <li>2. Find ways to better discuss and coordinate NGO work at the international level</li> </ol> </li> </ul>   |

|  |   |
|--|---|
| <p><b>Free University of Bolzano-Bozen, Italy</b></p> <p>Presented by:<br/>Ms Sara Franch</p>  | <ul style="list-style-type: none"> <li>• GCED-related work in Italy is mostly done by NGOs in both formal and non-formal education. A National Strategy for GCED was developed through a multi-stakeholder process in 2017- 2018; however, with the recent change of government, the implementation of the strategy is on standby.</li> <li>• In Italy, GCED is marginal in higher education and in academic research. In the Free University of Bolzano, GCED is not yet structurally embedded in the study programmes, but is offered through optional courses, the PhD programme on education and research projects on topics linked to GCED and ESD.</li> <li>• Networking recommendations:             <ol style="list-style-type: none"> <li>1. Greater support for academic networks (e.g. ANGEL), strengthening its role in creating a strong community of researchers on GCED</li> <li>2. Linking to EERA-ECER-Network 30 on Environmental and Sustainability Education</li> <li>3. Establishing mechanisms to fund research on GCED carried out jointly by academics, policy-makers and practitioners.</li> </ol> </li> </ul> |
| <p><b>Luso-Illyrian Institute for Human Development (iLIDH), Values University, Portugal</b></p> <p>Presented by:<br/>Mr Lourenço Xavier de Carvalho</p> | <ul style="list-style-type: none"> <li>• Values University is an applied research institution connected with the iLIDH, a foundation that establishes bridge between Portugal and Albania.</li> <li>• The University promotes activities with the following goals:             <ol style="list-style-type: none"> <li>1. Educate for happiness, peace and wellbeing</li> <li>2. Raise conscience and stimulate self-reflection</li> <li>3. Promote creativity</li> <li>4. Make choices and find solutions</li> <li>5. Experience, discovery and learning</li> <li>6. Personal, social, civic development.</li> </ol> </li> <li>• The University's ICT program has already trained 3,500 educational agents and served 800 schools worldwide.</li> </ul>   |
| <p><b>Lisbon University, Portugal</b></p> <p>Presented by:<br/>Ms Helena Marujo</p>  | <ul style="list-style-type: none"> <li>• The UNESCO Chair of Lisbon University has been involved in the transfer and dissemination of resources and community transformation. The Chair's work and aims reflect its moral commitment to talk, engage in dialogue and to work out complex global interdependencies. Activities thus far span from high-level conceptualization of the University's work to micro-interventions through language and sustainability promotion. It has established partnerships with many different countries.</li> <li>• Some key activities featured include: a postgraduate program on "Education for Global Peace Sustainability", the publication of a handbook in Portuguese and a website on "Education for Global Peace Sustainability".</li> <li>• Networking recommendations: greater support to the Observatory and Bank of Solutions, to identify resources and needs for peace and well-being.</li> </ul>   |
| <p><b>International Association for the Evaluation of Educational Achievement (IEA) Hamburg, Germany</b></p>   | <ul style="list-style-type: none"> <li>• The IEA is an independent, non-governmental and non-profit association of national research institutions and governmental research agencies with more than 60 members. It closely monitors SDG 4, especially Targets 1 and 7.</li> <li>• A key study was the International Civic and Citizenship Education Study (ICCS), whose main aims are as follows:             <ol style="list-style-type: none"> <li>1. Investigate ways in which young people are prepared to assume their role as citizens</li> <li>2. Monitor trends in lower-secondary students' civic knowledge, attitudes and engagement</li> <li>3. Address persisting and new challenges of educating young people</li> </ol> <p>To that end, several reports on relevant topics based on 2009 and 2016 data have already been produced, all of which have been very well-received by the public.</p> </li> <li>• New focus areas for IEA include: GCED and ESD, Digital Citizenship, Migration and Diversity, Population and Alienation from Democracy, and Personal Freedom and National Security.</li> </ul>                 |
| <p><b>International Research Center on Global Citizenship Education, University of Bologna, Italy</b></p>  | <ul style="list-style-type: none"> <li>• The International Research Center on Global Citizenship Education was founded in 2017, at the University of Bologna by Mr Massimiliano Tarozzi.</li> <li>• Its activities can be summarized in the following four programmes:             <ol style="list-style-type: none"> <li>1. Facilitate networking between different national actors</li> <li>2. Provide advice and evaluation to national NGOs</li> <li>3. Carry out studies and empirical research, also applying for funding at national and European levels</li> <li>4. Organize conferences, seminars and workshops</li> </ol> </li> </ul>   |

|   |   |
|---|---|
| <p><b>Development Education Research Centre (DERC), UCL Institute of Education, United Kingdom</b></p> <p>Presented by:<br/>Mr Massimiliano Tarozzi</p> | <ul style="list-style-type: none"> <li>• The DERC is a world-leading research centre for Development Education, Global Learning and Global Citizenship.</li> <li>• Founded in 2006 at the UCL Institute of Education, DERC activities can be summarized in the following four programmes:             <ol style="list-style-type: none"> <li>1. Research. It conducts research on Development Education and Global Learning</li> <li>2. Teaching. In close connection with its research arm, DERC runs a successful Master Degree course on Development Education and Global Learning</li> <li>3. Consultancy. It has been commissioned by a range of organizations including NGOs, schools, governmental bodies and international institutions, to carry out various consultancy inputs</li> <li>4. Early stage research. It is committed in supporting young researchers by supervising more than 20 doctoral students</li> </ol> </li> </ul> |
|---|---|

**Observations and General Comments**

Mr Massimiliano Tarozzi affirmed that dealing with a colonial past was still a big challenge in Europe; therefore, GCED in Europe requires a strong link with the Global South, otherwise no reflection about Europe's past will be done. Mr Mehmet Yildirim said that we need to highlight the success stories and look at the good examples worldwide. Instead of constantly coming up with new practices, we should instead reflect on how to identify best practices. Ms Ana Paula Laborinho pointed out that different understandings around the GCED concept imply

that we need to discuss it further. Mr Roland Bernecker recognized the diversity and richness of approaches but stressed that more effort and better communication are needed to achieve a good collaboration. Mr Luís Neto (UNESCO chair of Lisbon University) stressed the need for more intense networking, with a bank of good solutions and practices. Mr Miguel Silva said that there is a growing sense of alienation from democracy in the world, where non-democratic leaders are being democratically elected. In this context, there is an urgent need to work on this topic and understand where GCED stands.



• Anselmo Lee (Korea Human Rights Foundation) moderating the session and maintaining the high engagement of participants to the dialogue.



• Networking is key to collaboration. Participants engaging with old and new colleagues and friends at the side of the meeting.



• During the meeting proceedings.



## Session 3:

### Addressing the Remaining Gaps on GCED

### Implementation in Europe and North America

Following presentations in Session 2, participants responded to the following prompts based on GCED implementation in their organization or area of practice in a plenary session:

1. What are the challenges in GCED implementation that your organization is facing?
2. What are the challenges in ensuring that GCED generates the expected impacts?
3. Are there any significant differences between GCED in formal, non-formal and informal educational settings?
4. Are there any specific differences in challenges in GCED implementation in Europe and North America?

### Ministries of Education and National Commissions for UNESCO

Responding to the above set of questions, representatives from the Ministries of Education and National Commissions for UNESCO brought up salient points which can be broadly categorized as follows:

#### 1. Conceptual/ ideological challenges:

- The concept of GCED is not yet clearly defined, and the diversity of approaches around GCED poses a challenge for participants.
- The concept of GCED appears contrary to how we function as a society, and successful implementation would require systemic change. Given the modern capitalist societies and economies and historical, colonial baggage, is the region ready for GCED?
- Teachers do not have sufficient support as GCED is sometimes perceived as a sensitive and controversial issue.
- The concept of GCED has not progressed beyond the abstract level, making it difficult to link it to reality. This means that GCED needs to move beyond classroom rhetoric, and into families and communities.
- How to measure 'quality education', i.e. the overarching goal?

#### 2. Implementation challenges:

- The decentralization and de-concentration of education systems in the region makes it difficult to reach all teachers.
- There is an overload of similar concepts on the ground (e.g. ESD) and curricula are already filled.
- A whole-school approach is necessary to embed GCED in school cultures – it is not just another topic to be added into the curriculum, but an attitude to develop.

#### 3. Others:

- There is a need to address realities in our society and work closely with different stakeholders.
- Informal and non-formal educational settings can be used as 'laboratories', where the experiences there can be subsequently applied to formal education.

### Universities and Research Institutions

Participants from academia reflected on the challenges and the differences between educational settings and across Europe and North America.

#### 1. Challenges in implementing GCED:

- Financial sustainability for research and teaching.
- The interdisciplinary nature of GCED is incompatible with rigidity of academia and an academic career that has very hierarchical structures of spaces and attitudes. There may also be competition between and within faculties about the appropriation of concepts from other fields for GCED.
- Social competitiveness of GCED may lead to a loss of social justice.
- Difficult to train teachers on GCED and get them to adapt to curriculum changes.
- Policymakers and practitioners need workable concepts that avoid conceptual confusion.

#### 2. Differences in educational setting (formal vs. non-formal vs. informal):

- Fluidity of borders
- Formal education could be too conventional and thus less suitable for GCED, which is more compatible with activism in less formal educational settings.
- There is a need to move from active leadership to partnership.

#### 3. Differences between Europe and North America:

- People may have a rigid citizenship mentality – global citizenship and nationalism may be conflicting.
- There are many partnerships between universities from different European countries. However, the USA holds hegemony over the higher education sector in North America.
- Public universities in Europe vs private universities in the USA.
- There is a strong influence of USA perspectives and approaches to education in both Europe and North America.
- Participants also noted that there is no representation of USA universities at the meeting.

### Civil Society Organizations

Civil society representatives discussed extensively on challenges faced, as shown in the list below:

#### 1. Persisting questions:

- Do we need a global vocabulary for GCED?
- Is the word 'global' off-putting?
- How do we put students in the center of our work? Stakeholder multiplicity – who are the true beneficiaries, and whose voice is louder?
- How do we access GCED effectively when not all factors can be controlled?
- What does a globally competent student look like?
- Is GCED perceived as a threat?

#### 2. Gaps and areas of improvement:

- Need to develop a common framework and understanding of GCED.
- There are competing priorities, both internally and externally. Some countries may choose to prioritize other education initiatives.
- Need a school-wide approach that infuses global perspectives in all areas.
- More articulation is needed on ways to broaden target audience and expand outside the education sector.
- There is insufficient financial support for the cause at present.
- Need to convince and empower leaders about the importance of GCED.

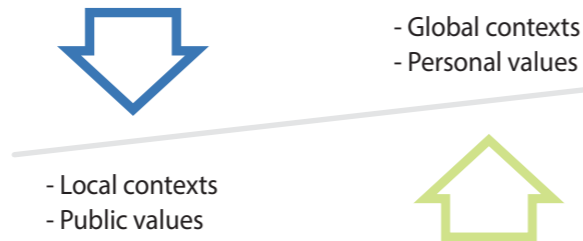
#### 3. Others:

- Political environment can influence implementation success.
- Some contexts are career-motivated (e.g. the USA) – GCED does not have an obvious connection with hard skills and employability, making it difficult to be prioritized.

The group also briefly mentioned differences that they identified across different aspects, noting that to get funding, there should be a mirroring of interests. Cultural differences in civil society and different forms of education (centralized vs decentralized) also ought to be noted in future implementation of GCED on the ground.

### Intergovernmental Organizations

Two main tensions in GCED implementation were identified:



The group of representatives from intergovernmental organizations also reported that there has been a misuse of discourse and methods around GCED. They elaborated on the possible reasons as to why this may be the case, and proposed general solutions to address the problem:

#### Causes of challenges

- Abstract definition of GCED
- No universal definition
- Differences in environments and contexts

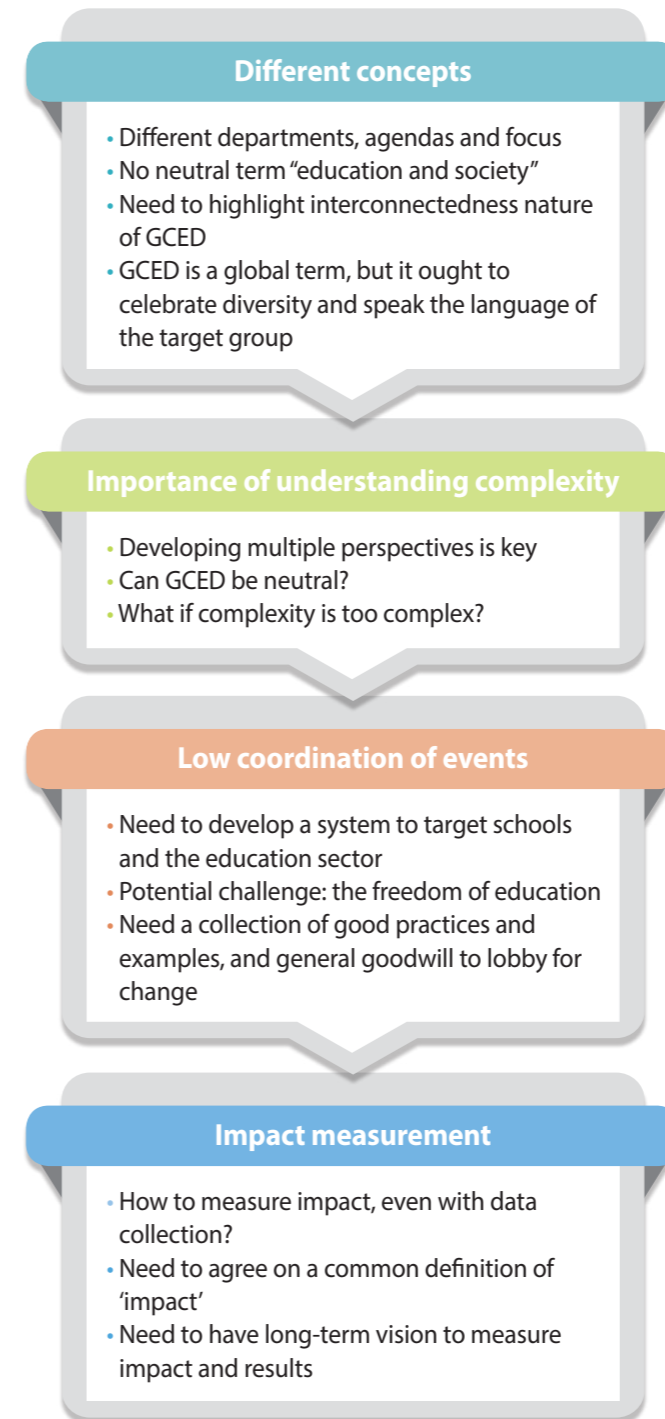
#### Ways to address causes

- Collection of best practices and connect with others
- Develop universal values and meanings
- Local contextualization of GCED

In view of the above points, they then proposed that future actions be focused on two main target groups: decision-makers and learning communities.

### Development and Cooperation Agencies and Ministries of Foreign Affairs

Participants from Development and Cooperation Agencies and Ministries of Foreign Affairs engaged in a group discussion on four main topics, which can be summarized in the diagram below:



### Discussion and Summary by the Moderator

Following the plenary discussions, a whole-group discussion ensued, with some pertinent points raised: Ms Sara Franch acknowledged that there can be no possible neutrality in some cases. For example, the Palestine issue on social justice priorities compels us to take a stand instead of choosing to be on the middle ground. Ms Maria José Neves cautioned participants against the dangers of indoctrination in GCED implementation. She noted that it can be easy to indoctrinate students subconsciously. To avoid that, it is necessary for teachers to be able to empathize with others' perspectives. She also opined that it is impossible for each country to deny its respective histories. As such, each country would have its own approach for GCED and it is not possible to have a unique terminology across the world that prescribes a single way of understanding the concept. Despite there being different terminologies and perspectives (e.g. transformative education, peace education and other forms of education), the ultimate goal is still to create a sense of a global humanity.

Mr Jakub Žaludko recalled that we already have a space (Bridge 47) to come together to discuss terminology and ways forward to implement GCED. Noting that several opinions have been expressed regarding the rigidity of certain structures (especially in the formal education sector and in Academia), he said that a new paradigm is needed. This could possibly be inspired by civil society and the informal education sector. Some follow-up questions, however, would arise: how do we inspire policy makers in such rigid structures? How do we facilitate a paradigm shift? Finally, Ms Minji Kwag referred participants to the good practices of the Korean Government in encouraging rural areas to make use of their own resources and background. She also recognized the Korean Cooperation Agency in facilitating such good practices.



Wrapping up the session, the moderator, Mr Rilli Lappalainen affirmed that this was a crucial moment in history, given that the current status quo was coming to an end and was to be challenged by a GCED perspective. On the individual level, we should challenge our organizations; on the schools level, we need to mainstream GCED, emulate good practices, while developing and adapting alongside our beneficiaries and allies. At the same time, there is also a need to strengthen advocacy work on the ground.

Quoting former South African President Nelson Mandela, Mr Lappalainen said that “education is the most powerful weapon to change the world”. He urged participants to make full use of it in their respective contexts where they live and work.



- Intense discussion during Session 3 of the meeting: digging deeper on identifying challenges and opportunities to strengthen GCED implementation for Europe and North America.

## Session 4:

### Strengthening GCED Implementation

### Globally and Regionally through Networking

In the penultimate session, participants discussed crucial issues regarding the establishment of a European and North American network, including the selection of working languages, youth involvement, and inclusivity concerns.

## Recommendations to Improve GCED Networking in Europe and North America

Ms Trindade began by presenting a summary of the networking recommendations, based on the institutional presentations in Session 2. Main challenges identified include:

- Challenges in securing funding
- Fragmentation in terms of concept, structures, terminology and tensions
- Challenges in reaching different audience
- Difficulties in integrating students' needs and visions

Key recommendations proposed by the representatives span various issues, which can be summarized in the table below:

|   |  |
|---|--|
| <b>Concepts and Definitions</b>   | SDG Target 4.7 on GCED and ESD               |
| <ul style="list-style-type: none"> <li>• Need to review concepts and definitions to integrate a holistic approach to GCED</li> <li>• This helps to improve understanding of SDG 4.7 and build bridges between GCED, ESD and similar topics</li> </ul>   |  |
| <b>Better Linkages</b>  | Join forces and work together                |
| <ul style="list-style-type: none"> <li>• To connect GCED-actors and ESD-actors for better implementation, peer learning and exchange initiatives</li> <li>• Focus on systemic, institutional change as well as grassroots, societal change</li> </ul>   |  |
| <b>Increased Sharing</b>  | More analysis and good practice examples     |
| <ul style="list-style-type: none"> <li>• Greater knowledge-sharing opportunities through portal website and academic networks</li> </ul>  |  |
| <b>Monitoring</b>   | National jurisdictions and UNESCO structures |
| <ul style="list-style-type: none"> <li>• National jurisdictions should be pushed to consider GCED and critically engage with it</li> <li>• UNESCO structures should be mobilized to share and disseminate information, conduct research, etc.</li> </ul>  |  |
| <b>Greater Support</b>  | Teacher training and advocacy                |
| <ul style="list-style-type: none"> <li>• Teacher training on teaching methodologies, GCED, ESD, SDGs, etc.</li> <li>• Globally-connected teaching and learning should be a priority in schools</li> <li>• GCED should continue to be profiled as a key tool in addressing world issues</li> </ul> |  |
| <b>Networking vs Network</b>  | Deeper reflection on needs                   |
| <ul style="list-style-type: none"> <li>• Need to reflect upon needs of the educational 'field'</li> <li>• Should have more appropriate decision-making mechanisms, budgetary and financial structures, and broader and more diverse representation and participation</li> </ul>                   |  |

## Discussion

In this portion of the session, participants were split into mixed groupings, in which they discussed the questions below. They then reconvened for a plenary discussion where they consolidated their thoughts.

1. What can my institution contribute to and gain from a European and North American GCED network?
2. Why do we need a network for GCED in Europe and North America?
3. If we do need one, what should it focus on?
4. What are the existing opportunities for GCED networking in Europe and North America? How can they be enhanced?
5. What kind of new opportunities do you think need to be created for greater GCED networking in Europe and North America and at the global level?

Some raised doubts that they still had after the presentations, such as the concern of a regional network being redundant alongside existing European networks, and whether it would run the risk of being exclusive by appearing to be disconnected from other regions (as though Europe and North America are unrelated

from the rest of the world). Others worried that such a network would showcase an exclusively Western-centric perspective to the detriment of Eastern ones. At the same time, some remained unclear about what is understood by the term 'network' – how does a network differ from a platform?

Participants also voiced opinions as to why a regional network is necessary, with the main reason being that it would involve youth groups and link different stakeholders together, such as academics, policymakers and the learning community. Furthermore, with the establishment of a new network, host organization(s) and a steering group would have to be identified. A network also has the following functions of sharing research (e.g. through a mailing list), holding intersectoral dialogue, having speakers' series, as well as a mandate to lobbying and greater advocacy to the public and relevant agents. In addition, it would facilitate partnerships between members and with other regions, thereby leading to more concrete activities. It would also help in mainstreaming GCED into other SDGs, as well as other initiatives. Some also called for the network to reflect the linguistic diversity of the region, instead of merely relying on English as the dominant language.

| Organization                     | Contributions  |
|----------------------------------|--|
| <b>AFS Intercultural Program</b> | Piloting projects  |
| <b>ANGEL</b>                     | Bridge academia, policymakers and learning community   |
| <b>APCEIU</b>                    | Contribute with human and financial resources  |
| <b>Bridge 47</b>                 | Partner with existing networks   |
| <b>CCUNESCO</b>                  | Provide a link to Canada   |
| <b>GENE</b>                      | Supports and disseminates research, facilitates and shares reflections, bring Science, Technology, Engineering and Math (STEM) into GCED conversations |



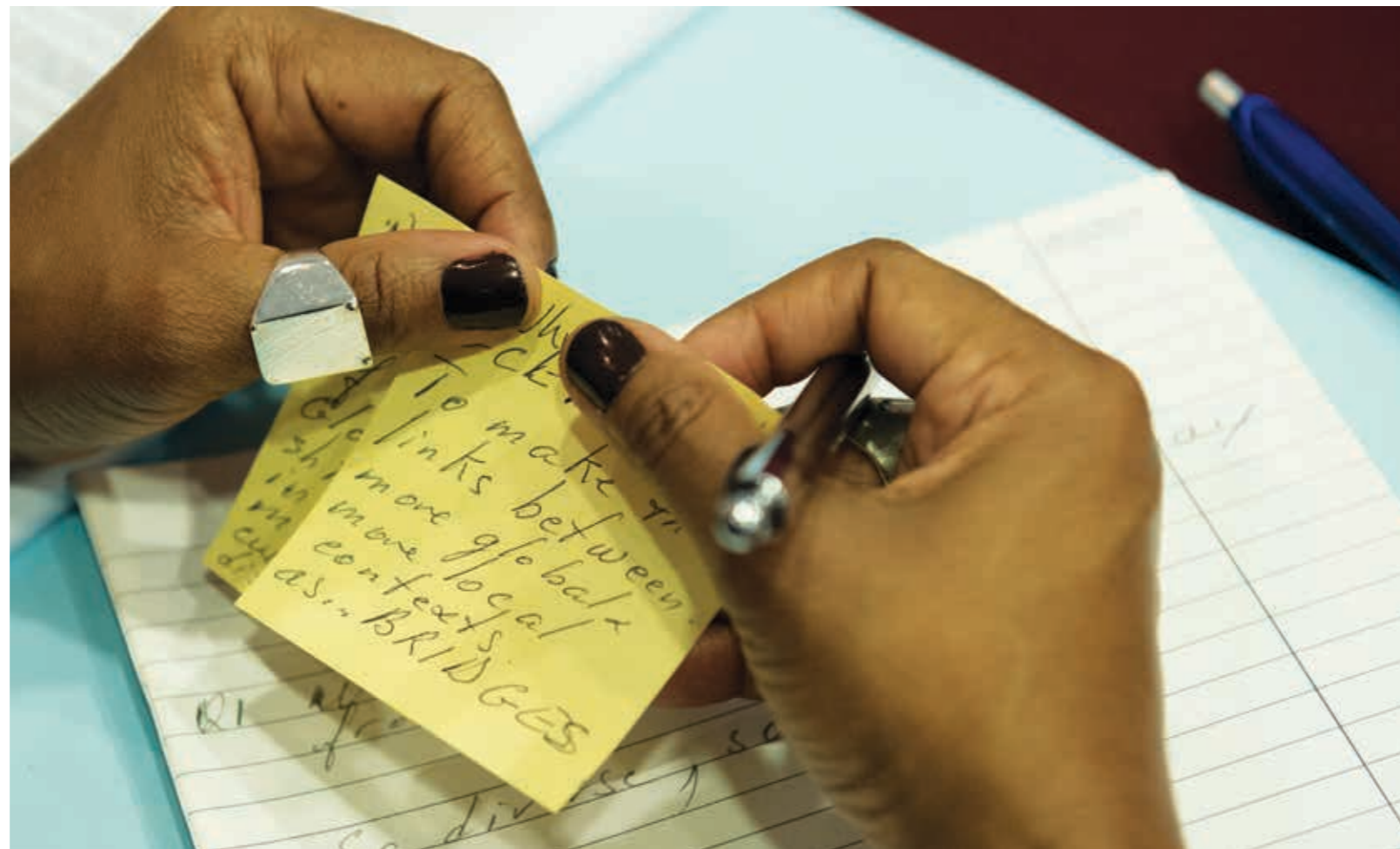
Moving on, participants briefly shared about possible contributions by some of the organizations present:

Some commented on the need to invite youth representatives to such meetings – to hear what young stakeholders have to add – while involving research institutions with a pool of researchers tasked on different topics. It is also necessary to have more talks about GCED in scientific contexts and bring STEM into related discourse. This would allow participants to fruitfully engage in discussions that involve different perspectives and strengthen the group’s advocacy power. By working together effectively and leveraging on good practices, the collective voice would be amplified to include media and social sectors.

Lastly, there were some remarks about the specific roles and structures of individual institutions. For example, Bridge 47 notes that it is not only reserved to Europe but is open to everyone. It brands itself as a very loose network that provides a space for everyone to share and to debate. Bridge 47 will host an event to promote GCED in 2019, during the Finnish EU Presidency. Like Bridge 47, CCUNESCO also pointed out that it already works in a network form. More broadly, participants agreed that a network was useful to follow up on the issues debated in the present meeting. To that end, it is necessary to form a steering group to establish a road map for the network, identify ways forward, timeline and key phases.

**Final Remarks**

Wrapping up the entire session was Ms Lydia Ruprecht, who questioned if a new platform is truly necessary, or if the way forward would be to benefit from existing platforms. If it is the former, she advised keeping things simple with an annual 1.5-day meeting. She said that the UNESCO agencies and regional networks that have been fostered by APCEIU should also be involved in the process. She requested for the help of APCEIU in facilitating the required planning with the secretariat. In this way, there could be an establishment of a ‘UNESCO-APCEIU GCED Network Platform’.



• Learning from each other’s experiences, the meeting discussions went forward to develop recommendations and strategies towards forming a regional network.

## Session 5:

### Planning Ahead

Collating the insights, comments and recommendations from the previous sessions, this final session was dedicated to charter the ways forward for the region, including upcoming activities and possible areas of collaboration.

Participants introduced their own GCED activities that they are planning for 2019. They have called for collaboration and to utilize the opportunity to collaborate towards strengthening GCED in the region and globally. The said activities are as follows:

| 2019   |   |   |          |
|--|---|---|----------|
| JANUARY  | FEBRUARY  | MARCH   | APRIL    |
|  | <ul style="list-style-type: none"> <li>• Pyeongchang Peace Forum (9-11 Feb)</li> </ul>  |   |          |
| MAY  | JUNE  | JULY  | AUGUST   |
| <ul style="list-style-type: none"> <li>• ANGEL Conference (London, UK) (9-10 May)</li> </ul> |   | <ul style="list-style-type: none"> <li>• UNESCO Forum</li> <li>• High-level Political Forum on Sustainable Development</li> </ul> |          |
| SEPTEMBER  | OCTOBER   | NOVEMBER  | DECEMBER |
| <ul style="list-style-type: none"> <li>• Annual APCEIU Conference Global Network</li> </ul>  | <ul style="list-style-type: none"> <li>• Helsinki Meeting during the Finnish EU Presidency</li> <li>• AFS Global Conference (Montréal, Canada) (9-11 Oct)</li> <li>• Busan Democracy Forum (14-16 Oct)</li> </ul> |   |          |

#### Main work areas for the future

Following that, Ms Ditta Trindade helped the plenary summarize four main areas for the future:

##### 1. Research

- Need to identify conceptual gaps
- Link to training and professional development
- Action and research needed in education sector

##### 2. Monitoring

- Sharing of UNESCO guides and monitoring tools
- Peer review – GENE's peer reviewing mechanism and mechanism forthcoming
- Broadening the understanding and approaches to monitoring
- ICCS monitoring groups
- Global Competence Index for schools (developed by OECD and AFS)
- More opportunities for being involved and participating in intergovernmental discussions

- Need more qualitative ways of monitoring, alongside quantitative methods

##### 3. Capacity-Building/ Professional Development of Educators

- Professional development and capacity-building of teachers (across all educational settings)
- Training for in-service and initial teachers
- High-level education transversally

##### 4. Advocacy

- Short-term and long-term key messages
- Media visibility at national level
- Pool of speakers and experts – social media 'stars' on global issues
- UN, UNESCO Chairs to delegate program structures for GCED advocacy
- Help decision makers to promote change and emphasis on GCED



General observations from the meeting revealed that grassroots actors are priority (e.g. community and social movements). UNESCO ASPnet schools also form a powerful network for future engagement. Possible steps ahead also include the development of more resources and translating existing resources into different languages depending on the intended target audience.

### Steering Committee

The following institutions volunteered to be part of the Steering Committee (ST COM) for the region's future steps:

1. AFS
2. ANGEL / University College London
3. APCEIU
4. Bridge 47 Network
5. Canadian National Commission for UNESCO
6. Engagement Global
7. Free University of Bolzano-Bozen
8. GENE
9. German National Commission for UNESCO
10. IEA Hamburg
11. North-South Centre of the Council of Europe

12. University of Quebec in Montreal / UNESCO Chair in Democracy, Global Citizenship and Transformative Education
13. University of Lisbon / UNESCO Chair on Education for Global Peace Sustainability
14. UNESCO Headquarters
15. UNESCO Venice Office

In this capacity, these 15 institutions must discuss how the ST COM will function, how to communicate (a short meeting was to follow). Given that there are already a lot on everyone's plate, it was proposed that the ST COM should not be too ambitious and make few proposals for the time being.

As for future communications, Mr Rigoberto D. Banta Jr. shared the different channels of communication that the other existing regions (Arab States, Sub-Saharan Africa, Latin America and the Caribbean, and Asia-Pacific) currently employ. Some proposals put forward include making a list to communicate future events, a virtual community (a sharing tool like Facebook), etc.



• The members of the Europe and North America Regional GCED Network Steering Committee with a total of 15 participating organizations from Europe and North America.



• Members of the organizing team from UNESCO Headquarters, UNESCO Venice Office, GENE and APCEIU.

# Annex 1: Program

## Day 1, 21 November 2018

| Time          | Programme   | Remarks                                      |
|---------------|---|--|
| 08:30 – 09:00 | <b>Registration</b>   |  |
| 09:00 – 10:00 | <b>Opening Ceremony</b> <ul style="list-style-type: none"> <li>• Welcoming Remarks</li> <li>• Introduction of Participants</li> <li>• Program Overview</li> <li>• Group Photo</li> </ul>  |  |
| 10:00 – 10:30 | <b>Coffee/ Tea Break and Networking</b>   |  |
| 10:30 – 12:00 | <b>Session 1: GCED Global and Regional Overview</b> <ol style="list-style-type: none"> <li><b>1. GCED in the Global Education Agenda, and UNESCO's Efforts to Realize GCED/SDG 4.7</b><br/><i>Lydia Ruprecht, UNESCO Headquarters</i></li> <li><b>2. GCED in the Global Agenda, Global Activities of APCEIU</b><br/><i>Utak Chung, APCEIU</i></li> <li><b>3. Regional GCED Networks</b> <ul style="list-style-type: none"> <li>• Asia-Pacific:<br/><i>Jun Morohashi, UNESCO Bangkok (online)</i></li> <li>• Latin America and the Caribbean:<br/><i>Romina Kasman UNESCO Santiago (online)</i></li> <li>• Sub-Saharan Africa and Arab States:<br/><i>Rigoberto D. Banta Jr., APCEIU</i></li> </ul> </li> <li><b>4. Regional GCED implementation</b><br/>(Europe and North America) <ul style="list-style-type: none"> <li>• Global Education Network Europe (GENE)</li> <li>• European NGO Confederation for Relief and Development (CONCORD)</li> <li>• Canadian National Commission for UNESCO (CCUNESCO)</li> <li>• UNESCO Venice</li> <li>• Bridge 47</li> <li>• Academic Network on Global Education and Learning (ANGEL)</li> </ul> </li> </ol> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the history of GCED and related terms in Europe/ North America? What were the relationships with these concepts and how did they affect national-level policies?</li> <li>• Experiences of GCED in formal education systems</li> <li>• Formal education support systems for GCED (local government, civil society, etc.)</li> <li>• What are the challenges in embracing the concepts of GCED in education systems in Europe/ North America?</li> </ul> <p><b>Discussion, Q&amp;A</b></p> | Moderator:<br>Igor Kitaev<br>(UNESCO Venice) |

|               |  |  |
|---------------|--|--|
| 12:00 – 13:30 | <b>Lunch</b> <p><b>Session 2: Status of GCED implementation in Europe and North America</b></p> <ul style="list-style-type: none"> <li>• Session objectives: mapping GCED/ show best practices/ explain challenges and areas of improvement/ highlight importance of partnerships for GCED/SDG 4.7</li> <li>• Presentation: info about org/ activities on GCED/ recommendations to improve GCED networking</li> <li>• About 10-minute Q&amp;A after each group</li> </ul> <p><b>Group 1: Civil Society Organizations</b></p> <ul style="list-style-type: none"> <li>• Slovak Non-Governmental Development Organizations' Platform</li> <li>• The Global Education Conference Network</li> <li>• TakingITGlobal</li> <li>• Centre for International Cooperation (CCI)</li> <li>• AFS Intercultural Program</li> </ul> <p><b>Group 2: Intergovernmental Organizations</b></p> <ul style="list-style-type: none"> <li>• Ban Ki-moon Centre for Global Citizens (BKMC)</li> <li>• UNESCO Institute for Lifelong Learning</li> <li>• North-South Centre of the Council of Europe</li> <li>• Organization of Ibero-American States for Education, Science and Culture (OEI) Office in Portugal</li> </ul> <p><b>Group 3: Development and Cooperation Agencies and Foreign Affairs Ministries</b></p> <ul style="list-style-type: none"> <li>• Belgian Development Agency (Enabel)</li> <li>• Engagement Global (EG)</li> <li>• Irish Aid</li> <li>• Ministry of Foreign Affairs of the Czech Republic</li> </ul> <p><b>Group 4: National Commissions for UNESCO</b></p> <ul style="list-style-type: none"> <li>• German National Commission for UNESCO</li> <li>• Swiss National Commission for UNESCO</li> <li>• French National Commission for UNESCO</li> </ul> <p><b>Group 5: Ministries of Education</b></p> <ul style="list-style-type: none"> <li>• Finnish National Agency for Education (EDUFI)</li> <li>• National Center for Teacher Professional Development, Georgia</li> <li>• Ministry of Education and Science, Latvia</li> <li>• Ministry of Education, Portugal</li> </ul> <p><b>Group 6: Universities</b></p> <ul style="list-style-type: none"> <li>• Klagenfurt University, Austria</li> <li>• Minsk State Linguistic University, Belarus</li> <li>• University of Quebec in Montréal, Canada</li> <li>• Aix-Marseille University, France</li> <li>• Free University of Bolzano-Bozen, Italy</li> <li>• Values University, Portugal</li> <li>• Lisbon University, Portugal</li> <li>• IEA Hamburg, Germany</li> <li>• University of Bologna, Italy</li> <li>• UCL Institute of Education, United Kingdom</li> </ul> | Moderator:<br>Anselmo Lee<br>(Korea Human Rights Foundation) |
| 13:30 – 16:30 |  |  |
| 16:30 – 17:00 | <b>Coffee/ Tea Break and Networking</b>  |  |
| 17:00 – 18:00 | <b>Session 3: Addressing the remaining gaps on GCED implementation in Europe and North America</b> <ul style="list-style-type: none"> <li>• Session objectives: Have deeper discussions about current status of GCED implementation in Europe/ North America by gathering organizations with similar nature of GCED activities</li> <li>• Set-up: Group Discussions <ul style="list-style-type: none"> <li>- 1 moderator / 1 rapporteur needed</li> <li>- Grouping: based on Session 2 grouping</li> </ul> </li> </ul> <p><b>Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the challenges in GCED implementation that your organization is facing?</li> <li>• What are the challenges in ensuring GCED generates the expected impacts?</li> <li>• Any significant differences between GCED in formal, non-formal and informal educational settings?</li> <li>• Are there any specific differences in challenges in GCED implementation in Europe and North America?</li> </ul>   | Moderator:<br>Rilli Lappalainen<br>(Bridge 47)               |
| 18:30 – 22:00 | <b>Networking Dinner</b>   |  |

## Annex 2: List of Participants

### Day 2, 22 November 2018

| Time          | Programme  | Remarks  |
|---------------|--|--|
| 09:30 – 10:00 | Day 1 Review and Reflection<br>Day 2 Overview  | Moderator:<br>Yangsook Lee<br>(APCEIU)         |
| 10:00 – 11:00 | (cont'd) Session 3: Addressing the remaining gaps on GCED implementation in Europe and North America<br>Reporting and Discussion   | Moderator:<br>Rilli Lappalainen<br>(Bridge 47) |
| 11:00 – 11:30 | Coffee/Tea Break and Networking  |  |
| 11:30 – 13:00 | <p><b>Session 4: Strengthening GCED implementation globally and regionally through networking</b></p> <p>1. Recommendations to Improve GCED Networking in Europe and North America<br/><i>Ditta Trindade, GENE</i></p> <p>2. Plenary Discussion</p> <p>3. Final Remarks<br/><i>Lydia Ruprecht, UNESCO Headquarters</i></p> <p>Discussion Questions:</p> <ul style="list-style-type: none"> <li>• What can my institution contribute to and gain from a Europe and North America GCED Network?</li> <li>• Why do we need a network for GCED in Europe and North America?</li> <li>• If we do need one, what should it focus on?</li> <li>• What are the existing opportunities for GCED networking in Europe and North America? How can they be enhanced?</li> <li>• What kind of new opportunities do you think need to be created for greater GCED networking in Europe and North America and at global level?</li> </ul> | Moderator:<br>Ditta Trindade<br>(GENE)         |
| 13:00 – 14:30 | Lunch  |  |
| 14:30 – 15:30 | <p><b>Session 5: Planning Ahead</b></p> <p>Recommendations for the EUA GCED Network and Way Forward</p>  | Moderator:<br>Igor Kitaev<br>(UNESCO Venice)   |
| 15:30 – 16:00 | Closing Ceremony   | Word from organizers                           |

#### AFS Intercultural Programs

Mehmet Hazar Yildirim  
Manager of Strategic Alliances  
hazar.yildirim@afs.org

#### Alexandra Singpiel

Board member (AFS Interkulturelle Begegnungen)  
alexandra.singpiel@afs.de

#### Annoncer la couleur (Announce the Color) / Belgian Development Agency (Enabel)

Jan Verschuere  
Coordinator Kleur Bekennen  
jan.verschuere@enabel.be

#### Ban Ki-moon Centre for Global Citizens

Minji Kwag  
Communications and Media Associate  
minji.kwag@bankimooncentre.org

#### Bridge 47 Network

Rilli Lappalainen  
Founder/ Chair of Steering Group  
rilli.lappalainen@kehys.fi

#### Camp des Mille Foundation (Memory and Education) / Aix-Marseille University

Alain Chouraqui  
President  
UNESCO Chair on Education to Citizenship, Human Sciences and Convergence of Memories  
alain.chouraqui@univ-amu.fr  
lena.casiez@campdesmilles.org

#### Canadian Commission for UNESCO

Lynette Shultz  
Member, Education Sectoral Commission  
lshultz@ualberta.ca

#### Centre Hospitalier Universitaire (CHU) Sainte-Justine Research Centre

Nathalie Sanon  
Research Associate  
nathalie.sanon@umontreal.ca

#### Charles University in Prague

Zuzana Hlavičková  
Professor  
zuzana.hlavickova@gmail.com

#### CONCORDE (European NGO Confederation for Relief and Development)

Veronika Golianova  
Member, CONCORD Steering Group on Global Citizenship Education  
vgolianova@habitat.org

#### Engagement Global

Sabine Seifert  
Project Leader, Department of Formal Education Sector  
sabine.seiffert@engagement-global.de

#### Finnish National Agency for Education

Satu Elo  
Counsellor of Education  
satu.elo@oph.fi

#### Free University of Bolzano-Bozen

Sara Franch  
PhD Candidate  
sarafranch70@gmail.com

#### French National Commission for UNESCO

Philippe Desgouttes  
Director, Presidential Cabinet  
philippe.desgouttes@diplomatie.gouv.fr

#### German National Commission for UNESCO

Roland Bernecker  
Secretary-General  
Bernecker@unesco.de, schnabel@unesco.de

#### Global Education Conference Network

Lucy Gray  
Co-Founder  
lucy@globaledevents.com



**IEA Hamburg**

Ralph Carstens  
Co-Head of International Studies  
ralph.carstens@iea-hamburg.de

**International Cooperation Centre, Italy**

Elisa Rapetti  
Training Officer  
elisa.rapetti@cci.tn.it

**Marco Oberosler**

Networking and Project Officer  
marco.oberosler@cci.tn.it

**Irish Aid, Department of Foreign Affairs and Trade, Ireland**

Vanessa Sheridan  
Education Officer, Development Education Unit  
Vanessa.Sheridan@dfa.ie

**Klagenfurt University**

Margot Kapfer  
MA Graduate, Freelance Trainer  
margot.kapfer@chello.at

**Korea Foundation for Human Rights**

Seonghoon (Anselmo) Lee  
Executive Director  
Alee7080@gmail.com

**Lisbon University**

Helena Águeda Marujo  
UNESCO Chair Coordinator  
School of Social and Political Sciences and Center for the Administration of Public Policies  
hmarujo@iscsp.ulisboa.pt

**Ministry of Education, Portugal**

Maria José Neves  
Senior Technician  
Directorate-General for Education  
maria.jose.neves@dge.mec.pt

**Ministry of Education and Science, Latvia**

Maija Zvirbule  
Senior Expert  
maija.zvirbule@izm.gov.lv

**Ministry of Education, Science, and Technological Development, Serbia**

Anamarija Viček  
State Secretary  
anamarija.vicek@mpn.gov.rs

**Minsk State Linguistic University**

Viktar Litvinovich  
Coordinator  
UNESCO Chair on Peace and Tolerance through Languages and Civic Education  
Litvyn@yandex.ru

**National Center for Teacher Professional Development, Georgia**

Manana Ratiani  
Deputy Director  
mratiani@tpdc.ge

**North-South Centre of the Council of Europe**

Miguel Silva  
Programme Manager  
miguel.silva@coe.int

**Organization of Ibero-American States (OEI) Office in Portugal**

Ana Paula Laborinho  
Director  
anapaula.laborinho@oeiportugal.org

**Platforma MVRO/ Slovak NGDO Platform**

Jakub Žaludko  
GE Working group coordinator/Project manager  
jakub.zaludko@mvro.sk

**Portuguese National Commission for UNESCO**

Rita Brasil de Brito  
Secretary-General  
rita.brasilbrito@mne.pt

**Fatima Claudino**

Programme Specialist Education – National Focal Point  
Education and ASPNet  
fatima.claudino@mne.pt

**Swiss National Commission for UNESCO**

Corinne Wild  
Project Coordinator Education  
Corinne.wild@eda.admin.ch

**TakingITGlobal**

Linsay Rankin  
National Global Encounters Program Coordinator  
lindsayr@takingitglobal.org

**UNESCO Asia and Pacific Regional Bureau for Education**

Jun Morohashi  
Head of Executive Office & Regional Programme Coordinator  
J.Morohashi@unesco.org

**UNESCO Institute for Lifelong Learning**

Werner Mauch  
Senior Programme Specialist  
w.mauch@unesco.org

**UNESCO Regional Bureau for Education in Latin America and the Caribbean**

Romina Kasman  
Programme Specialist / Regional Programme Coordinator  
r.kasman@unesco.org

**University College London - Institute of Education / University of Bologna**

Massimiliano Tarozzi  
Co-director DERC  
m.tarozzi@ucl.ac.uk

**University of Quebec in Montreal**

Gina Thésée  
Professor, Department of Teacher Education  
UNESCO Chair in Democracy, Global Citizenship and Transformative Education  
thesee.gina@uqam.ca

**Values University - Luso-Illyrian Institute for Human Development**

Lourenço Xavier de Carvalho  
Co-Founder/ Board Member  
lxcarvalho@ilidh.org

**Eva Ndrio de Carvalho**

Co-Founder/Board Member  
evandrio@ilidh.org

**ORGANIZERS****Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU)**

Utak Chung  
Director  
utchung@unescoapceiu.org

**Yangsook Lee**

Head, Office of External Relations  
yangsook@unescoapceiu.org

**Rigoberto Banta Jr.**

Assistant Programme Specialist, Office of External Relations  
rjbanta@unescoapceiu.org

**Min-Ji Kim**

Assistant Programme Specialist, Office of Planning and Administration  
mjkim@unescoapceiu.org

**Global Education Network Europe (GENE)**

Luisa Pereira  
Director  
luisa.pereira@gene.eu

**Ditta Trindade**

Global Education Specialist  
ditta.dolejsiova@gene.eu

**UNESCO Headquarters**

Lydia Ruprecht  
Team Leader, Section on Education for Global Citizenship  
l.ruprecht@unesco.org

**UNESCO Regional Bureau for Science and Culture in Europe**

Igor Kitaev  
Programme Specialist, Education Unit  
i.kitaev@unesco.org



# Annex 3: Meeting Photos





