



# FINAL REPORT

## 2<sup>nd</sup> European Congress on Global Education

Education, Interdependence and Solidarity in a  
Changing World

Universidade de Lisboa

Lisbon, 27-28 September 2012



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## 1. Introduction

The 2<sup>nd</sup> European Congress on Global Education: Education, Interdependence and Solidarity in a Changing World took place on 27 – 28 September 2012 in Lisbon. It was organised by the North-South Centre of the Council of Europe (NSC) in partnership with Global Education Network Europe (GENE) and CONCORD Europe, in cooperation with the Portuguese Institute of Cooperation and Language - Camões, the Portuguese NDGO Platform and the University of Lisbon and with the financial support of the European Commission.

This Congress brought together approximately 200 stakeholders in global education, in particular international organisations, governments, parliamentarians, local and regional authorities, civil society organisations, as well as educators from Europe and beyond, using the principle of “quadrilogue”<sup>1</sup> and a holistic approach to global education.

This two-day event built on the efforts of the North-South Centre (NSC) and other stakeholders to promote global education since the Maastricht Congress Declaration (2002) which established a European strategy framework for improving and increasing global education in Europe to the year 2015.

Thematic dialogue and exchange of ideas and practices together with a reflection on the political dimension of global education contributed to the formulation of a Lisbon Statement and the revision of the proposed Strategic Recommendations for Strengthening Global Education till 2015. The resume of the thematic dialogues, the Lisbon Statement on Global Education and the Strategic Recommendations represent an integral part of this report. This is also complemented with a short concluding section with follow-up proposals.

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<sup>1</sup> The term quadrilogue refers to dialogue among and involvement of representatives from Ministries, Parliaments, local Authorities and Civil Society.



## 2. Background to the Congress

Ten years after the Europe-wide Congress held in Maastricht, there is a need to reflect and facilitate a dialogue on the achievements in global education, consider the changing realities and address the emerging social, economic and environmental challenges.

### Key Outcomes of the Maastricht Congress on Global Education

Among the results achieved by the Congress, the following outcomes were highlighted:

1. An agreed framework on the importance of Global Education in Europe to global agendas for poverty eradication, global social cohesion and sustainable development – the “Maastricht Global Education Declaration”. Broad consensus has been achieved on the need to strengthen Global Education, with the participation of quadripartite constituents from a majority of member states of the Council of Europe.
2. Political statements and a consensus on the importance and centrality of Global Education in Europe to the achievement of multilaterally agreed goals in global poverty eradication and sustainable development.
3. Adoption of the concept of Global Education as a useful umbrella term. The North-South Centre has been requested to continue leading reflection regarding the content, the nature and the role of Global Education, in order to ensure that the definition of Global Education is both inclusive and at the same time specific.
4. Commitment by global stakeholders to establish a “South Caucus on Global Education” and to engage in further dialogue, both North-South and South-South.
5. Development of a ‘rights-based’ approach to Global Education.
6. Establishment of the European Global Education Peer Review Process.
7. Focus on an ultimate quality benchmark – Access of all people in Europe to quality Global Education.



In a globalised world, to consider oneself 'educated' requires that one can understand and interpret worldwide processes and realities – and that requires access to quality global education. How to include the global aspects of culture, economics, society and even politics and political systems is a challenge for contemporary educational systems.

In the context of the current international financial crisis, increasing national austerity measures and negative social impact that leads to increased xenophobic reactions and nationalistic attitudes, new measures are required.

There is increasing recognition in the policy making community that the global dimension of the educational process is essential to its relevance and that issues of world development, interdependence and solidarity are integral, or should be, to any curriculum for citizenship education in a global society.

This recognition is gaining ground, but requires strengthening, as do mechanisms for supporting global education. International organisations, governments and civil society all have a role to play, particularly ministries responsible for education, development, environment; development agencies and development NGOs; national curriculum development bodies, teacher support structures, teachers and educators.

The 2<sup>nd</sup> European Congress on Global Education: Education, Interdependence and Solidarity in a Changing World provided a space for such reflection and dialogue on how to strengthen the existing structures and procedures, and develop new mechanisms for supporting global education.



### 3. Purpose and Methodology

**The Congress aim was to:**

**...facilitate a dialogue, a learning experience, and strengthen political commitment to global education among decision-makers**, in particular the international organisations, Ministries of Education, Ministries of Foreign Affairs, parliamentarians, local and regional authorities, civil society organisations, educators and other relevant actors, **as a means to strengthen sustainability, solidarity and social justice in Europe and beyond.**

Its key objectives were twofold:

1. To assess the development and progress of global education over the past ten years, since the adoption of the Maastricht Declaration (2002 - 2012), and
2. To guarantee commitment to the necessary support for and further strengthening and development of global education until 2015 and beyond.

Through a multi-stakeholder dialogue, the congress facilitated a reflection and a learning experience on global education policy and practice among international institutions, governments, parliamentarians, local and regional authorities, civil society organisations, educators and academia and research.

The organisers of the Congress chose to use a collaborative approach that would lead towards a strengthening of the commitment to global education and set strategic recommendations that promote coordination of global education at local and national levels and within the European and international institutions until 2015. Participants were requested to actively contribute and participate in the congress dynamics that were based on participatory approaches that encourage interaction, dialogue, critical reflection and proposals for action.





## 4. Overview of the Process and Programme

The conceptual basis and the programme of the Congress were developed through a consultation process during the first half of 2012. This included the core group of organisers and partners as well as a wider consultation group of representatives of the different stakeholders. These dynamics certainly contributed to the ownership and the successful realization of the Congress programme that involved space for reflection, inputs, multi-stakeholders and single stakeholder participatory dialogues, thematic working groups, among others.

The overall programme was divided in two sections: reflections on the 10 years of progress in global education since 2002 and the challenges involved on the one hand, and the development of a common vision on global education and identification of strategic recommendations and commitments it involves till 2015. These were discussed in relation to five thematic areas:

- National strategy development and implementation
- Curricular reform and education at national and local levels
- Competence development of educators
- Quality support and monitoring
- Campaigning and outreach

The following section presents the key issues addressed in the presentations, reflections and dialogues.



## 5. Experiences, Challenges and Opportunities

### 5.1. National strategy development and implementation

#### 5.1.1. Experiences related to national strategy development and implementation

##### Helmuth Hartmeyer, GENE – Developing a National Strategy in Austria

Mr. Hartmeyer shared his experience in the process of developing a national strategy in Austria. After the Maastricht Congress (2002) a working group was formed and the need for a strategy was more clearly identified as one of the outcomes of the European Global Education Peer Review Process (National Report on Austria, 2006). Managed by the Ministry of Education, a strategy was developed in a period of 2.5 years and it is still followed by the multi-stakeholder group which led the strategy. Noting that there is no single, universally appropriate recipe, some lessons could be extracted.

Mr. Hartmeyer put emphasis on the quality of the process, it needs to commit key stakeholders, which implies time and resources, be learning and quality focused and take into consideration both formal and non-formal education. Firstly, a representative group should lead the process, making sure all important stakeholders and backgrounds are meaningfully involved. A sense of ownership of the process should be encouraged based on a solid partnership among stakeholders. This process of partnership building builds the institutional support for the implementation of the strategy. The process should be transparent and open to critical reactions and on-going learning. Practically, open information communication channels such as a website or on-line discussion forums should exist. Second, an in-depth assessment of existing relevant educational strategies and policies should be made, including important components of global education such as education for sustainable development or peace education.





Also importantly, capacity building needs should be assessed. Third, there should be a strong theoretical foundation and explanation of the concept of global education, nurtured by the existing academic work, networks, experiences and reflections of the past 50 years and more. Fourth, realistic and time-bound goals need to be defined which can be monitored and assessed, and celebrated if achieved. The necessary evaluation tools need to be developed accordingly. The implementation of the strategy is as important as its formulation.

More information on [www.globaleslernen.at](http://www.globaleslernen.at) can be found on the Austrian Global Education Strategy in English.

#### Other experiences: Slovakia, Spain, Portugal, Poland and Czech Republic

In the case of Slovakia, civil society organisations took the initiative and prepared supporting materials, which included an assessment of global education in the country. This first initiative was followed by the creation of an inter-ministerial group established by the Ministry of Foreign Affairs, and later on this group became a multistakeholder group. The PEER Review contributed to start the process. Having a basic document was useful and needed in the process of gaining institutional support from other important actors. For example, most difficulties were encountered in efforts to engage the Ministry of Education, possibly partly due to the fact that various departments deal with global education related issues. A remaining challenge is the definition of indicators for assessment.

In Spain, the formulation of the strategy was the result of an open process in which national and regional authorities were particularly involved together with civil society organisations. Yet, with the change of government, discrepancies among the different Ministries emerged together with new agendas, and the responsibility for the implementation of the strategy became elusive. Similar to Spain, in Portugal the formulation process was considered positive and inclusive.



Yet, the implementation of the strategy faces challenges due to political changes and the current economic crisis. Presently, there is a lack of direction. In this context, international commitments and recommendations as in the framework of the Council of Europe can be useful tools to advocate for the realisation of previously made commitments. In the cases of Portugal and Spain political ideologies seem to be an important enabling or constraining factor. Certain political perspectives view GE as biased towards a certain ideology.

In the Czech Republic, 2002 was a milestone as a large project was implemented involving 2000 schools and a budget line for NGOs was opened to finance global education activities. At the same time, the Ministry of Education started an educational reform including Global Learning. These two processes were also supported by the GENE Peer Review. Yet, there is a discrepancy between national and EU agendas, educational reform being part of a more national agenda.

In Poland, the government was sceptical and perceived the strategy as only a civil society request. In this context, international institutions and documents could be supportive in the process of gaining institutional support.

*(Summary based on notes by Josefin Levander, Franz Halbartschlager and João Azevedo)*

### 5.1.2. Challenges related to national strategy development and implementation

Key issues addressed:

- GE conceptual ambiguity
- Ideological framings and involvement of parliamentarians
- Support for both formal and non-formal education
- Ownership, leadership, coordination and coherence in multi-stakeholder settings
- Resources and continuity



Challenges were identified by participants both at the development and implementation phases of a national strategy, especially if national strategies seek to be developed in a multi-stakeholder setting.

First, two structural and pervasive challenges were mentioned: a) the existence of various understandings – or lack of understanding - of the term “global education” and the existence of other complementary or competing concepts such as “international education” or “development education” and b) the fact that these different interpretations are linked to ideological positions and perspectives. For example, conservative parties tend to challenge more progressive ideas, allow market-oriented policies to influence education, and prioritise other subjects and perspectives.

A specific challenge mentioned was how to involve parliamentarians of all political parties. In this context, issues of ownership and leadership in the development and implementation phases remain a challenge. Various stakeholders need to be involved but administrative and organisational barriers need to be overcome both in the formal and non-formal education sectors. There seems also to be an imbalance between the support measures for GE in formal and non-formal education. The importance of the latter needs to be better recognised.

These conceptual and organisational challenges affect the practical definition and implementation of a national strategy. This implies challenges in defining the purpose of the strategy, its scope, level of ambition and whether it would imply compulsory or binding commitments or whether involved actors would strive to contribute to the best of their possibilities.

Once a strategy is defined, several challenges were mentioned in relation to the implementation phase: most notably, the need to make available and sustain the



necessary financial and human resources to realise planned activities. Second, securing the continuity of actions in the context of government and staff changes remains an important challenge. Third, coordination and engagement of all stakeholders in a balanced way was mentioned as an important challenge. The example given was that often, the most active and interested organisations were not given the resources or mandate to execute agreed activities and that some centralised funds and responsibilities were given too much. This is again related to ownership, leadership and how participatory the decision-making process is in a multi-stakeholder setting. Finally, the challenge of coherence with other government policies was mentioned.

### 5.1.3. Opportunities related to national strategy development and implementation

Key issues addressed:

- Role of civil society
- Awareness of the need for urgent changes – more evident in the context of the economic crisis.
- Experience in fundraising and contact with a wider sector of supporters.

The increased and enhanced role of civil society in the past decade was mentioned as an opportunity. Various types of organisations have contributed their experiences and expertise. They have more capacity to take the initiative and engage in partnerships.

A second opportunity was mentioned in relation to the economic crisis: people become more aware of the need for urgent changes in the realm of economic, environmental and educational policies. Old frameworks and recipes have proved ineffective. This creates an opportunity to reach the public with a message of hope. GE can contribute to the forging of appropriate responses to



the crisis. GE is necessary in a definition of quality education in a context of globalisation and increased inequalities. Instead of contributing to people's fears and feeding competitive attitudes, new opportunities for solidarity can emerge as a response to the crisis and the so-called liquid modernity. In fact, experiences of cooperation have emerged in countries like Greece, Spain or Portugal. These can be valuable social innovation experiences.

Third, the context of shrinking budgets for areas such as development cooperation can lead to a search for creative solutions to sustain GE activities. A wider number of supporters of GE can be called upon: from the citizenry and the private sector. This is not free of controversy as it is the responsibility of the state to ensure quality education.

## 5.2. Curricular reform

### 5.2.1. Experiences related to curricular reform

Participants shared their experiences at the country level with curricular reform and debated the challenges of such process. These ranged from top down approaches to curriculum development that did not involve a consultation mechanism with neither educators, nor students; to participatory approaches to such development.

While in some contexts subjects such as religion and civic education are compulsory, in most countries global education represents an optional subject, which is not valued sufficiently within the curricula. An opportunity appears with regards to civic and / or citizenship education, where global education could be framed as an umbrella concept. The issues of global / local interconnectedness shall be transversally applied as part of the curricula.





### 5.2.2. Challenges related to curricular reform

Key issues addressed:

- Recognition of GE - dominance of market-oriented perspective
- Participation, communication and coordination in multi-stakeholder approaches
- Limitations in evaluation of GE
- Support measures: support for educators and educational materials.
- Continuity

One of the main challenges in curriculum reform is the fact that the importance of GE as a comprehensive approach to education is not yet recognised. Several factors cause resistance to change: a lack of knowledge of what GE embraces, other competing agendas, and notably, pressures to focus the curriculum on technical skills and knowledge for learners to meet labour market demands. The emancipatory approach of GE is resisted and often, more “comfortable” issues are dealt with without addressing more fundamental issues such as the effects of the economic crisis in local realities, inequality or exclusion as a result of economic changes, and inadequate or ineffectual policies.

A second challenge in the process of curriculum reform is the role and forms of participation of different stakeholders. There is a need for improved dialogue within a more democratic process of curriculum reform and a system to monitor the effects of implemented changes. Though partnerships are recognised as a way to coordinate roles and join forces, several challenges remain in relation to communication and coordination among stakeholders at the various administrative levels of the educational sector (Educational institutions, Ministries, EU institutions). There are also gaps between the different levels of formal education, e.g. between primary and secondary school; and between formal and non-formal education efforts. Also there is a lack of GE content and methodologies, which take a life-long learning perspective.





In relation to these first challenges (recognition of GE and coordination), the challenge of limited evaluation of GE was mentioned. There is little published about the effects of GE and a lack of “evidence of success”. More and better monitoring and evaluation could help position GE as a valuable approach to be adopted. It is to be observed that this varies between countries in Europe. There is a longer-established experience of evaluation in development education programmes and projects. Evaluations are required, for example, by donor agencies including government funding departments – e.g. DfID in UK – and the EC (two recent and well-respected publications from UK are, “...are we nearly there? A self-evaluation framework for global citizenship”, published by Reading International Solidarity Centre (RISC) 2010, [www.risc.org.uk/education](http://www.risc.org.uk/education), and “Evaluating Global Learning Outcomes”, published by Think Global, 2011, [www.think-global.org.uk](http://www.think-global.org.uk)).

Fourth, there are limitations in providing support to educators in the form of training, advice and educational materials adapted to the diversity of learners (ages, languages, social backgrounds, settings). The motivation and capacity building of educators need to be a central and an on-going aim.

Fifth, changes in a government’s staff and consequently, in policies affect the continuity of curricular changes.

### 5.2.3. Opportunities related to curricular reform

Key issues addressed:

- Political recognition of GE and regionalisation processes
- Economic crisis and emergent issues in public debates
- High rates of school enrolment
- Educators already active and engaged in GE
- GE participatory and innovative methodologies and know-how
- Existing networks



The first opportunity mentioned was the existence of political backing and commitment to GE. Though there is a need for more recognition of GE, in the past decade, a number of valuable documents have been produced. These declarations and policy documents can be used in advocacy efforts. In Europe, the work of regional institutions such as the Council of Europe and the European Union can be used or called upon in processes of curriculum reform at national level. For EU member states, the EU presidency of a certain country can be used as an opportunity to discuss GE issues and curricular reform both at national level or to put GE on the EU's agenda through the Presidency in that period.

A second opportunity identified was the economic crisis. Pressing issues emerging from the crisis appear more conspicuously in public debates. This situation can be used as an opportunity for reflection by educators and policy-makers and as a tool to advocate for a different approach to education. Rather than GE being considered secondary, the crisis can be an opportunity for the need for alternative ways of relating, producing and consuming that are more sustainable and inclusive. So, the crisis is an opportunity to reflect on the importance of GE in the curricula as an effective means to examine and relate to global problems, including the economic crisis and, through its methodologies, to give space for alternative ways of viewing the world.

Third, the fact that the rate of school enrolment is increasing worldwide represents an opportunity. If GE is a guiding perspective of curriculum reform, it can potentially reach many students.

Fourth, in the past decades, educators have developed their capacities and created experiences that can be learned from and adapted. Educators are often an untapped powerful resource as they have produced content and materials that best fit their learners' needs and contexts. If motivated and supported, they represent a great opportunity, and a continuing and vital human resource.



Fifth, over the years, GE has developed methodologies that are participatory and engaging. There is a wealth of knowledge and materials that can be used. Especially, there are valuable experiences, which adopt a multi- and inter-disciplinary approach to the curriculum.

Finally, there are existing networks of educators both in the formal and non-formal education sector, who have experiences in working with local communities, and in developing partnerships between schools and other actors. These networks and partnerships can be valuable and relevant sources of learning.

### 5.3. Continuing Professional Development of Educators

#### 5.3.1. Experiences related to professional development of educators

An in-depth reflection about competences needs to be put into the context of the different understandings of global education and the different roles of educators. Sustaining a dialogue about competences and continuing professional development need this prior dialogue about the purpose of GE and the role of educators.

Key areas were identified and can be sub-grouped as followed:

- The need for open dialogue, communication and facilitation of the exchange of practices among educators;
- The importance of critical reflection, multi-perspectivity, inclusiveness, the role of values (various discourses and interpretations of world reality) were addressed;
- The experiences related to thematic knowledge development in different contexts;
- The necessity of facilitation of learning processes among educators, opportunities in life-long learning, long-term, inter-generational dialogue



(need to overcome the assumption that, for example, a teacher can be trained in a one-day workshop);

- The personal and professional investment in global skills and learning in a global society.

*(Based on notes by Oana Nestian and Vic Klabbers)*

### 5.3.2. Challenges related to continuing professional development of educators

Key issues addressed:

- GE conceptual ambiguity
- Definition of the educator in various settings, rather than only teachers in a formal education setting.
- Definition of competences
- Evaluation of competences

The general challenge of the ambiguities and various interpretations of the concept of GE have been already mentioned. However, the challenge of conceptual ambiguity or plurality was also present in the discussion in relation to the continuing professional development of educators. If the concept and purpose of GE is unclear, then competences and related knowledge, skills and attitudes cannot be fully defined. If a narrow understanding of GE is adopted as knowledge of global issues and the local-global interconnections emerging from processes of globalisation, then competences will be consequently limited in that direction. If a broader understanding of GE in which a more explicit normative view is adopted in which a global system is challenged, namely including a framework of human rights, social justice and environmental sustainability, then competences will be necessarily social change oriented. In relation to this, the need for more interactions and joint reflections between researchers and educators was identified.



Second, as the idea of GE needs conceptual development or/and needs to be better understood, the idea of the educator also needs clarification. Educators are not only teachers in the formal school setting. Participants highlighted that members of the local community, local leaders and families are all important educators in one way or another. One participant explained “Education = teaching and learning processes that are ongoing, multi-faceted and lifelong, for educators/facilitators as well as their students. However, we are all learners.” In this sense, there is a need for educators to link better what is learnt in the formal and non-formal settings. Participants stressed the importance of peer-learning, especially among young people, who are very much influenced by their peers. When young people become educators, guided by values and GE methodologies, their potential as actors of social transformation is enormous.

Third, continuing professional development and related GE competences are in need of definition. For instance, participants identified the need to know and discuss examples of competences presently guiding GE in different contexts. Competences need to be defined but within an approach which understands learning as open-ended and process-oriented. The definition of competences needs to be supported by formal learning processes, in dialogue with different stakeholders – including learners - and through the nurturing of communities of practice. The key competences mentioned as related to pedagogy were: deep/active listening and empathetic communication, reflection and openness and facilitation skills.

Fourth, the evaluation of educators remains a challenge: who evaluates? How to evaluate? How to approach evaluation as a fundamental practice in education?





### 5.3.3. Opportunities related to continuing professional development of educators

Key issues addressed:

- Life-long learning
- Educators as a resource
- Training opportunities, on-line and face-to-face

The idea that learning takes place throughout our lives helps to build recognition for on-going efforts in educators' professional development. Educators do not only learn while following their formal education, for example, during initial teacher training. There is recognition that this is not enough. There is a need for in-service training in the context of the formal school system, as well as the need for on-going training and support for educators in non-formal settings.

Second, the wealth of experiences of educators represents an opportunity for the GE community. They are resources and change catalysts. They should be viewed as such and not only as persons in need of capacity building and support. Third, there is an increase in offer of training opportunities such as on-line learning platforms, tools and resource centres and the Universities of Youth (Spain; Cape Verde, and Uruguay). These opportunities need to be sustained and enhanced.

## 5.4. Quality support and monitoring

### 5.4.1. Experiences related to quality support and monitoring

Prof. Andreotti explained that in her opinion there are three myths in relation to quality support and monitoring. The first one is that there is a general consensus on quality. This is a myth because there are still various interpretations and definitions of GE, which influence ideas on quality according to different contexts and interpretations. Second, there is a myth that outcomes in the educational





field can be standardised. This does not account for cultural and other forms of diversity. In particular, if assessment is based on self-report, there are various ways in which success can be perceived. Third, there is a myth that outcomes of an educational process can be predicted. There is a predominant belief that there are linear links between inputs and outputs and between what people say and what people do. There may be assessments that attitudes have become more open and tolerant of diversity, yet behaviour in various contexts or later on in time may contradict the assessed attitudes in practice. A more general discussion of quality would need to be an on-going conversation that took these and other complexities into account.

#### 5.4.2. Challenges related to quality support and monitoring

Key issues addressed:

- Defining evaluation and quality
- Methodological challenges: gathering and analysing information
- The evaluation process and use of results

One of the main challenges identified was the definition of evaluation and quality in GE. Though it is often assumed, there is no consensus about what quality means and how it should be assessed. This is again related to the various understandings and practices of GE. If a plurality of approaches to GE exists, the question remains whether quality standards can be drafted? The danger of focusing only on measurable project results was mentioned. Donors' demands for visible and quick results may influence evaluation, the questions asked and the methodologies chosen.

In relation to this, several methodological challenges appear:

- How to assess/measure changes in attitudes and behaviour?



- In which ways can change and impact be assessed given the complexity inherent to learning and social change processes, which happen over long periods of time?
- There are also challenges related to the collection of information: National reports are difficult to draft and collect data in a uniform way, local groups do not see the bigger picture and do not inform national networks / organisations and scarcity of quality research tools and skilled human resources.

A third set of challenges was identified: these related to the context of the evaluation process and the use of evaluation results. There is a fear to show failures and there is a lack of culture of evaluation. Evaluation is often understood as controlling or accountability-oriented evaluation only, rather than evaluation as a part of learning for improvement. There is often lack of trust among partners involved and unwillingness to share information openly. Awards and publicity of “good practices” may also foster competitive behaviour instead of the desired collaborative and peer-review spirit. Finally, monitoring and evaluation is not prioritised, and if evaluation studies are conducted, often their results do not feed into new planning and learning.

#### 5.4.3. Opportunities related to quality support and monitoring

Key issues addressed:

- Reflections on quality can improve actions
- South-North dialogue, exchange and examples can be inspirational
- Universities and knowledge centres can be partners in evaluation efforts.

The need for reflection on quality can be a good opportunity to motivate educators and policy makers towards a range of actions. Spaces for reflection and learning need to be fostered.



These can be spaces for innovation, where learning from mistakes can take place in a safe environment and practices can be shared more openly. More research and learning is necessary to improve the quality and effectiveness of GE activities.

Second, the existence of international networks can be an opportunity for South-North exchange and dialogue in relation to defining quality and evaluation. Existing networks of educators and academics can be a resource to consult with<sup>2</sup>. For example, associations and networks of educators have worked on a framework for presenting examples of quality criteria<sup>3</sup>.

Third, universities and knowledge centres can be key partners in the promotion of critical, ethical and informed public debates in both the academic and societal settings.

## 5.5. Campaigning and outreach

### 5.5.1. Experiences related to campaigning and outreach

Participants shared their views on the current situation with the mainstream media, their experiences with developing educational campaigns and the challenges that were encountered in the different contexts. While social media has become critical to awareness-raising, the complexity of issues related to global education makes it confusing to the general public.

Campaigning in the traditional sense of the word for global education has not been considered as the most appropriate approach to promotion and mainstreaming.

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<sup>2</sup> For example, the global network of universities, Universitas 21 ([www.universitas21.com](http://www.universitas21.com)) or the European Association of History Educators ([www.euroclio.eu](http://www.euroclio.eu))

<sup>3</sup> An example of quality criteria efforts has been developed by SEED and ENSI, "Guidelines to enhance the quality of education for sustainable development". Accessible at: <http://www.ensi.org/media-global/downloads/Publications/208/QC-GB.pdf>



A balance needs to be found between developing clear key messages on the one hand, and the complexity of the context whereby analysis and understanding of these key messages becomes meaningful, on the other. The fear of politicisation of global education discourse in campaigning among the governments in some European countries, such as Ireland, have had an inhibitive effect on mainstreaming the funding of global education.



### 5.5.2. Challenges related to campaigning and outreach

Key issues addressed:

- GE conceptual ambiguity
- Compatibility between GE and campaigning
- Involving traditional media

Participants agreed that it was difficult to campaign if there is no shared definition of global learning, education, awareness and citizenship.

Second, participants identified tensions between GE and campaigning. They asked if campaigning is always compatible with global education, and whether campaigning can contribute to GE? They raised these questions because thematic and advocacy campaigns have often been directly linked with fundraising campaigns offering simple messages or solutions, which distort reality. For example, stereotypes of countries or people are used. There are also tensions between local needs and perceptions and the use of images and messages related to these in international campaigns. There is also tension between short attention spans and timeframes in campaigns and the long-term aims within GE to contribute to in-depth knowledge and learning experiences. Campaigns need to reflect GE principles and relate better to educational efforts.

Third, involving traditional media is increasingly difficult. Traditional news and broadcast media are usually characterised by one-way communication and output, celebrity and events/incidents-oriented, and short term interests. This limits the kind of messages and content of a campaign aiming to work through such media. Moreover, in some regions media and their more critical, socio-political commentaries are controlled by governments and / or corporations.



### 5.5.3. Opportunities related to campaigning and outreach

Key issues addressed:

- New forms of journalism and social media
- New spaces
- Independent media
- Links to high-level and visible events

Several opportunities for outreach and campaigning were identified. There are new generations of bloggers, journalists and activists who are using social media. People, and, young people especially, use these comparatively new channels of information and communication. There are an expanding number of issue-focused and useful websites and communities of practice.

Second, there are various venues and constituencies that have not been consistently explored for global campaigns outreach like sports (linking sports clubs), arts and music (e.g. Dance4Life in The Netherlands), cinema and movies (e.g. The World in One Day), literature and story-telling.

Third, given the difficulties in reaching mainstream media, independent media and local media provide useful channels to reach the local population.

Fourth, the energy and interest streams that come out of major (inter)-national events can be used as opportunities (e.g. Rio+20, post MDG). Activities can be linked to these events. This will require flexibility in the application and use of resources, including transfer of funds committed within budgets for other purposes.





## 6. Lisbon Statement

### The Lisbon Statement for Improving and Increasing Global Education in Europe to the Year 2015

***We, the participants of the 2<sup>nd</sup> European Global Education Congress, Lisbon, 27-28 September 2012, desiring to contribute to the further implementation of the Maastricht Global Education Declaration:***

#### 1. Recalling:

- 1.1. **International commitments to global sustainable development** made at the recent Rio+20 World Summit on Sustainable Development, and **to the development of a global partnership for the reduction of global poverty** as outlined in the UN Millennium Development Goals.
- 1.2. The **international human rights obligations** of states and the Emerging Human Rights of civil society.
- 1.3. **International, regional and national commitments to increase and improve support for Global Education**, as education that supports peoples' search for knowledge about the realities of their world, and engages them in critical global democratic citizenship.
- 1.4. **The definition of Global Education as agreed at the 1st European Global Education Congress in Maastricht 2002:**  
*Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*
- 1.5. **European statements on Global Education agreed since Maastricht 2002.**
- 1.6. **International policies**, including development cooperation, international trade, climate change, migration and agriculture, which are influenced critically by global education, affect and are affected by behaviours and policies at local, regional and national state levels in Europe.



## 2. **Profoundly aware of the fact that:**

- 2.1. In times of systemic crisis, when democracy is threatened by citizens' withdrawal from participation in political processes and vast global inequalities persist, in particular regarding basic human rights provisions, including the right to education, Global Education can contribute to the increase of citizens' participation in the desired global transformations. This involves:
- 2.2. Political dialogue between informed and empowered citizens together with their elected representatives strengthens the democratic decision-making processes and make them more effective;
- 2.3. Citizens, women and men alike having an improved access to information, an understanding of and agreement to the necessity to act, and a willingness to participate actively in political processes contributing all-in-all to sustainable development;
- 2.4. Active engagement of children and young people in all their diversity, with the right to express their views and participation in decision-making processes on issues that concern them.
- 2.5. Global Education that is clearly thought out and planned for strategically in order to contribute to increasing citizen participation in any global transformation towards sustainable development, the realisation of human rights for all, and a world where social justice is prized.

## 3. **Recognising that:**

- 3.1. As we live in an increasingly globalised world, trans-border problems should be negotiated through joint, multilateral political measures, thus ensuring participation of all concerned at all levels, citizens and residents alike.
- 3.2. Challenges to international solidarity, justice, democracy and human rights should be met with firm resolve by state and non-state actors. Political support at a national level is of paramount importance in this regard.
- 3.3. Moving towards a more just and sustainable world is a collective responsibility. All people need competencies to understand, participate in, and interact within a global society as empowered global citizens. This is especially valid for young people.



- 3.4. The methodology of Global Education fosters active learning, which allows time for reflection on the part of learners and contributors, and encourages the creation of a more democratic, just, peaceful, and responsive society that values respect for others, encourages multi-perspectivity, and incentivises learners to transform livelihoods and policies in their own context, while considering global interconnectedness.

#### 4. Agreeing that:

- 4.1. Access to quality Global Education is both a necessity and a right.
- 4.2. There is only One World, and Global Education should strive to promote a one world concept as opposed to the notion of a divided world, a “North-South” world-view or other such dichotomies.
- 4.3. Global Education needs to increase its attention to the local impact of global economic, social, environmental and political changes in Europe and beyond.
- 4.4. Global Education seeks to promote social inclusion in its aims and practice.
- 4.5. Global Education should constantly seek inspiration from and dialogue with innovative and forward-looking pedagogical thinkers and practitioners in order to contribute to the implementation of an emancipatory education world-wide, both in formal and non-formal learning environments.
- 4.6. Strengthening Global Education will require:
  - 4.6.1. Increased and improved co-operation and co-ordination among local, national, regional and international actors and initiatives as well as between actors at European and global level;
  - 4.6.2. Enhanced efforts of all actors – parliamentarians, governments, local and regional authorities as well as civil society and higher education institutions (the ‘quadrilogue’), as well as the involvement of new emerging actors, such as the private sector and the media – in addressing the challenges of Global Education, including the recommendations forthcoming from the 2<sup>nd</sup> European Congress on Global Education;
  - 4.6.3. Sustained, and where possible increased, funding, on local, regional, national, international and organisational levels, including civil society organisations and higher education institutions;

4.6.4. Increased support from within and between Ministries of Development Co-operation, Foreign Affairs, Trade, Environment and particularly Ministries of Education;

4.6.5. Recognition of the complementarity of formal, non-formal and informal education and the strengthening of the links between them;

4.6.6. Rethinking communication, campaign and awareness raising activities of state- and non-state actors alike, in order to enhance lasting engagement and commitment of the public in matters relating to global solidarity;

4.6.7. Establishment and deepening of a continuing dialogue with actors from other continents about the forms and contents of Global Education and its contribution to bringing about a more just and sustainable world.

## 5. **Wish to commit to:**

- 5.1. Continue to develop national strategic initiatives and organisational action plans for increased and improved Global Education that strives and succeeds in linking citizen empowerment through critical and solution-oriented approaches, in cooperation with the competent authorities and relevant actors.
- 5.2. Promote the integration of Global Education into education systems at all levels, in coordination with the competent local and state authorities.
- 5.3. Develop, or where developed, improve national and international mechanisms for funding, support, co-ordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.
- 5.4. Develop, or where developed, improve approaches for raising and assuring the quality of Global Education.
- 5.5. Support and contribute to increased efforts in academic research on Global Education, and use the evidence of a growing body of research to bolster the implementation of Global Education policies and practice at many levels of society.
- 5.6. Support awareness raising and advocacy activities that include reflection, learning arrangements and the exchange of experiences, involving media and private sector, as a starting point for Global Education processes.



- 5.7. Contribute to the follow-up of the World Summit on Sustainable Development, the United Nations Decade for Education for Sustainable Development and the United Nations Declaration on Human Rights Education and Training and specifically to the elaboration and implementation of UN post 2015 framework.
- 5.8. Contribute to the follow-up of the Lisbon 2<sup>nd</sup> European Congress on Global Education and implementation of the Congress Strategic recommendations.



## 7. Strategic Recommendations

# STRATEGIC RECOMMENDATIONS

## 2<sup>nd</sup> European Congress on Global Education

Education, Interdependence and Solidarity in a  
Changing World

Universidade de Lisboa

Lisbon, 27-28 September 2012





## Introduction to the Strategic Recommendations

Initially the following five themes were identified as relevant and provided the basis for the strategic recommendations in advance of the Congress:

- National strategy development and implementation
- Curricular reform and education at the national and local levels
- Continuing professional development of educators
- Quality support and monitoring
- Campaigning and outreach

In the aftermath of the Congress and the web-based consultation process, here are a series of strategic recommendations till 2015.

## Strategic Recommendations for Global Education till 2015

In times of systemic crisis, participants of the Congress called for five specific over-reaching considerations that would enable a more effective use of the holistic and transformative nature of Global Education to inspire change and empower people to envision better alternative realities:

- To engage and work with new actors in collective transformative actions and realize the transversal political dimension of Global Education;
- To promote and enable an inclusive environment for vulnerable groups that have a potential to contribute to, impact on and / or benefit from, and social transformation (such as youth, migrants, the elderly, women, the unemployed, among others).
- To develop and sustain an international dialogue in Global Education, between caucuses of educators and other stakeholders in countries of the Global South and their counterparts in Europe that will enable global education's Eurocentric origins, interpretations and profile to be improved through inclusion of genuinely 'Global' and more diverse perspectives and examples;
- To support grassroots organisations to bring global education to a local level, providing them with appropriate and effective tools to strengthen peer learning;
- To focus on solidarity as the key dimension of global education in considering global – local interconnectedness.



## National strategy development and implementation

Policy-making and programming represent an important part of ensuring continuity and development of supporting structures to global education. Policy development and supporting mechanisms to global education, including peer review, good practice sharing and development of national quality approaches shall be strengthened.

The strategic recommendations are:

1. To review the legal acquis and practices with a view to implement strategies and measures for mainstreaming global education at local, regional, national and international levels;
2. To strengthen a multi-stakeholder approach to, and support the development, implementation and monitoring of relevant national strategies, through adequately resourced action plans that mainstream global education and make it an integral part of education systems and policies;
3. To support and strengthen the inter-ministerial dialogue with respect to the mainstreaming of global education in different sectors and at all levels of governance;
4. To strengthen strategies for the support and acknowledgment of non-formal global education approaches and methodologies and ways to encourage dialogue and exchange between formal and non-formal global education actors;
5. To encourage interconnected and inter-disciplinary global education programmes at all levels of the education system and allocate resources for their implementation, monitoring and evaluation;
6. To support and strengthen a multi-stakeholder approach to cooperation and coordination between international, national, regional and local governmental and civil society actors, with regards to global education mainstreaming and good practice sharing;
7. To encourage the development of adequate transparent and sustainable support mechanisms for quality policy-making and programming in global education at local, national, regional, and international levels;
8. To encourage the development of national quality approaches for global education mainstreaming;



9. To support international coordination, strategy sharing and peer review processes of global education in order to enhance quality in the field;
10. To recognise the importance and support of civil society organisations, such as development and other civil society organisations, media and journalist associations, youth organisations and trade unions, in further developing global education within the non-formal education field, with a view to strengthen democracy and the awareness of the interconnectedness of global and local (*glocal*) realities. In particular, youth organisations and networks should be involved and supported throughout the policy-making process with regards to both formal and non-formal education;
11. To recognise and support academic institutions in promoting a rigorous and independent debate on global education, including the new possibilities that quantum sciences and quantum computers will offer all us in the closed future.

## Curricular reform and education at the national and local levels

The adequacy of formal and non-formal education provisions to meet contemporary societal needs represent a key concern of all stakeholders of global education. Curricular reform and non-formal education practice, and a space for sharing good practice and lessons learned, should include a dialogue on global education quality control and standard setting.

The strategic recommendations are:

12. To coordinate global education strategies with the existing UN and European institutional efforts in global education related fields, in particular, education for sustainable development, human rights education, peace education, social inclusion, intercultural education, citizenship education, among others;
13. To promote global education both in formal education and non-formal education, as a lifelong and all-encompassing learning experience;
14. To promote and encourage measures aimed specifically to embed global education at all levels of the education systems, including within educational/curriculum content, and in teacher education and teacher in-service training;



15. To create mechanisms that enhance the promotion, implementation, monitoring and evaluation of global education through the education systems in schools, and in the realm of non-formal education;
16. To consider the setting up of national committees on global education if appropriate to the national context, while respecting national support structures where they exist, with a view to improving cooperation and coordination between local, national and regional government and civil society actors to support the implementation of global education in formal and non-formal education;
17. To foster greater engagement and practice sharing among formal and non-formal educators, trainers' trainers and e-learning coaches in global education for development of new projects, programmes and networks;
18. To develop and share documentation, guidelines and good practices in global education for schools, educators and other relevant actors in education on how to mainstream global education in their field of work;
19. To monitor and evaluate progress in global education mainstreaming in schools and in non-formal education practice;
20. To recognise and support research on global education across sectors pertaining to both theory and practice.

*In particular, institutions of the formal education sector should consider:*

21. Encouraging school management bodies to mainstream global education in schools through youth-led special projects and programmes;
22. Promoting inter-disciplinary and trans-disciplinary approaches and actions in learning through the transversal inclusion of global education across the different subjects;
23. Raising awareness among educators and teachers of the existing research and impact evaluation on global education in order to inform and improve their educational practice;
24. Promoting holistic approaches to formal, non-formal and informal education that empowers learners to act as responsible global citizens;
25. Encouraging new partnership projects through networking and online platforms among schools from different continents, in order to raise better awareness about the global problems;



26. Developing and promoting a democratic learning culture that embraces educational practices based on active participation and civic engagement;
27. Developing and disseminating quality learning materials that mainstream global education in the official languages of the EU;
28. Supporting and offering space for the engagement of pupils, students and students associations and recognise their contribution to the educational processes within and outside of the formal education system;
29. Encouraging parents and the wider community to take part in the learning activities and global education practices mainstreamed by the educational institutions;
30. Facilitating partnership development and networking between educational institutions globally, providing the means and tools for global youth exchanges.

*In particular, civil society organisations should consider:*

31. Taking the lead in further developing global education and global learning within the formal, non-formal and informal education by adapting it to *g/local* realities;
32. Establishing partnerships and genuine collaboration with education practitioners and decision-makers in formal and non-formal education systems, enabling a dialogue and the integration between policy and practice;
33. Providing support and facilitating a global exchange, volunteering service development and collaboration among civil society, education, research and media practitioners;
34. Promoting innovation through global education pilot projects that combine educational practice with new information and communication technologies;
35. Exploring new partnerships with the private sector and media in order to adapt global education practice to new information and communication technologies and the tools it offers.





## Continuing professional development of educators

Quality global education requires investment in continuing professional development of educators and their competences. Training of educators, the competences needed considering the complexity of the contemporary societies in Europe and beyond as well as the support structures for this to take place need to be ensured.

The strategic recommendations are:

36. To empower educators, who as learners, need to take ownership of the learning process in order to foster active participation and engagement that leads through a multi-disciplinary approach to *glocal* action in a life-long learning perspective;
37. To invest in the development, valorisation and practice of global education competences and capabilities through a learner centred approach; guided by the principles of equality, inclusiveness, plurality, integrity, reciprocity, multiperspectivity, care, equity, justice, full respect for human rights and critical engagement;
38. To recognise and promote a dialogue between Global Education principles and practices and the international debate on the concept of educator competences;
39. To create adequate spaces and provide the necessary support for educators' reflection on the meaning of global education with regards to *glocal* realities and the needs for learning;
40. To support and engage educators in practice sharing, peer learning, exchange and networking at the global level through; a) new information and communication technology and on-line learning tools, b) face-to-face learning spaces and participation in international mobility programmes, and c) blended learning; where the North-South Centre facilitates the collection and sharing of experiences and good practices at the global level;
41. To develop a global education continuing professional development strategy and provide quality global education training and learning materials for educators in formal and non formal education for both initial educators training as well as in the in-service period. This should include definition and use of specific assessment and evaluation tools, considering the European Quality Framework, precisely the Quality





Assurance Reference Framework (EQAVET) and the European Credit system for Vocational Education and Training (ECVET);

42. To translate and adapt international global education materials to different languages and audiences, including children, and persons with hearing and sight difficulties;
43. To raise the awareness among educators of the example they present for the learners in acting as globally responsible and engaged citizens;
44. To promote, develop and share innovative global educational approaches and learning methods that are adequate to the learners needs, address the burning societal issues of the time, and lead to developing action towards social justice, equality and global citizenship, with a particular focus on conflict transformation and prevention, gender equality, social inclusion, intercultural learning and sustainability;
45. To support educators to analyse, critically approach and challenge flaws or weaknesses in the existing global educational materials in order to enhance quality of learning processes.

## Quality support, monitoring and evaluation

Evidence-based public policy and adequacy of education represent a great concern of all global education stakeholders in their endeavour to contribute to lasting transformation and social justice. Collection and analysis of lessons learned, support to quality assurance and monitoring structures should be strengthened to improve global education policy and practice.

The strategic recommendations are:

46. To support the co-production of knowledge relevant to all stakeholders taking into consideration their different quality support and evaluation needs that respect the guiding principles of global education, such as its emancipatory nature and the respect for cultural and epistemological plurality;
47. To promote academically sound and critical research, and studies on all issues related to global education;
48. To research the relationship between non-formal and formal sector education models focusing on the kinds of collaborations and partnerships which link schools and universities to other societal institutions;



49. To develop support for the expansion of relevant academic global education courses and thus ensure a quality global education, sharing and exchange of practices among universities, academic channels, non formal educators and think-tanks globally;
50. To study the impact of global education, providing qualitative and quantitative instruments for impact assessment and quality support;
51. To raise awareness among publishers of the need to develop and mainstream quality global education materials;
52. To set up local, national, regional and international global education monitoring and evaluation mechanisms to provide reference points on quality standards and bases for impact assessment;
53. To strengthen the communication channels and approaches between academic research on global education and policy development and practice;
54. To create spaces for methodological innovation and experimentation in the areas of quality and evaluation, by having yearly international encounters.

## Campaigning and outreach

Effective campaigning for global education requires a clear definition of principles and issues addressed by global education that demonstrate its relevance to facing contemporary challenges, in ways that connect with people's everyday lives, preoccupations and interests, and articulates the inputs and benefits it can have.

Awareness raising and public knowledge of global education are key in guaranteeing global education for all. An improved communication strategy that includes campaigning and outreach mechanisms promoting global education beyond its usual stakeholders is needed. In approaching new stakeholders, and in particular media, it is important to make clear the distinction that global education is not fundraising, self-promotion or official information on development aid, but an attempt to bring constructive contributions to critical democratic debates and citizen empowerment.



The strategic recommendations are:

55. To encourage the local, national, regional and international media to develop specific communication strategies and promotional approaches to mainstreaming of global education;
56. To raise awareness and support training on global education for journalists and other media actors at local, national, regional and international level;
57. To support journalists and other media actors' exchange and practice sharing in mainstreaming global education issues and agendas;
58. To involve journalists in mainstreaming global education perspectives in traditional media during international events, such as World Championships, Olympic Games, etc. (It is important to include professionals from different sports, cinema and television, among others);
59. To support young people's access to and critical engagement with information and media reporting through training, capacity building and action development. This can include: critical mass mobilisation, utilising popular activities like informal media (e.g. music, youth festivals);
60. To support innovative pilot projects on new media and citizen journalism;
61. To engage in strategic advocacy to specific decision-makers to build their awareness of the impact of global education and create an enabling environment for more global education across Europe;
62. To recognise the importance of universities as partners in the promotion of critical, ethical and informed public debates in both academic and societal settings;
63. To support and engage the different stakeholders, in particular the policy-makers and civil society representatives, as well as new emerging actors in the field of global education, to collaborate on policies and programmes aimed at improving social inclusion and learning to live together;



64. To commit to enhancing and deepening relationships with existing partners, actors, individuals and communities, and to build new relationships, through shared languages and concerns and co-produced knowledge, and especially with new actors, individuals and communities outside the traditional comfort zones of global education, for example the military, global corporations, oil and energy industries, banks and finance industry, among others;
65. To ensure the inclusion of interests, voices and demands of socially and politically excluded groups, while at the same time exposing the current discriminatory and dominant discourses around assumed access to education and similar resources in all efforts in campaigning for global education;
66. To recognise that debates regarding Global Education pose wider educational and political challenges that require specialised knowledge and research in order to effectively respond to these challenges.



## 8. Conclusions and follow-up

The Congress brought together a rich variety of participants representing governments, parliamentarians, regional and local authorities, educators, civil society actors and academia. Participants from 49 countries shared their experiences in advancing global education and identified a number of valuable learning experiences, but also challenges and opportunities emerging from a new context.

Experiences showed that GE has been strengthened in Europe in a number of ways. First, the existence of national strategies and the collaborative exercises that led to these, helped to set priorities and to create networks and relationships to guide programmes and actions. There are a number of global and regional training opportunities, action and exchange spaces such as the North-South Centre GE e-learning programme, the Network of Universities on Youth and Global Citizenship or the Global Education Week Network.

There is an increased interest in improving quality, peer-learning and strengthening methodologies and evaluation as evidenced by the successful processes related to the European Global Education Peer Review Process coordinated by GENE. This interest is also indicated by the organisation of international conferences and seminars. Slowly, global education is establishing a more important place in research and higher education agendas.

Despite the progress observed, several challenges were identified. It is necessary to summarise them from the most general challenges to the most specific but recurrent ones.

First, though there is an increased recognition of GE, there are still misperceptions and conceptual confusion about the broad concept of GE. This challenge was mentioned and discussed in all thematic groups.





The issue is of concern when there are various and interchangeably used terms, indicating the existence of competing agendas and priorities, which confuse educators, policy-makers and the wider public.

This challenge is aggravated by translation of terms to other languages. Considering that language and confusion is to some extent inevitable when it comes to such complex conceptualisations, efforts should be made to address this issue. Notably, the links between GE and campaigning should be re-examined, especially, when charity fundraising and mainstream journalism has a strong presence in traditional media reinforcing negative or distorted perceptions of world reality.

Second, though there is a wider recognition of GE by policy-makers as evidenced by political statements, resolutions and programmes compared to 10 years ago, resistance to embrace a transformational approach to GE still exists. This is partly due to ideological frameworks, which privilege the status quo. Debates included reflections in relation to what extent the dominance of a market-oriented perspective towards education, and social change in general, is conducive or puts barriers to emancipatory forms of education.

Third, in a current context of economic crisis, participants expressed their concerns about ensuring the development, strengthening and continuity of processes and initiatives started in the past decade, both for formal and non-formal education. This concern is especially related to the creation and sustainability of support measures for educators and educational materials.

Fourth, though dialogue and cooperation are considered guiding principles of collaborative multi-stakeholder work, there are pending challenges regarding the sense of mutual ownership and leadership when promoting GE.





Fifth, there is an increased emphasis on developing educators' competences; yet, these have not been fully defined. Thus, challenges remain in relation to developing and evaluating competences in different cultural and educational settings, acknowledging that long lists of global education competences may not be useful.

Sixth, as the concept and collective understanding of GE are still in need of further development and refinement, defining quality and evaluation criteria and methods remains a challenge. This is a pressing challenge not only for educators and for the GE community in search for improvement and learning, but also because of external pressures to demonstrate results.

A changing and dynamic global context, and in particular in Europe, together with the achievements in promoting GE in the past decades has created important opportunities. The most evident opportunity emerges from the situation of economic and sustainability crises. There is an increased awareness of the need for urgent changes in our governance arrangements considering our local-global, South-North relations as well as our relations to the environment. Global education can be a response to the crisis by creating a new sense of global citizenship and global responsibilities. As pressing global issues are at the forefront of public debate, educators and advocates could become vocal and present in this debate.

A proactive and constructive attitude to respond to the global financial and environmental crisis and persisting inequalities could be enabled by the strengthened role of civil society and the existence of already active and resourceful South-North networks of engaged institutions and educators. Educators have developed know-how in a number of ways. They have developed participatory methodologies, innovative resources and tools for on-line and face-to-face trainings. Given these experiences, educators are working now more systematically on improving the quality of learning linked with action.



They are also building on the opportunities open by new social media and forms of journalism. In these innovative learning efforts, knowledge centres and universities can be partners to improve evaluation and sharing of experiences. The opportunities created by existing political backing for global education<sup>4</sup> at the level of European regional institutions should be harnessed. Possibly, in the near future, new opportunities will arise out of other regional and international processes, which do not yet work with the concept of global education. Links with already existing initiatives and international events could help build bridges with other countries and regions outside Europe to improve the political recognition and support for global education more globally.

These experiences, challenges and opportunities should converge with the inspirational examples and renewed motivation to implement plans of action as a way to follow-up and monitor progress after the Congress until 2015. A first action coming out of the Congress was the creation of a Wikipedia page. 2015 is the benchmark year for new political commitments and collaborative action among the different global stakeholders. It also represents a time for reviewing the achievements of the Maastricht Declaration. There is a clear commitment from decision-makers to organise the next Global Education Congress for this occasion.

The North-South Centre of the Council of Europe is also committed to organise annual meetings of stakeholders to assess the implementation of the Strategic recommendations, as formulated in this report, together with its partners and through the Council of Europe Committees for education of the Parliamentary

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<sup>4</sup> For example, the Committee of Ministers of the Council of Europe adopted the first international standard in the field of global education – Recommendation CM/Rec (2011)4 on Education for Global Interdependence and Solidarity, complementing the Council of Europe’s Recommendations CM/Rec (2010)7 on Education for Democratic Citizenship and Human Rights Education, adopted in 2010.



# European Congress on Global Education

Lisboa 2012

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Assembly and of the Conference of international NGOs, as well as with the Congress of Local and Regional Authorities. The Lisbon Statement and the Strategic Recommendation on Global Education will also serve as guidelines for all the forthcoming activities in the Council of Europe and EU new member states and accession countries such as the advocacy work and the national and regional seminars.



## Annexes:

### A. Summary of inputs

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*Important note: Texts are summaries of the oral presentations during the Congress based on notes, audio, and, in some cases, speaking notes provided by the speakers. They are not full transcripts of the presentations, though they include transcribed excerpts.*

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#### **António Sampaio da Nóvoa Rector University of Lisbon**

Mr. Sampaio de Nóvoa opened the Congress and welcomed participants by putting forward a central message: our educational efforts should be guided by the “will to know” and the “will to trust”, that is, by respect for shared values and moving beyond “us” and “them”. He quoted Anthony Appiah:

*There are some values that are, and should be, universal, just as there are lots of values that are, and must be, local. We can't hope to reach a final consensus on how to rank and order such values, but we can engage in a conversation between people from different ways of life, a conversation across boundaries.*

He recalled that in times of crisis and difficulties, it seems that challenges are greater than hope. But he reminded participants that we are obliged to be optimistic as “Pessimism is a luxury for the rich”, quoting Mia Couto. He concluded by emphasising the importance of fair memory of the past but invited participants to nurture and maintain a concrete trust in the future.

#### **Luís Brites Pereira Secretary of State of Foreign Affairs and Cooperation of Portugal**

Mr. Gonçalo Marques delivered a message in representation of Mr. Luís Brites Pereira. He explained that Portugal has a national strategy for development education, which seeks to raise awareness and enhance Portuguese public support for development cooperation. Portugal also remains committed to following up its international obligations on this matter, such as those of the Council of Europe and the OCDE.



These objectives continue rank as top priority even in the face of significant budgetary pressures. As such, a new financial support mechanism has been put in place to ensure the continuity of past activities. In practice, this has meant that 80% of funding requested by NGOs was made available during 2012.

Portugal also acknowledges that education for solidarity and interdependence is of a vital importance. This concern underpins the joint initiative of the Foreign Affairs and Education Ministries that, for the first time, allowed for the introduction of development education into secondary education curricula. This initiative is seen as innovative and has been supported by the Portuguese Development Agency (Camões) as well as the Portuguese Platform of Development NGOs.

### **Angelo Baglio**

#### **Head of Unit - Relations with Civil Society and Coordination, Directorate General for Development and Cooperation, European Commission**

Mr. Baglio started his presentation by introducing the newly released Communication from the European Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions (12 September 2012 – COM(2012) 492 final). The communication is entitled “The roots of democracy and sustainable development: Europe's engagement with Civil Society in external relations”. Mr. Baglio highlighted the significance of this document in two directions. First, that it is the result of a process of consultation with hundreds of civil society organisations over the period of two years, and second, that the document refers to three supporting initiatives: Human Rights and Democratisation, the role of Local Authorities in Development and development education and awareness raising (DEAR). This is important because the latter refers to global education - though with a different wording – and the text makes important commitment in this direction:

The EU will also support CSOs [Civil society organisations] active at the European and global levels which, in cooperation and partnership with local CSOs, act to monitor policy coherence for development, holding the international community to account for delivering on aid commitments and contribute to the promotion of global citizens' awareness<sup>5</sup>.

Mr. Baglio explained that presently, they are working on a staff working paper (not a policy paper) on development education. This paper aims to take stock of experiences and policies of member states and to feed into the process of drafting the multiannual financial strategy framework (2013-2020). This document aims to strengthen the importance of development education and awareness-raising and the key role civil society and local authorities can play. He explained they aim to develop an important programme in partnership with all the major

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<sup>5</sup> Footnote in the original text: In Europe, this is strongly supported by the Commission with a specific actor-based programme on Development Education and Awareness Raising (DEAR





actors as the Commission believes in working through a multi-stakeholder approach. He emphasised the idea that partnership does not only mean financial partnership, but joint work, exchange of experiences and dialogue.

Mr. Baglio's last remarks were related to the need to demonstrate that this work has an impact and can change mentalities. He made this remark in order to point out a context in which increasingly governments, and specifically the Commission, are asked to justify the effectiveness of their programmes. Though he acknowledged the fact that it is difficult to measure how people become more aware and more able to act, he made a call to the research community to work on methods and indicators to measure change.

### **Rilli Lappalainen**

**Board member of the European Confederation of Development NGOs-CONCORD, and Secretary General of Kehys, Finland**

Ms. Lappainen presented briefly the work of CONCORD, which represents 1800 Development NGOs in Europe. In relation to global education, they campaign for improvements in the quality, quantity and therefore, impact of global education.

### **Helmuth Hartmeyer**

**Chair of GENE and Director of the Civil Society Department, Austrian Development Agency (ADA)**

Mr. Hartmeyer recalled his work on global education with the North South Centre started in 1991. Since then, a lot of learning has happened, through policy processes, research and a variety of educational experiences across Europe. Notably, the Peer Review and National Strategies development processes have been important learning processes. Recent reviews having taken place in the Czech Republic, Norway, Poland and Slovakia and national strategies were developed, for example, in Austria, the Czech Republic, Finland and Portugal.

Mr. Hartmeyer commented on the work of GENE and its meaning in the present context by reflecting on each of the words composing the name of the network:

**G – Global.** “The traditional North-South and development paradigm is at stake. Global Education is about globalisation, but in all its dimensions. What does it mean for the content of education, what for the educational system as such?”

**E - Education.** GENE sees education as much broader than preparing citizens to fit into a global market. GENE supports the recognition of the principles of learning,

**N – Network.** GENE brings together all significant state actors responsible for the funding, support and coordination of Global Education at national level, especially aiming to enhance the cooperation of Foreign/ Development Ministries and Education Ministries.





**E - Europe:** the geographical and political area where GENE works, yet, “in the light of growing global interdependence the outreach beyond Europe is necessary”.

Having followed the growth of global education in the last 20 years, experience tells that there is no “one-size-fits-all” solution. Through international and numerous national programmes, but also through research and evaluation GENE came to understand that the idea to formulate international proclamations, which should then be implemented by national administrations, does not work. The educational landscape in Europe is manifold and diverse.

The Maastricht Congress in 2002 and the processes that have followed from it sought to bring together those already working at national level, to build on existing good practice and to develop strategies grown organically at national level. The growth occurs from the national to the international and not vice-versa, yet recognising that the international can act as leverage for the national. He concluded with the vision already expressed in the Maastricht Declaration:

that all people in Europe will have access to quality Global Education. This can be achieved through wise coordination, coherence and cohesion between international and national initiatives empowering people to continue to learn how to act as responsible global citizens.

### **Denis Huber** **Director North South Centre of the Council of Europe**

Mr. Huber used his personal educational experience and history to illustrate the rapid changes occurring in education in the past 50 years and the relevance of global education today. He started recounting that after five years as Director of the North-South Centre he still did not really understand the concept of global education. But he was sure about what GE is *not*: It is not about certainties, it is not preparing children for the next war, it is not about turning children into obedient adults, and global education is not playing with our world as if it was composed by pieces of a puzzle.

He explained that this was the kind of education he received when he was a child. As French, born in Alsace – and considering the war history of this region-, he explained he was raised to believe in three certainties. First, that France was the best country in the world, and others were always on the bad side. Second, that he was raised in the best and only real religion, Catholicism, and third, that he was lucky to have been born a man, as it was better to be a man than a woman. This kind of education explains why for teenagers the favourite song was “We don’t need no education...another brick in the wall”

In his opinion, in the past decades positive changes have taken place and the Maastricht’s Congress played its important role. Mr. Huber strongly emphasised that presently, in a context of crisis and uncertainties, global education is a



response to it: “it provides us with skills and knowledge, but keeping minds open and keeping doubts”. It also reminds us that we do not only have rights but also responsibilities as global citizens: responsibilities towards humanity, future generations and the environment. Therefore, raising awareness about the fact that we live together in one world makes sense.

He concluded by sharing an anecdote about a discussion in which someone explained that the reason for governments not to support global education was that it created dangerous citizens. Mr. Huber recalled concluding that discussion by stating “We need more dangerous citizens to have a less dangerous world.”

**Prof. Annette Scheunpflug**  
**Friedrich-Alexander-University Erlangen-Nurnberg, Germany**

Prof. Scheunpflug made an assessment of the achievements and challenges in the field of global learning or global education. She started by recalling the definition given of global education at the Maastricht Congress in 2002. First, she recalled the term used was global learning to refer broadly to those experiences taking place in formal and non-formal including informal learning.

Then the definition in the Declaration was “...education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all”. Assessing changes in attitudes and how attitudes affect behaviour remains a challenge as the path from ideas to action is a non-linear path affected by many factors in the environment which the educational process cannot control. Noting these limitations, some reflections can be made when assessing the evolution in the field.

Prof. Scheunpflug presented some positive developments in terms of inputs happening since the Maastricht Congress in 2002:

- Increase of global education activities in Eastern and Central Europe.
- GE has been strengthened by strategic plans and policies. For example, the Peer Review Process was one of the mechanisms initiated in Maastricht and Peer Review Process have since been concluded in seven countries. This has not just been useful for the countries being reviewed,, but for others also who have followed and learned from such processes.
- Increased awareness of the need to work on quality. There have been intensive debates on quality standards in global education. This concern is indicated by events such as the Conference on global education evaluation in London in 2004.



- GE has been strengthened in countries like Ireland, Portugal, Belgium, Sweden, Finland and Germany. In these countries national strategies have been developed and put in place or a decision has been taken. Additionally, GE has been strengthened in formal school curriculum, for example, in Germany, there is a Global Development Education Framework and in Poland, now a significant proportion (approximately 10%) of the curriculum dedicated to GE.
- GE has become more central to educational research. This is indicated by the existence of research centres focusing especially on GE, for example, in Oulu (Finland), London (UK) and Klagenfurt (Austria), the creation of Master Programmes and scientific peer-reviewed journals like the “International Journal of Development Education and Global Learning”.

However, despite these many positive initiatives in GE it is difficult to clearly show that there is an enhanced global awareness among European citizenry. Despite the above intensive efforts in GE, recent studies show that knowledge of global issues among the public in Europe is still based on images of poverty (Catinet, 2007; SIDA, 2006; Wilmsen, 2012). These (mis-)perceptions among Europeans indicate the possible influence of NGO/charity fundraising media and public space campaigns. For example, in Sweden, only 10% of the population has a realistic perspective of the situation in the Global South, or in Germany, most of the population (80%) had no idea about the Millennium Development Goals. Surveys also reveal that there is scepticism about the effectiveness of development cooperation among Europeans. These are just a few indicators of awareness, but they show the difficulties in disseminating information and overcoming distorted images of global issues.

The definition of global education from the Maastricht Congress implies that enhanced awareness will lead to action. The assessment in this aspect is also difficult but results of research show that in order to help learners to act powerful learning arrangements are needed. This means that the process of education has to include participatory actions where participants learn to act, and this is not the case in most GE activities. There is little knowledge about the necessary competences to act and to solve problems, without creating new ones.

Finally, it is not possible to conclude that social justice has been reached. Though there are important efforts, a lot of changes are needed in the world and the aims of GE remain ambitious. For example, most actions in Germany related to the UN Decade for Sustainable Development remained local and linked to the environment. There is a difficulty in linking local and global issues with regards to global social justice.

Prof. Scheunpflug concluded that a lot has been initiated and developed. Yet, global education needs time, more systemic inputs, more quality and more research.



**Luisa Teotónio Pereira**  
**CIDAC/ Portuguese NGDO Platform, Portugal, representative from civil society**

Ms. Teotónio explained the various activities which contributed to the development of global education in Portugal since 2002. She presented some examples to illustrate these developments. For example, the European School for Development Education took place in 2002 and as a Portuguese platform they participated in the 1<sup>st</sup> Global Education Congress in Maastricht. In the period 2010-2015 they were involved in an exercise of developing and validating the national strategy for global education in which many civil society organisations participated. This strategy included the inclusion of GE into the formal education system. They also participated in the Peer Review Process guided by GENE.

She explained that in this period, these achievements were possible thanks to a number of factors: first, the fact that they could participate in European and international spaces like CONCORD, GENE and the multistakeholder group. Second, there was availability of public funds since 2005 which enabled this process. And third, collaborative spaces were created which involved civil society- public partnerships. Ms. Teotónio concluded that there are still pending challenges to realise the aims of democracy and social justice. To reach a just and viable world, we must search for “civilizational alternatives” and in this, the role of GE and our involvement as citizens is key.

**Franz Halbartschlager**  
**Sudwind Agentur, Austria, representative of educators**

Mr. Halbartschlager shared his assessment of the progress and difficulties in the development of GE in the past ten years from the perspective of a teacher. First, he sensed an increased necessity of GE among teachers; yet, the concept is not fully understood. Teachers are puzzled by a competition between terms and labels. Second, GE is better rooted in the educational system, but it is largely dependent on the willingness and capacities of teachers.

GE is not a subject and it is not transversal to the curriculum, so often it is perceived by teachers as a burden, as “one more thing” in the to-do list. Third, support systems are much more developed, for example, there are trainings in more specialised programmes. Fourth, there are GE strategies, but they are not fully realised in practice. Lastly, ten years ago, the concept was associated with more normative contents, but this is changing towards a greater focus on quality competence.





## **Miguel Silva**

### **North-South Centre, representative from international organisations**

Mr. Silva highlighted three main achievements made during the past decade. First, a large array of pedagogical tools and resources have been produced reinforcing the capacity-building opportunities in the field of global education – as for the North-South Centre, the Global Education Guidelines; the annual e-learning programme offering e-courses on Human Rights Education and Intercultural Dialogue, and the annual residential Training of Trainers taking place at the University on Youth and Development in Mollina have reinforced the networking and dissemination of GE practice, complementing in this field, the impact of the World Aware Education Awards and the annual Global Education Week taking place in November.

Second, there is an increased recognition of the importance of GE among policy-makers and an improved coordination between organisations through joint pedagogical support schemes or at the level of policy making. For the past years the existence of a multistakeholder group composed by representatives of European institutions and NGOs working in the field of development education and global education contribute to a more focused and coordinated initiatives.

Last, networks of educators and practitioners have been strengthened, for example, the Global Education Week Network and its annual week events which have become a reference point. Again, increasingly collaborative work is developed between networks.

Mr. Silva concluded by stressing that the role of the NSC has been that of a facilitator of dialogue among various stakeholders in the process of building support for GE.

## **Isabel Leite**

### **Secretary of State for Basic and Secondary Education of Portugal**

Ms. Leite recalled that the Maastricht Declaration established a strategy framework for improving and increasing an education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. She put this into a historical perspective, noting that more than five hundred years ago Portugal was in the frontline of the globalisation movement, therefore, in a way it would be against our nature to diverge from that course in an age when all action should be directed at deepening global perspectives, at enforcing equality in the whole world, at making sure every single person gets the same opportunities, regardless of where they are born or choose to live.

Ms. Leite considered that literacy is the key element of such endeavour, a factor strong enough to break the vicious cycle of poverty and able to promote better



economic and social positions. Therefore, their main goal is a better quality of education, an education that fosters students' knowledge and skills, one that raises their academic and professional performance and gives students the opportunity to meet different challenges, different cultures and realities. With the aim of improving the quality of teaching, a curricular reform was recently introduced. The amount of time assigned to essential disciplines, such as Portuguese, Mathematics, Natural and Social Sciences, was reinforced.

She further explained that the topics related to themes like education for development, education for peace, education for equal opportunities and human rights, health, welfare and sexual education, which previously fell under the heading of Education for Citizenship, can now either be addressed under the different courses or within the school educational project – their transversal nature to the different subject areas is thus reinforced. Another aspect related to GE is that Portugal aims for a good literacy in English and other languages, as language skills can enhance students' effective and equal contact with the world.

She explained:

Our efforts in Portugal, as far as education is concerned, tend towards a stronger awareness of global issues, a careful construction of teaching and learning processes, which equally reinforce local, regional, national, and international commitments, so as to make students realize, at any given time, that their lives are intertwined with the lives of many others, geographically and culturally near or far.

Ms. Leite explained Portugal's efforts to improve the quality and the evaluation of education, especially in underdeveloped areas and in areas with risk of social exclusion, so as to make persisting inequalities that prevail disappear.

Ms. Leite concluded by noting how society changes and how Portuguese schools must be prepared to face the challenges of global multiculturalism. The reason for this is that multiculturalism shapes the reality of the educational system: about 5% of the students' population in Portugal come from other countries. She concluded:

These numbers are significant. If for nothing else – and we have seen there is a huge “nothing else” out there – they signify the importance that should be given to a real, effective attention paid by all educational agents to the multiplicity of worlds in our globally shared world.

### **Eleni Theocharous** **Member of the European Parliament**

Ms. Theocharous started her intervention stating that education is fundamental – as the worst form of slavery is ignorance. Despite the progress, there are challenges when it comes to education about world issues. In Europe, most citizens have not even heard about the MDGs and are not fully aware about





global poverty issues. In this context, Ms. Theocharous explained how the European Parliament, as the most democratic and accountable institution in Europe, has taken important steps towards the strengthening of development education.

In 2010, a Resolution was issued by the Parliament: “European Parliament resolution of 18 May 2010 on key competences for a changing world: implementation of the Education and Training 2010 work programme (2010/2013(INI))”<sup>6</sup> This resolution calls for the inclusion of global education within European educational systems.

Additionally, she shared that only the week before the Congress the Dev-Commission voted for the allocation of 20% of the development cooperation budget to health and basic education, and that the Written Declaration 7/2012<sup>7</sup> on development education and active global citizenship was passed. These efforts show the vital role of the European Parliament, which engaging in structural dialogue with civil society, regional and local authorities and governments, play in gradually improving the recognition and support for global education.

Despite the progress and the existing measures and programmes, there are still pending challenges when it comes to global education. The question should not only be how to raise public awareness but which kind of criteria should guide educational efforts. It appears that progress is slow at the practical level. The question of what kind of global society is wished for becomes central.

Though principles of democratic governance, full respect for human rights and diversity are of high importance, efforts should be taken a step further when it comes to education. Citizens should be informed not only about democratic and HR principles but about the realities the developing world is facing. For example, instead of knowing about children and women’s rights, be aware of how children and women are living in conditions of extreme poverty and are considered inferior (in some countries).

In this context, it is not possible to speak of progress in GE if changes in societies are not taken into consideration. Global education is an instrument which will enable this deeper understanding and commitment towards social justice. From the perspective of the European Parliament, priorities are set. Yet actions and initiatives need to be further implemented at all levels of education –

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<sup>6</sup> The resolution can be accessed on: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:161E:0008:0015:EN:PDF>

<sup>7</sup> The declaration can be accessed on: <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//NONSGML+WDECL+P7-DCL-2012-0007+0+DOC+PDF+V0//EN>



life-long learning, from the national and sub-national levels to the European ones and in coordination among all ministries (Education, Environment, Culture, etc.).

**Rilli Lappalainen**  
**Representative from the multistakeholder process**

Ms. Lappalainen started with reference to the 2007 European Consensus on Development: The contribution of Development Education & Awareness Raising. She strongly recommended this document as it is still relevant today. The aim of the Consensus was “to increase people’s knowledge about global issues and their understanding of the interconnectedness of the world, hoping to in turn transform their actions reflecting on the ethos of global responsibility. It also promotes people’s active engagement in global issues and to take knowledgeable, critical, and positive public action in a changing world. In addition, the Consensus seeks to enhance interest in common international concerns and to strengthen cooperation between different stakeholders.”

Ms. Lappalainen expressed her appreciation for the examples shared and the progress observed in the decade following the Maastricht Congress, notably the adoption of national strategies and development of valuable experiences. There is a need to build on that and move forward. It is important to be aware of what happens in Europe, but it is also necessary to be aware of developments at the global level. She stressed the fact that it is important to know what happened in the Rio+20 Summit in June 2012. Development education had an important space in the outcome documents, especially the need for awareness raising and non-formal education. She also shared that the week before the Congress, Ban Ki Moon, Secretary General of the United Nations, launched a campaign at the General Assembly, called “Education First”<sup>8</sup>.

Ms. Lappalainen also explained the need to consider research studies and to use modern technologies and media when defining how to move on. But most importantly, it is of vital importance to take into account values and the motivation behind educational activities. Finally, she concluded “we need role models, explaining, showing different ways of living” and that it is everyone’s responsibility to contribute to taking the next steps.

**Prof. Vanessa de Oliveira Andreotti**  
**Prof. of Global education at the University of Oulu, Finland.**

Prof. Andreotti aimed at answering a central question posed by the chair: “How can education become a leverage for people's emancipation and re-appropriation of politics, public goods and discourse?” She framed her response from the point of view of a critical educator and researcher and informed by discursive and

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<sup>8</sup> More information can be found on: <http://www.globaleducationfirst.org/>



critical theoretical traditions such as postcolonial, decolonial, critical race and indigenous studies.

In order to answer the question, she presented the concept of “modernity”. Mignolo argues modernity is generally associated with concepts such as progress, industrialization, secularization, reason and nation states in a positive light. Mignolo argues that this modernity’s “shine” hides its shadows. The darker side of modernity has to do with:

the fact that for us to have all these shiny things we *systematically* and *necessarily* have had and still have to inflict violence on other people. So, modernity’s shadow of colonialism, imperialism, slavery, genocide, cultural repression, land theft, dispossession, destitution and its current forms of unfair trade, creeping debt, border controls, criminalisation of dissent, marginalisation, militarisation, environmental disaster and so on is ‘foreclosed’. Foreclosed means that the link between the making of modernity necessarily has to be denied so that we can continue to believe what we want to believe in.

Prof. Andreotti explained debates in the social sciences include those that embrace modernity, those that reject it and those in between, for example some that believe in modernity despite acknowledging some problems and those that believe modernity has never been viable, some of its outputs are defensible.

In her work related to global education, Prof. Andreotti has focused on historical educational patterns of representations and engagements that create problematic social relations, especially in relation to “Others” - those considered to be “dragging modernity’s or humanity’s progress”. She summarised these patterns in the acronym HEADS UP, which refers to patterns that are:

- **H**egemonic, that justify superiority and support domination
- **E**thnocentric (project one view as universal)
- **A**historical (forget historical legacies and complicities)
- **D**epoliticized (disregard power inequalities and ideological roots of analyses and proposals)
- **S**alvationist (frame help as the burden of the fittest)
- **U**n-complicated solutions (offer easy solutions that do not require systemic change)
- **P**aternalistic (seek affirmation of superiority through the provision of help)

During her presentation she introduced a diagram with four main positions in relation to modernity. This diagram helps to map how this debate affects how educators and researchers approach problems and solutions in global education, or in other words, how they approach social change.

- A first quadrant groups those who defend modernity as a project and want to push it forward through normative means.



- The second quadrant refers to those who defend modernity as a project and want to push it forward through relational means.
- The third quadrant refers to those who think that modernity as a project is not viable and who are looking for normative alternatives to replace it.
- And finally the fourth quadrant refers to those who are looking for alternatives to modernity through relationality and ethics.

She proposes this diagram as a tool to uncover misunderstandings and foster deeper dialogue in the educational and academic community. She proposes education as preparing persons to enlarge possibilities for thinking and living together in a finite planet that sustains complex, plural, uncertain, and inter-dependent societies which currently have increasing levels of inequality and injustice.

For this, an attitude of sceptical optimism or hopeful scepticism (as opposed to naïve hope or dismissive scepticism) is needed. In simpler language, she proposed:

- To understand and learn from repeated historical patterns of mistakes, in order to open the possibilities for new mistakes to be made;
- More complex social analyses acknowledging that if we understand the problems and the reasons behind them in simplistic ways, we may do more harm than good;
- To recognise how we are implicated or complicit in the problems we are trying to address: how we are all both part of the problem and the solution (in different ways);
- To learn to enlarge our referents for reality and knowledge, acknowledging the gifts and limitations of every knowledge system and moving beyond 'either ors' towards 'both and mores';
- To remember that the paralysis and guilt we may feel when we start to engage with the complexity of issues of inequality are just temporary as they may come from our own education/socialization in protected/sheltered environments, which create the desire for things to be simple, easy, happy, ordered and under control.

These aims pose tough demands on education:

It commands that we educate ourselves to become comfortable with the discomfort of the uncertainties of living the plurality of existence; and it calls us to become inspired and excited by the new possibilities opened by unchartered spaces, processes and encounters that do not offer any pre-determined scripts or guarantees.

In her view, this implies further challenges for global education: to expose issues often not talked about, to look critically at national agendas and vested interests, to look at power-knowledge complexes and the unsustainability and unfairness of





capitalism. She concluded her presentation with a number of challenging questions:

- How can we address hegemony without creating new hegemonies through our own forms of resistance?
- How can we address ethnocentrism without falling into absolute relativism and forms of essentialism and anti-essentialism that reproduce elitist hierarchies?
- How can we address historicism without fixing a single perspective or being caught in patterns of vilification and victimisation?
- How can we address DE politicization without high-jacking political agendas for self-serving ends?
- How can we address salvationism without crushing generosity and altruism?
- How can we address people's tendency to want simplistic solutions without producing paralysis and hopelessness?
- How can we address paternalism without closing opportunities for short-term redistribution?

### **Manish Jain Shikshantar**

#### **The Peoples' Institute for rethinking Education and Development**

Mr. Jain's core work is about strengthening peoples' knowledge systems and cultural imaginations, and regenerating the learning commons with the aim to move from a schooling society to a learning society. In his opinion, there is a need to think beyond the "global monopoly of Education for All"<sup>9</sup> or "McEducation for all" which overly focuses on formal schooling, and revitalise what is commonly called "informal education", the learning that happens in everyday life. For him this predominant educational paradigm can be compared to slavery, as a "grand narrative of progress which silenced the conscience of humanity".

Though education is perceived as a panacea and a source of hope, Mr. Jain suspects the paradigm underlying "Education for All" might be at the core of the problems we face as a species, rather than part of the solution. The following reasons are presented: Under this paradigm:

learning (...) is to be extracted and converted from an abundant gift of the commons into a scarce good that can be processed, packaged and cleverly sold to us. McEducation for All tells us that we must all walk on a single universal, linear standardized path of education and development, which is dictated by the logic of the industrial-military system.

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<sup>9</sup> Education for All referring to the international initiative led by UNESCO, the World Bank and other agencies to realise the right to education of every citizen worldwide.





He shared a story by Nobel prize winning poet Rabindranath Tagore in which he warned of the dangers of McEducation 75 years ago. The story is about a parrot's training in a golden cage. The wild and uncivilised parrot is imprisoned so that he can be properly educated. Through the story of the parrot Mr. Jain critiqued the content, priorities and conditionalities of agencies like UNICEF, the World Bank and OECD, for example, provision of information, use of official textbooks, PISA standardised tests, the use of ICTS and related technological gadgets as a means to 'fix' the cage of education.

His aim was to point out that through this type of education, students are forced to internalise a "proper" way of being educated and if they do not fit into these models, they are made to feel inferior and uncivilized. Looking at the never-ending global efforts to reform the educational cage, he concluded: "In the end, a lot of people made a lot of money on the parrot's education, everyone benefited except the parrot". In the light of this criticism, Mr. Jain proposes that we "crack open and re-examine our definitions of progress, success, happiness and to look at how our imaginations for social action have been colonized by the cage". He pointed out the hidden curriculum of education – competition, compulsion, compartmentalization, commoditification and monoculture - and how its structures and practices shape priorities and behaviours of learning.

This kind of education has a complex symbiotic relationship with the global economic system: it moulds human resources to feed the economic growth machine and depends on funding from the Industrial-military paradigm to grow itself. Presently, most livelihoods are dependent on the current system and most would not know how to survive, much less even meet their basic needs, if they lost their jobs.

This is why anyone claiming to be concerned with social justice and human rights must answer the question of how can this education system be considered legitimate as it continues to label millions of innocent and talented children around the world as 'failures' and discard them as rejects? Mr. Jain questions how children are locked up 8-9 hours a day in cement classrooms and in front of computers to the point that they suffered from NDD, nature deficit disorder.

As a holder of a mock "PhD" from his illiterate Grandmother's University, Mr. Jain explained that he went through a process of unlearning which made him stop fearing the loss of livelihood and helped him know where to look for hope – in the lives of everyday people, not in the corridors of big institutions . He found wisdom in his childhood experiences shared with her grandmother in a village in India:

The most profound lesson I learned from her was the difference between knowing and being. I have been talking about sustainability for a long time but my grandmother did not give any lectures on zero waste lifestyles. She simply embodied it. I remember one time I had just eaten some mangos and was about to throw out the peel and the seeds. She asked me to dry them in the sun. I was shocked when I saw her a few days later making a tasty vegetable dish out of it.



Mr. Jain explained how his grandmother had helped him to see the richness of the world of informal education. For example, later on he spent time with boys and girls involved in herding goats and buffalos for their families. They knew about plant and animal species and how their surrounding ecosystem worked. They were creative in inventing their own toys, songs, dances and games. They were aware of their local village's politics. Through the story of one of them, Madan, he explained that this boy "understood the power of silence and meditation. He had a deep sense of harmony and interconnectedness with life". He shared how McEducation for All would go on to destroy his lifestyle, culture and community.

Mr. Jain explained four main concerns about the predominant educational paradigm which have important implications. First, the idea of child labour is considered as a barrier or distraction for learning. Yet, it can be a source of meaningful learning for children. Gandhi talked about a new system of education which involved the head, heart and hands. With the mantra, work is worship, the first task he had for those who came to join him in the movement for freedom was to clean the toilets. He knew that there is a real dignity of the human spirit that is grounded in one's physical labour. The industrial system has come to see labour as a source of drudgery to be escaped rather than as a source of joy, cooperation, imagination, play, mindfulness, and hope. McEducation for All has produced a class of global parasites, who disdain physical labour, except for playing video games or going to the gym. He calls for us to become more nuanced in our call to remove all forms of child labour.

Second, the focus on Gender and Women's Empowerment puts in danger other traditional roles of women, who, for Jain represent the "last bastion of protection against global assault. They are the holders of the non-GM seeds, forests, water bodies, healing traditions, cultural festivals and stories, gift culture economies and access to the spirit world."

Third, the ranking and comparison between countries creates the idea that there is a hierarchy of knowledge, when countries are different and rich in terms of different knowledge. The parameters for assessing education are not questioned and the idea that all countries should "climb up the ladder" is promoted. He gave the example of India which is among the low performers in educational rankings yet, in the highest positions in the World Happiness Planet Index which is adjusted for sustainability and happiness. India is rich in informal education modalities which take place through apprenticeship learning, learning from nature, joint families systems, community media and festivals, spiritual centres, etc. Interestingly, none of these are controlled by state or market institutions.

They are self-organising learning spaces. And most importantly, "They are powerful everyday sites of resistance and regeneration of our political-spiritual imaginations". Yet, national education plans are produced by state institutions and international consultants replicating the same monoculture model.



The monoculture of the EFA approach negates this diversity of the informal education systems and its myriad of cosmologies and epistemologies.

Fourth, the EFA agenda emphasises public-private partnerships. This is an issue of concern because in practice it has given a *carte blanche* to multinational corporations to illegally acquire lands, displace local communities and bypass social and environmental regulations. It also means additional power to the state to silence protest movements through any means necessary.

In conclusion, the predominant paradigm of “McEducation” propounds the idea that there is one way of knowing, and it has become a tool of intellectual and moral intimidation, humiliating and silencing the wisdom of the local communities which might raise questions against this development model. Therefore, in Mr. Jain’s words, “there is a need for a new story”, a new vision which will make McEducation obsolete.

He recalls Gandhi’s satyagraha, or non-cooperation: “If we want to support a vision of non-violent social change, then we must develop a strategy of non-cooperation in which we actively walk out and withdraw our moral support and resources from this system”. Mr. Jain explained that one of their campaigns is called “Healing Ourselves from the Diploma Disease”. He said that over 250 organisations and companies have been identified who are willing to hire people without diplomas and degrees. His organisation helps people to develop their real experiences and reflective portfolios to submit to these potential employers.

Mr. Jain explained one of the experiments he is involved in, the Swaraj University <[www.swarajuniversity.org](http://www.swarajuniversity.org)>. It is the India’s first gift culture university dedicated to regenerating the local economy, local culture and local ecology. It focuses on self, sustainability, social justice and green entrepreneurship. They call the learners “khojis” which means seekers. Students are asked what they want to learn and unlearn, what is important to them. This implies:

- **Self-design learning** – each designs their own learning programs depending on their dreams for their community and their lives. Jain recalls a phrase by one of the elders, Dayalchand Soni, who has noted that “Real democracy does not come when people choose their leaders. Real democracy can only come when people can choose their teachers.”
- **Community living:** co-learning and the day to day questions of shit, waste, food, labour, energy, entertainment, power and conflict are important ground for learning to live together.
- **Non PhD teachers:** traditional artisans and healers and farmers, jail inmates, children, mentally challenged adults are all potential gurus.



- **No degrees are required to join. And no degrees are issued:** “we believe those who need degrees are not sure about their own learning. They need a piece of paper to remind them”.

Mr. Jain wonders whether global education is willing to take a stand on the monoculture of McEducation for All. He concludes by asking, “Can we imagine a world in which many worlds are possible?”

## Closing session

**Georges Haddad**

**UNESCO, Director for Education Research and Foresight**

*Reflections on progress, sustainable development and global citizenship*

Mr. Haddad put his reflections in a historical context. He recalled that confronted by challenges to their survival and self-assertion, human beings have progressively found pertinent solutions and transmitted them to future generations to be used or improved upon.

He explained that education, that is to say, the transmission and perfection of knowledge, is an essential factor of human survival and growth and that “the notion of development, associated with that of progress, is naturally seen as the central theme of the epic of modern humanity”. However, the following elements should be borne in mind: 40,000 generations or so separate us from our ancestors who first tamed fire; 104 from the appearance of monotheism (Hebrew); 100 from the birth of Athenian democracy; 80 from the beginnings of Christianity; 56 from those of Islam; 12 from the Age of Enlightenment; and 8 from the start of the industrial revolution.

These figures show it took 80,000 generations to grow from a few thousand individuals to 250 million; then 72 generations to arrive at one billion, at the beginning of the 19th century; then 6 generations to arrive at 2.5 billions; and, finally, only 2 generations to arrive at 7 billion. The rate seems to be slowing down; nevertheless the forecast is that there will be another 2 billion human beings in two more generations. These facts show that development, associated with progress through research and innovation was the fruit of 10 generations, based on groundwork done by the preceding 10. History has witnessed a radical change in the relationship between human beings and nature: “developments of the past two centuries have considerably modified and, above all, disturbed the balance of nature and the environment”. This implies in Haddad’s opinion that “we must reconsider our place and our mission on Planet Earth”.





Mr. Haddad referred to the concept of sustainable development by Luc Ferry, philosopher and former French Minister of Education. According to him sustainable development has progressively evolved as three-pronged representation of the necessary balance between the environmental (or ecological), socio-economic and cultural fields. In this sense, it would be unrealistic to seek an objective and complete definition of a process that contains the essence of sustainable development. Therefore, Mr. Haddad stated: “for development to be sustainable, the dynamics created by progress should at the same time serve individual and collective enrichment, the preservation of the environment and quality of life, the promotion of solidarity and equitable sharing as foundations for global citizenship.” At the same time, and to be more precise, the principle for development to be sustainable could be formulated under the following propositions:

- Accounting for and addressing the ecological and developmental problems faced globally.
- An effort to distinguish real and fundamental problems from those that result from trends, misinformation or ignorance.
- A scientific and technical endeavour to provide concrete responses to risks of our time and those risks that are foreseen in the near future.
- Searching for new organisational modalities in research that facilitate financing and international cooperation, mobilizing universities, research institutions, as well as public and private sectors.
- Emphasizing quality production that does not limit itself to the requirements of corporations but expands to the communities and individual households.
- A quality based civilization which does not neglect the needs of material development, but also gives increasing importance to a non-material one.
- The promotion of new models of development that allow developing nations to leap-frog from the 19th and 20th centuries into the 21st century.

Mr. Haddad recalled Henri Bergson’s philosophical maxims such as “Science without consciousness is destruction of the soul”, “Consciousness without Science does not bring mankind out of poverty” and “Unconsciousness without Science means the return of wild primitive times”.

To realise these goals, higher education has a fundamental responsibility to contribute to the above points. It can help in humanizing globalisation and is uniquely positioned to influence the direction we choose to take as a society. Education incontestably reigns as an essential driving force in the dynamic





process linked to progress and sustainable development. In this context, UNESCO is at the heart of various actions reinforced by the programme “Education for All” whose six goals defined during the 2000 Dakar World Forum perfectly dovetail in support of sustainable development, as well as for the achievement of the Millennium Development Goals (MDGs) and Global Citizenship.

The process of developing new knowledge through research, its dissemination and application are all steps at the service of all forms of development objectives. Once knowledge and teachings are elaborated, they should be equitably diffused within a community and evaluated in terms of their quality, pertinence, and respect for the environment and type of contribution to life skills for economic and cultural development. In the same light, this knowledge must reach all populations and all countries in order to contribute to their edification and autonomy. Information and communication technologies, which are constantly being developed, represent an essential asset and opportunity for efficient, equitable sharing and solidarity.

Another issue addressed by Mr. Haddad was illiteracy. He remarked that illiteracy is a major obstacle to sustainable development and global citizenship. UNESCO, in partnership with international agencies and NGOs, is working to counteract this plague with teacher education programmes and through the establishment of international networks of cooperation, remarkably exemplified by the UNESCO Chairs and UNITWIN Programmes.

Mr. Haddad’s considered that another essential factor for sustainable development and global citizenship lies in inter-generational solidarity in education. In his opinion it is imperative that so-called “modern societies” learn to put progress at the service of the vulnerable – children and elderly in both “developed” and “developing” countries. Education has to reinforce its civic dimension to achieve a new humanism which is nourished by progress and which will provide us with the opportunity to maintain and reinforce traditional values linked to solidarity and mutual respect.

He explained that in a world context, where the number of immigrant populations is constantly growing, mainly towards rich countries, it is crucial for education to play a full role in the processes of integration and social mobility for the benefit of youth, but also for that of their parents. This can have the effect of avoiding crises created by the rift between generations often caused by an education solely centred on modernity and practicality, to the detriment of family ties and cultural diversity, which are riches to be preserved.

Finally, Mr. Haddad concluded:

Sustainable development and global citizenship therefore lie in our aptitude to educate to values of responsible citizenry, integrating modern knowledge



while at the same time maintaining historical and traditional heritage, which remain particularly preserved in a family environment – so fragile and so greatly threatened.

Sustainable development, progress and global citizenship, efficiently embedded in the context of the Knowledge Society, undeniably participate in the development of the New Humanism promoted by the Director-General of UNESCO, and which we all agree to consider essential for the wealth and prosperity of Humanity in an agreeable, peaceful and friendly human and natural environment”.

**Snežana Samardžić-Marković**  
**Director General of Democracy, Council of Europe**

Ms. Samardžić-Marković thanked participants for having shared their reflections and work and for contributing to putting together a set of strategic recommendations for Global Education.

This Congress brought together practitioners and decision-makers of different backgrounds and profiles, all having the same conviction that education is not only about sharing knowledge, but also about bringing learners to a fully participatory role within society. All agree that education is about emancipation. Since Maastricht, the first meeting envisioning a strategy for Global Education in Europe, this platform of dialogue has been strengthened: more civil society representatives, practitioners and decision-makers sit together for improved educational strategies, more intergovernmental organisations develop joint programmes while political orientations result from peer-learning processes. For the past ten years, stakeholders and policy developers have brought together their know-how.

Since Maastricht, a set of other strategic documents have been agreed upon, promoting global education and a culture of dialogue. In particular, in May 2011, the Committee of Ministers of the Council of Europe adopted the first international standard in the field of global education – Recommendation CM/Rec (2011)4 on Education for Global Interdependence and Solidarity. This recommendation provides a precious framework and political support to our work. It complements the Council of Europe’s Recommendations CM/Rec (2010)7 on Education for Democratic Citizenship and Human Rights Education, adopted in 2010. Ms. Samardžić-Marković also mentioned that in July 2012 the European Parliament adopted the “Written declaration on development education and active global citizenship”. Ms. Samardžić-Marković stressed that this dialogue needs to be celebrated and these achievements consolidated. This dialogue needs to be turned into lasting political action.



Our contemporary societies are experiencing serious challenges. In an increasingly interdependent world, trans-border problems must be met by joint multilateral political measures, involving citizens' awareness and participation. In an era of scientific and technological advanced results, intolerable inequalities still persist. Too often, competitive economic models have led to a culture of dominance and injustice. It is essential to move to a model of dialogue and partnership between peoples, cultures and religions.

Global education challenges these established hierarchical models, deconstructs power relations and envisions alternatives towards more equality and social justice. Through a holistic and participatory learning-process, global education brings issues into the learning settings that are crucial for our common future, such as human rights, intercultural and interfaith dialogue, sustainable development or conflict prevention. It deals with the interconnections between these dimensions and between local and global realities.

Ms. Samardžić-Marković recalled what was learned from the key-note speakers, how critical pedagogy and a close dialogue with innovative and forward looking pedagogical thinkers and practitioners, both from formal and non-formal learning environments, can contribute to the emancipatory education we aim at, and to create a more just and sustainable world. Global education bridges these innovative methodologies and brings them into formal settings. Along these years, thanks to the work of many educators, new pedagogical proposals are considered and gradually inspiring formal curriculums.

Furthermore, she recounted how international networking among formal and non-formal educators and among academics has contributed to the development of these new approaches through the sharing of innovative practices, pedagogical tools and training programmes. Intergovernmental organisations are increasingly relying on these initiatives through regional or international programmes.

In her opinion, the Congress illustrated this tendency. Decision-makers and practitioners sat at the same table to assess achievements and identify challenges in the field of global education while sharing inspiring experiences and practices. The outcome of this event results from the contributions of different categories of actors, from civil society representatives to parliamentarians, from educators to decision-making bodies, local authorities and academia.

Ms. Samardžić-Marković recalled that participants discussed and came up with recommendations for the implementation of national strategies for global education; curricular reform, competence development of educators, quality support and monitoring and campaigning and outreach. The main challenge is then ensuring that these recommendations are implemented and constitute the basis for the transformation of our educational patterns.



Ms. Samardžić-Markovićc concluded “We are engaged to support this task and to commit ourselves through the Lisbon Statement for more and better global education. We are engaged for an active global citizenship where human dignity is the driving force.” and warmly thanked speakers, organisers, supporters of the events and the organising team and interpreters.

### **Luís Brites Pereira Secretary of State of Foreign Affairs and Cooperation of Portugal**

Mr. Brites Pereira emphasised the importance of education in preparing citizens for the current global era. To illustrate his point, he shared his personal experiences as a high-school student in South Africa. That country was then profoundly divided along racial lines, in which one of the minorities of the population was taught to fear the majority and also to regard them as less than human.

He recounted two specific experiences in which his English teachers had a strong influence on him. In the first experience, his teacher invited an Australia teenager of the same age to share with his South African peers his outsider’s perspective on their country, thus challenging their skewed understanding on racial relations. The second had to do with one of the books they read in English class, namely “To Kill a Mockingbird” by Harper Lee. In this book, a white American lawyer defends a black man who is accused of a crime he did not commit. The manner in which the lawyer handles the case serves to teach his own children, who keenly followed his work, on how to treat all people fairly, regardless of their race. The key message being that one must always take into account the other person’s point of view, or, as the book puts it: “...you never really know a man until you stand in his shoes walk around in them”.

Mr. Brites Pereira stressed the idea that, though this objective seems basic, it is difficult to achieve without a commitment to an education that is global in nature, including raising awareness on civic, environmental and developmental issues, amongst others. In Portugal, the pursuit of “Development Education” has thus been strengthened despite significant budget constraints.

In the context of development cooperation, he added it is important for donors to listen to the people they are trying to help. More than anything else, aid recipients want to be respected and engaged. To support his idea, he shared the example of a recent partnership between Portugal and East Timor in the field of education, where Portuguese teachers train and improve the skills of East Timorese ones. The project is innovative as it shares management and financial responsibilities between both countries, on a win-win basis.





# European Congress on Global Education

Lisboa 2012

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Mr. Brites Pereira concluded by encouraging conference participants to remain steadfast in the belief that their actions will contribute to bring about change for the better in people's lives, not only of those in their home countries but also elsewhere. He also challenged educators to continue to strive for a more prosperous, sustainable and just world, even knowing that results of their efforts may take time to materialise.





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The North-South Centre of the Council of Europe wishes to thank all the organisations that funded and supported the work of the Congress and its follow-up, especially the European Commission; Global Education Network Europe (GENE); CONCORD Europe; the Portuguese Institute of Cooperation and Language – Camões; the Portuguese NDGO Platform and the University of Lisbon.