# CONFERENCE PROCEEDINGS

## 3rd Annual InterCap International Conference "Promoting Policy Coherence for Development through Education - How to Globalize Local Education"

*14 January 2021*

PARTNERS

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# ABOUT THE INTERCAP PROJECT

The project **"Developing capacities together: European CSO-university networks for global learning on migration, security and sustainable development in an interdependent world" (InterCap)"** is a 3- year project (Nov. 2017 to Oct. 2020) funded by EuropeAid seeking to explore and strengthen the link between quality development education and attitudes towards migration and development, building on evidence-based practices, taking forward good cases and programs and establishing synergies.

Due to the COVID- 19 pandemic, the project received an extension of 3 months in order to complete its action and activities. The project is officially coming to an end in January 2021.

## AIM & PRIORITIES

The project aims to enhance critical understanding of migration and sustainable development, in the context of SDGs, amongst those in teacher education, in order to increase comprehension of the relationship between the interdependent world, (in)-security and risk. InterCap focuses on establishing European CSOs-university networks, to build the capacities of the education actors, to promote global learning on migration, security and sustainable development in an interdependent world.

More specifically, by the end of the project, the InterCap partners are committed to:

- Ensure coherence and consistency in the delivery of development education on migration, sustainable development, and the interdependencies across local and global contexts.
- Enhance development education competencies amongst CSOs' and University teacher trainers.
- Increase the availability of quality content and critical development education pedagogies in teacher training.

## PARTNERSHIP

InterCap brings together 13 organizations from 12 different EU countries specialized in teachers' training, educational reform, sustainable development and migration issues, along with more than 100 associates from all over EU (local authorities, Ministries, Universities, and CSOs).

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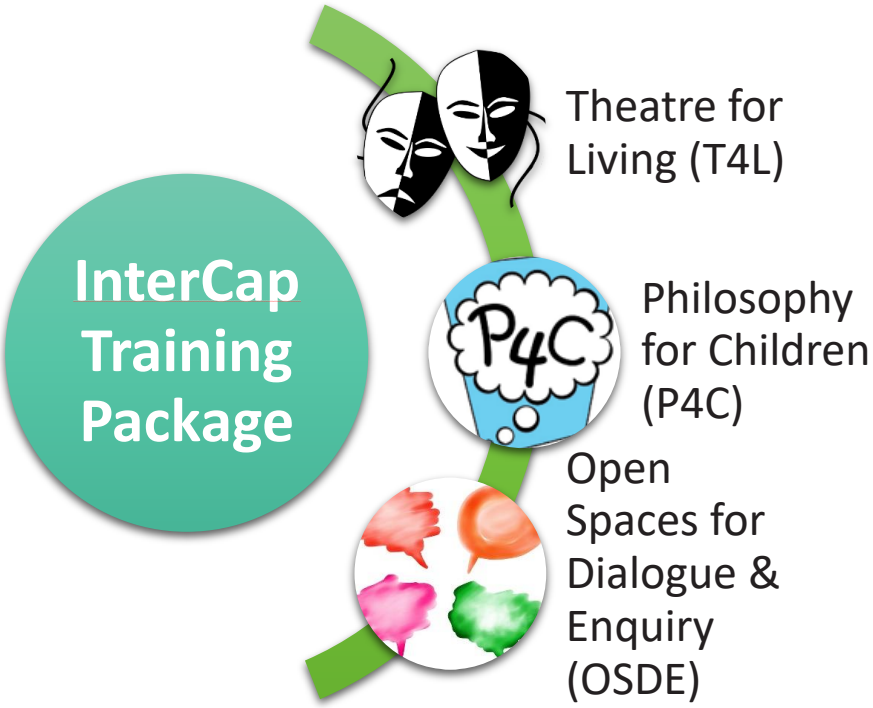
## MAIN ACTIVITIES AND OUTCOMES

| | | | |
|---|---|---|---|
| European Community of Practice Network | 12 National PCD Networks | Mentor Partnerships | Practice-oriented projects |
| Internship schemes | International Trainers' Training | National Teachers' Training | Teachers' Workshops |

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## CONNECT WITH US

Website: http://www.developtogether.eu/

Social Media:

Email: info@developtogheter.eu

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# INTRODUCTION

In the framework of the InterCap project, the 3rd and Final Annual International Conference **entitled "Promoting Policy Coherence for Development through Education- Hoe to Globalize Local Education"** was implemented on the 14th of January 2021. Due to the COVID- 19 pandemic, the Conference was organised online, with the support of the Zoom platform. The Conference was hosted by CARDET in cooperation with the InterCap partners.

The Conference, featured speeches, discussions and workshops by Civil society Practitioners, Academics and Stakeholders, in order to explore the role of education as, not only a contributing factor, but in fact an essential instigator of Policy Coherence for Development (PCD). In the workings of the Conference, the speakers and participants examined also the role that both formal and non-formal education can play in raising awareness and generating knowledge and understanding in regards to Sustainable Development Goals.

The Conference was attended by more than 170 participants (policy makers, teachers, educators, academics, CSO representatives, pre-service teachers, EU and non-EU citizens in general). A certificate of participation was awarded to all participants.

# ABSTRACT

The Final Conference will explore the role of education as, not only a contributing factor, but in fact an essential instigator of Policy Coherence for Development. In the workings of the Conference, the speakers and participants will explore and examine the role both formal and non-formal education can play in raising awareness and generating knowledge and understanding in regards to Sustainable Development Goals.

The importance of integrating global education and the future of a more self-critical, learner-oriented, decentralised and personalised learning, not in the usual ad hoc basis but in a long breadth strategic and intended manner, to the formal educational system as well as the investments in non-formal education sector for the promotion of Global education, as a vital pillar of PCD, will be discussed. In that regard, the role national education authorities, educational institutions, CSOs, practitioners and educators can play will be analysed in general context of strategic change management.

To that end, the speakers will illustrate the present realities and the progress of EU countries in terms of PCD especially vis-à-vis the educational situation to uncover any causal relations as well recommendations for measures and next steps that need to be taken for countries that wish to adopt the process, from the local and national to the transnational level.

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# AGENDA

**3rd International Scientific Conference**

## Promoting Policy Coherence for Development through Education
## How to Globalize Local Education

**Thursday, 14th of January 2021, 10:00- 14:30 (CET)**

(Zoom link:
https://us02web.zoom.us/meeting/register/tZArceytrjwuGdckoWCrewyb5Bn3sU3mMv8V)

### Agenda

### 10:00- 10:30 Opening

**Professor Charalambos Vrasidas** - ***CARDET - University of Nicosia***.
Welcoming note.

**Mrs. Theognosia Petrou** - ***Project Manager- CARDET.***
Presentation of the project "Developing capacities together: European CSO-university networks for global learning on migration, security and sustainable development in an interdependent world" (InterCap) https://www.developtogether.eu/

### 10:30- 11:30 Keynote Speeches

**Dr. Fabien Tondel** - ***Policy Officer at the European Centre for Development Policy Management- ECDPM.***
"The development policy context and trends in PCD at the European level".

**Mr. Stefan Grasgruber-Kerl** - ***Co-Chair of CONCORD GCE (Global Citizenship Education)***
Working Group. "Civil Society's role in promoting Global Education and PCD".

**Q&A Session**

### 11:30- 11:45 Break

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## 11:45- 12:45 Panel Discussion - 'The preconditions and effect of Global Education'

**The panel will address key issues such as:**

- Actions educational authorities, institutions and CSOs need to take to promote Global Education.
- The role of educators from multiple fields.
- The benefits learners and the society can attain via the promotion of Global Education.

### Speakers

**Dr Aravella Zachariou** - ***Head of the Unit of Education for Environment and Sustainable Development, Cyprus Pedagogical Institute*, Chair of the *UNECE ESD* Steering Committee**.
"SDGs, Global Education and the role of education in an era of uncertainty".

**Mr. Liam Wegimont** - ***Executive Director of the Global Education Network Europe (GENE).***
"Policy coherence through policy coordination and policy learning: the role and potential of Global Education in the transformation of education systems".

**Professor Michalinos Zembylas** - ***Open University of Cyprus*.**
"Policy Coherence: For Development or for Social Justice?"

**Mrs. Lidija Pavic Rogosic** - ***Director at ODRAZ- Sustainable Community Development.*** "Synergy of formal and non-formal education for better understanding of sustainable development".

## 12:45- 13:00 Break

## 13:00- 14:30 Parallel Online Workshops

**"Policy Coherence for Sustainable Development in the EU: are we making progress? How are Covid measures impacting policy implementation?"**

***Delivered by:*** *Albin Keuc, Sloga and Max Zimani, Institute for Global Learning and Projects Development, Slovenia*

*Zoom link:* https://us02web.zoom.us/meeting/register/tZcqdOmuqjIsGtX4jJSy-2RTWRiEFD_rMZXO

**"Promoting Coherence and Glocalisation through Connected, Critical and Collaborative Thinking: an introduction to Communities of Philosophical Enquiry (COPE)"**

***Delivered by:*** *Andrea Bullivant, Liverpool World Centre, United Kingdom and Marta Gontarska, The Anti-discrimination Education Association, Poland*

*Zoom link:* https://us02web.zoom.us/meeting/register/tZ0pd-2opjgpHt1S91W31_viRPpCViYPw-ZO

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**“Educating active and responsible global citizens: effective tools and learning approaches”**

***Delivered by:*** *Indre Augutiene, Global Citizens’ Academy, Lithuania*

*Zoom link:* https://us02web.zoom.us/meeting/register/tZAkf-qtrDgvHNbKn0y0UuMonnEmSZVX9So9

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# KEYNOTE SPEAKERS & PANELISTS' BIOS

KEYNOTE SPEAKER

## Dr Fabien Tondel

**Policy Officer at the European Centre for Development Policy Management- ECDPM.**

Dr Fabien Tondel is an economic and social development specialist and policy management adviser, especially in the context of international cooperation. Dr Tondel carries out research and outreach on policy coherence for sustainable development, developing tools and evidence and facilitating dialogues on policy interlinkages. He also engages in cooperation processes between Europe and Africa for the development of inclusive and resilient agricultural and food markets, regional economic integration, and climate change adaptation.

Previously Fabien was an economic advisor for the Famine Early Warning Systems Network, a USAID-funded project supporting food crisis prevention and management globally. He holds a PhD in Agricultural Economics and a MS in Economics from the University of Kentucky, USA. He obtained his undergraduate degree from the National Superior Institute of Agronomic Sciences, Food and the Environment in Dijon, France.

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KEYNOTE SPEAKER

## Stefan Grasgruber-Kerl

**Co-Chair of CONCORD GCE (Global Citizenship Education)**

Stefan Grasgruber-Kerl, born and living in Vienna. Holding a Master Degree in Political Science and International Development. Since 1999 working for the Austrian Global Education and Awareness Raising NGO Südwind. 2003-2005 Coordinator of the Austrian Clean Clothes Campaign, 2006-2007 Coordinator of the Austrian EU-Platform of NGDOS (Member of CONCORD), Since 2007 Head of the Campaigning Department and Project Manager of numerous EU-projects on Development Education and Awareness Raising, Decent Work, Social Responsibility and Migration. Additionally coordinating the Advocacy and Policy work of Südwind. Since 2003 Austrian representative in the CONCORD Global Citizenship Education (GCE) Working Group and Co-Chair of the GCE Working Group since 2017.

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PANELISTS

## Dr Aravellas Zachariou

**Head of the Unit of Education for Environment and Sustainable Development, Cyprus Pedagogical Institute, Chair of the UNECE ESD Steering Committee.**

Dr Aravella Zachariou is the Head of the Unit of Education for Environment and Sustainable Development (ESD), in Cyprus Pedagogical Institute and visiting Ass. Professor in EE/ESD at the Frederick University. She is participating in international organizations and networks for Environmental Education and Education for Sustainable Development (MIO, ENSI, GUPES) and since 2017 is the Chair of the UNECE ESD Steering Committee. Also, she is leading, on behalf of Cyprus Republic "the Action Plan for ESD in the Mediterranean Region". Recently, appointed as a coordinator for the task force "Education and climate change", which is part of the Cyprus Initiative for Climate Change in Eastern Mediterranean and Middle East".

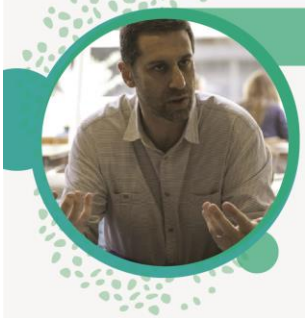
Her research involves the integration of education for environment and sustainable development in formal and non-formal education as well as in teacher professional development. Her research work published in international scientific journals for EE/ESD and also, presented in international and worldwide conferences. She is author and co-author of various books, handbooks and educational tools on EE/ESD. She is participating in various EU projects (Erasmus, Life e.tc.) for ESD/ESS, as a senior expert, researcher and coordinator. She is consulting editor in Journal of Environmental Education and she is reviewer in series of Scientific Journals on ESD/EE. She is member in various National Committees related with the Environment and Sustainable Development such as National Strategy for Biodiversity, National Strategy for Climate Change, Integrated National Marine Strategy. Additionally, was member of the scientific committee for revising the curricula in EE/ESD and she led the scientific committee for the writing the National Strategy on ESD and the technical committee for founding in Cyprus the Governmental Network of Environmental Education Centers.

## Liam Wegimont

**Executive Director of the Global Education Network Europe (GENE).**

Liam is the Executive Director of GENE – Global Education Network Europe – a network of over 50 Ministries and Agencies with national responsibility for Global Education in European countries. Liam has been involved in in education for social change, local and global, in formal and non-formal education, for over 30 years – as teacher, youth worker, teacher-educator, school principal, curriculum developer, evaluator and policy-learning network initiator. Liam co-founded GENE (www.gene.eu) and the European Global Education Peer Review process, and more recently co-initiated ANGEL – the Academic Network on Global Education Learning: a global network of researchers and policymakers in the field of Global Education (www.angel-network.net) He is a member of the editorial Board of the International Journal of Development Education and Global Learning, Institute of Education, UCL, London; and of Sinergias, Portugal; and has been visiting lecturer in teacher education and global learning at Fredrich-Alexander University, Erlangen Nurnberg and Trinity College, Dublin.

## Michalinos Zembylas



**Open University of Cyprus.**

Michalinos Zembylas is Professor of Educational Theory and Curriculum Studies at the Open University of Cyprus, Honorary Professor at Nelson Mandela University, South Africa, and Adjunct Professor at the University of South Australia. He has written extensively on emotion and affect in relation to social justice pedagogies, intercultural and peace education, human rights education and citizenship education. His recent books include: Critical Human Rights Education: Advancing Social-Justice-Oriented Educational Praxes (with A. Keet), and Socially Just Pedagogies in Higher Education (co-edited with V. Bozalek, R. Braidotti, and T. Shefer). In 2016, he received the Distinguished Researcher Award in "Social Sciences and Humanities" from the Cyprus Research Promotion Foundation.

## Lidija Pavic-Rogosic

**Director at ODRAZ- Sustainable Community Development.**

Founder and director of ODRAZ-Sustainable Community Development, Croatian civil society organisation established in 2000. More than twenty years of experience in sustainable community projects, as well as a trainer and writer of manuals related to education for sustainable development and public participation. Architect by profession, also completed a post-graduate course Practice of Social Change at the Social Policy Department, London Metropolitan University.

Member of the European Economic and Social Committee (EESC) since July 2013. Active in CONCORD in the area of policy coherence for sustainable development.

Ten years of experience at the Ministry of Environmental Protection and Physical Planning in the fields of physical planning and environmental protection.

Eight years of experience in international organisations (REC, USAID/AED) in the area of environmental protection and civil society development.

Cooperate with faculties and secondary schools in the area of education for sustainable development and service learning. She serves as an adviser to the Ministry of Environment in preparing of Action plan for education for sustainable development.

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# PARALLEL WORKSHOPS

**"Policy Coherence for Sustainable Development in the EU: are we making progress? How are Covid measures impacting policy implementation?"**

***Delivered by:*** *Albin Keuc, Sloga and Max Zimani, Institute for Global Learning and Projects Development, Slovenia*

**"Promoting Coherence and Glocalisation through Connected, Critical and Collaborative Thinking: an introduction to Communities of Philosophical Enquiry (COPE)"**

***Delivered by:*** *Andrea Bullivant, Liverpool World Centre, United Kingdom and Marta Gontarska, The Anti-discrimination Education Association, Poland*

**"Educating active and responsible global citizens: effective tools and learning approaches"**

***Delivered by:*** *Indre Augutiene, Global Citizens' Academy, Lithuania*

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# PRESS RELEASE

The Consortium of the InterCap project has successfully implemented, on the 14th of January 2021, the 3rd and Final International Scientific Conference entitled “Promoting Policy Coherence for Development through Education”. Due to the COVID-19 restrictions, the Conference was held online using the Zoom platform.

More than 170 participants attended the workings of the Conference which served as a forum for a constructive exchange of views and approaches on progress made internationally in the effort to achieve the Sustainable Development Goals of Agenda 2030. At the same time, the role and the impact that education has or should have on this process was discussed along with approaches and actions that should be promoted by both education services and civil society organisations to enhance Global Education. As part of the workings of the Conference, the coordinating organization of the InterCap project, CARDET, presented the scope, results and impact of the programme.

The Conference's workings commenced with a short welcome speech by CARDET’s Executive Director, Dr Charalambos Vrasidas, followed by two keynote speakers from experts on the field. Specifically, Dr Fabien Tondel - Political Officer at the European Centre for Development Policy Management outlined the data and progress made internationally in terms of development policy, noting the areas that need further support and countries exhibiting considerable progress. Consecutively, Mr Stefan Grasgruber-Kerl - Co-chair of CONCORD GCE in Global Citizenship Education analysed the role and actions of civil society organisations in Policy Coherence for Development (PCD) and Global Education at the local, national and European level.

The conference continued with a panel discussion with Dr. Aravella Zachariou, Head of the Unit of Education for Environment and Sustainable Development, Cyprus Pedagogical Institute, Mr. Liam Wegimont, Executive Director of the Global Education Network Europe (GENE), Dr. Michalinos Zempylas from the Open University of Cyprus and Mrs. Lidija Pavic Rogosic, Director of the NGO ODRAZ- Sustainable Community Development in Croatia on ‘The preconditions and effect of Global Education’. The panel explored the actions educational authorities, institutions and CSOs need to take to promote Global Education; the role of educators from multiple fields in this process as well as the benefits learners and the society can attain via the promotion of Global Education.

The Conference closed with a series of parallel workshops delivered by the partners and/ or collaborators of the InterCap project. The workshops focused on the following topics:

"Policy Coherence for Sustainable Development in the EU: are we making progress? How are Covid measures impacting policy implementation?" (Delivered by: Albin Keuc, Sloga and Max Zimani, Institute for Global Learning and Projects Development, Slovenia);

“Promoting Coherence and Glocalisation through Connected, Critical and Collaborative Thinking: an introduction to Communities of Philosophical Enquiry (COPE)” (Delivered by: Andrea Bullivant, Liverpool World Centre, United Kingdom and Marta Gontarska, The Anti-discrimination Education

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Association, Poland) and “Educating active and responsible global citizens: effective tools and learning approaches” (Delivered by: Indre Augutiene, Global Citizens’ Academy, Lithuania).

In case you have missed our Conference, but you want to learn more, please check our online resources media. You may watch the full recording of the Conference here.

On behalf of InterCap's project team, we would like to thank all those who participated in our Conference and express our sincere gratitude to the speakers and facilitators who contributed in the workings of the Conference workings.

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# ANNEXES- CONFERENCE PRESENTATIONS

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Developing capacities together: European CSO-university networks for global learning on migration, security and sustainable development in an interdependent world

# InterCap: Developing capacities together: European CSO-university networks for global learning on migration, security and sustainable development in an interdependent world.

*3rd International Scientific Conference*

*"Promoting Policy Coherence for Development through Education"*

*Thursday, 14 January 2021*

**Theognosia Petrou**
**Project Manager – Researcher, CARDET**
theognosia.petrou@cardet.org

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[InterCap project number: CSO-LA/2017/388-136].

# Project ID

| | |
|---|---|
| *Project Title: (acronym):* | **Developing capacities together:** European CSO-university networks for global learning on migration, security and sustainable development in an interdependent world |
| *Project Number:* | **CSO-LA/2017/388-136** |
| *Duration:* | **39 months (01.11.2017- 31.01.2021)** |
| *Funding agency:* | **EuropeAid (Directorate-General for International Cooperation and Development, European Commission)** |

# Project Partners: *13 organisations from 12 EU countries*

CARDET

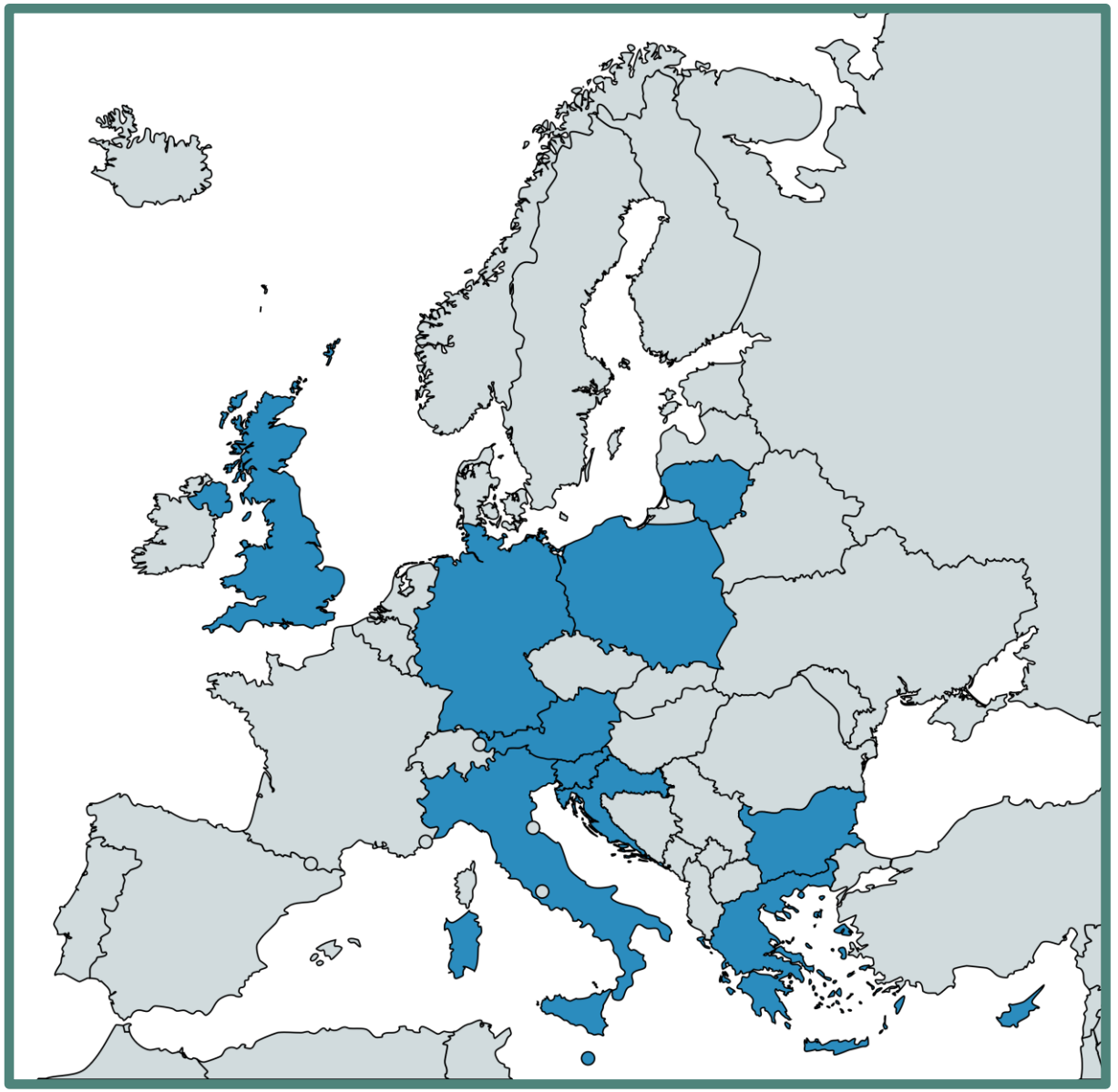
TOWARZYSTWO EDUKACJI ANTYDYSKRYMINACYJNEJ

kmop

ZAVOD GLOBAL
ZAVOD ZA GLOBALNO UČENJE IN RAZVOJ PROJEKTOV

OXFAM Italia intercultura

wus austria
right to education



DIVERSITY DEVELOPMENT GROUP

Euro training

ICU
Istituto per la Cooperazione Universitaria ONLUS

UNIVERSITY OF SPLIT

Kopin
empowering communities

WUS
World University Service

# What does InterCap envisage?

The project envisages to address the **emerging concern** on the way in which **shifting public perceptions of (in)security** and **risk**,

influence understanding of

**migration**, **sustainable development**, **roles**, **responsibilities** and **lifestyles** of EU citizens in an **interdependent world**.

# Project Priorities

Establish European **CSOs-university networks**

Build the **capacities** of the **education actors**, i.e. develop **critical understanding** and **skills** in *migration* and *sustainable development*

Promote **global learning** on *migration, security and sustainable development* in an interdependent world

# InterCap Specific Objectives

1. To **ensure coherence** and **consistency** in the **delivery of development education** on **migration**, **sustainable development** and the **interdependencies** across local and global contexts.

2. To **enhance development education competencies** amongst **CSOs**' and **University teacher trainers**.

3. To **increase the availability** of **quality content** and **critical development education pedagogies** in **teacher training**.

# Target Groups & Beneficiaries

*TARGET GROUPS*

I. **Teachers' trainers** (CSOs and Universities)

II. **Pre-service teachers**

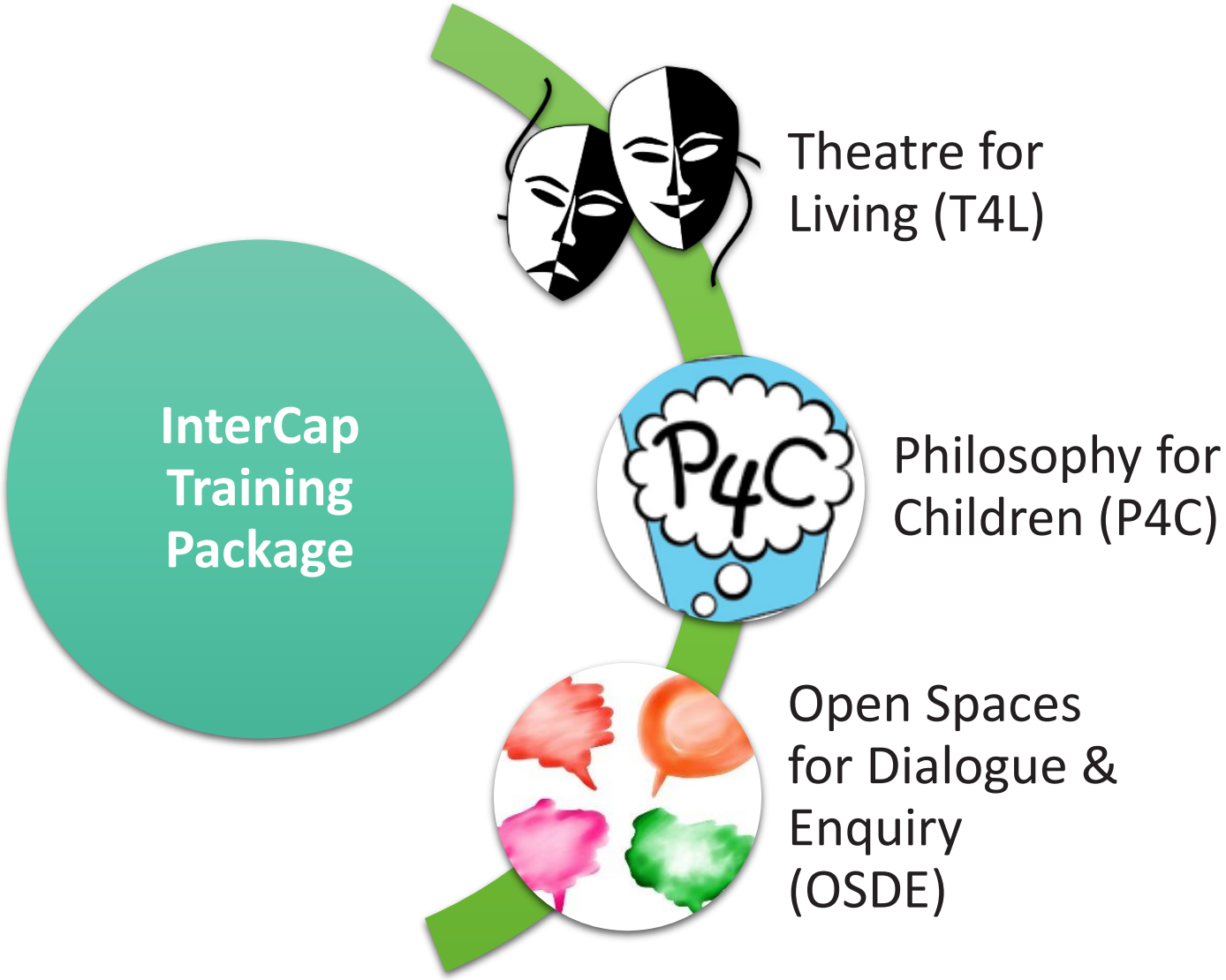
III. **Education system representatives**
- decision makers
- public servants
- local education authorities
- instructional designers

*BENEFICIARIES*

- ❑ **In-service teachers**
- ❑ **Students**
- ❑ **School staff**
- ❑ **EU citizens**

# Main activities & outcomes

- European Community of Practice Network
- 12 National PCD Networks
- Mentor Partnerships
- Practice-oriented projects
- Internship schemes
- International Trainers' Training
- National Teachers' Training
- Teachers' Workshops



# Online presence

Our website:

**www.developtogether.eu**

Follow us on social media:

@InterCapProject

@InterCapProject

InterCap Develop
Capacities Together

# www.developtogether.eu

# RESOURCES

English

InterCap | Development Education | Migration & Sustainability

Welcome to the eLibrary of InterCap, created by the network members of the Community of Practice. Our resources are available to view and/or download and aim at increasing your knowledge base on Developent Education, Migration and Sustainable Development themes. We invite you to **login**, join the Community of Practice and contribute to our effort for enriching our resources!

## MOST DOWNLOADED FILES

- Curriculum Framework: Education for Sustainable Development (2016)
- International Organization for Migration (IOM) (2019) World Migration Report 2020
- Greece: Voluntary National Review of the implementation of 2030 agenda for Sustainable Development; Assessment Report on the Integration Project of Refugee Children in Education - Scientific Committee in Support of Refugee Children
- OECD:Teaching for Global Competence in a Rapidly Changing World
- Oxfam (2018). Teaching Controversial Issues: a Guide for Teachers. Oxfam GB

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## OUTPUTS

Audit Executive Summary

Transnational Audit Report

National Audit and EU Reports

1

## Module 1

Migration, Security and Sustainable Development in an interdependent world: Theory and Practice

Enter

2A

## Module 2A

Development Education and Teachers' Training: European Context

Enter

3

## Module 3

Communities of Philosophical Enquiry (COPE)

Enter

4

## Module 4

Interactive Learning Communities (ILC): Engaging in critical thinking, reflection, inquiry and dialogue for global learning

Enter

5

## Module 5

Participatory Theatre Methods for Global Learning with reference to Theatre for Living

Enter

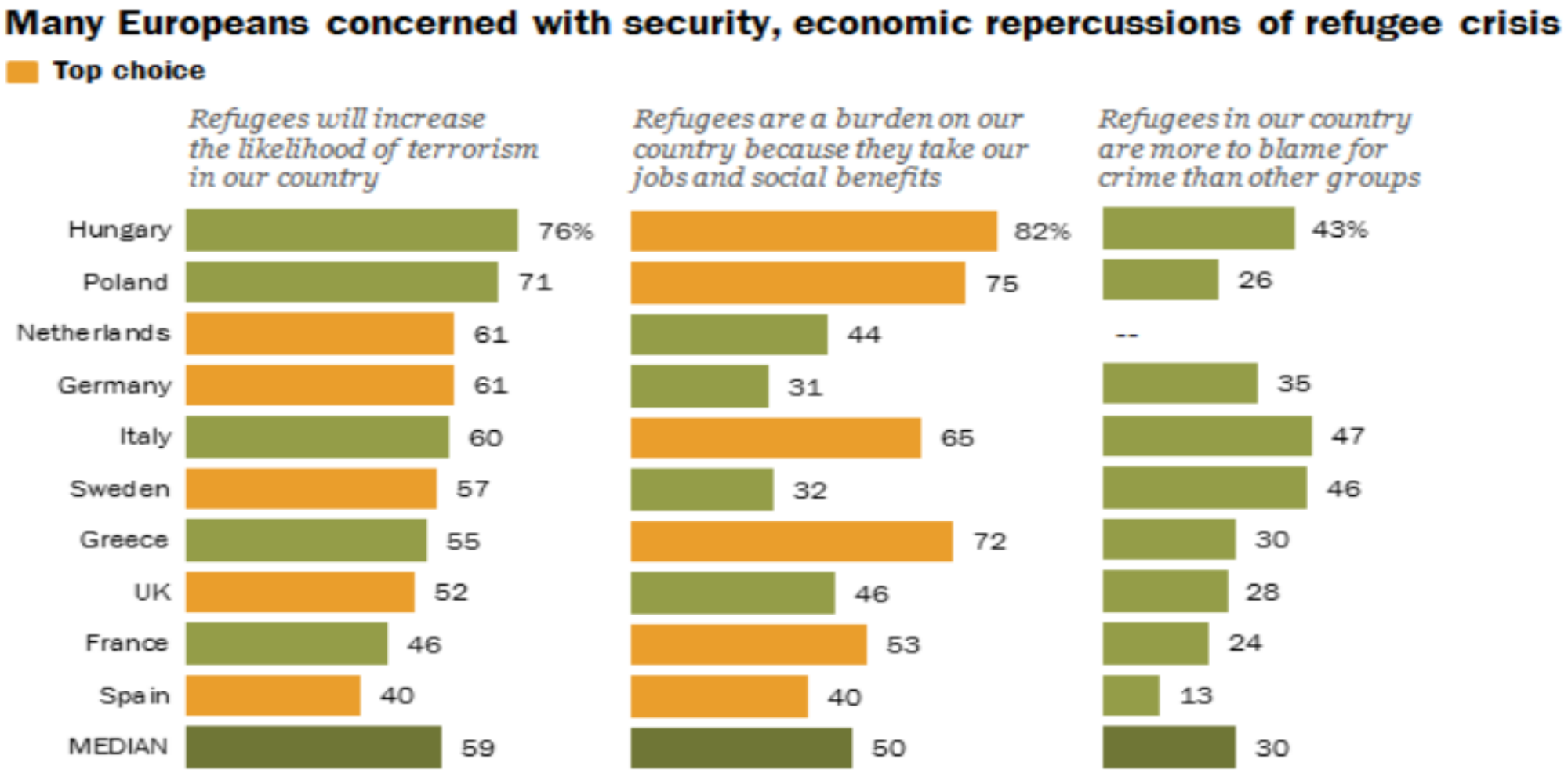
6

## Module 6

Train the Trainer pedagogies

Enter

# Public opinions towards migration




Note: Netherlands excluded on question about crime (Q51b) due to administrative error.

Source: Spring 2016 Global Attitudes Survey. Q51a-c.

PEW RESEARCH CENTER

# 1.1 Main Ideas and Principles of Participatory Theatre

There are several concepts and approaches of PT like ”Drama/Theatre in Education”, “Theatre of the Oppressed”, “Theatre for Living”.

All these different concepts and approaches are using theatrical and drama games, exercises, methods and techniques (also) for educational purposes.

And all these methodologies are based on active involvement of the students as participants by playing actively, reflecting experience made during the games, exercises and techniques and finding connections to the relevant issues.

Button text here

# 3.3.1 Sculpting images

## Sculpting partners

Facilitator: "Stand facing your partner. You are both going to do both parts of this. For now, decide who is going to be the sculptor and who is going to be "intelligent clay". What is intelligent clay? Your partner is intelligent clay. You can shape your partner into any position (with reason) and the clay will stay in that shape. Because your partner is intelligent clay, he will fill the shape with thought and emotion that is indicated by the body position in which he is placed. Sculptors are responsible for all limbs, facial expressions, etc. Don't be afraid to touch, but be respectful".

**Option:** The facial expression can also be demonstrated by the sculptor.

**And:** It is not necessary to sculpt a story at this point, just to make a shape. The clay, as he is put into shapes, should be trying to understand and feel the emotional messages of that shape.

Facilitator: "Sculptors once you have made one image, erase it, make a second. Clay, once you are in your second shape, remember what it is, and relax."

Click here to watch the video

English

# NEWS

## Migration, Pandemic And Misunderstanding

Migration, pandemic and misunderstanding: Interview with Alma Pezerović – social worker who provides assistance to asylum seekers and migrants

Read more ...

## IN RETROSPECTIVE: RED CROSS SPLIT – IN ANSWER TO THE "MIGRANT CRISIS"

The interview subject is Mirela Zorić, Red Cross Split employee who helped people during hardships on their journey from the ruinous war-torn land of Syria: in the migrant camps on the outskirts of inner Europe;

Read more ...

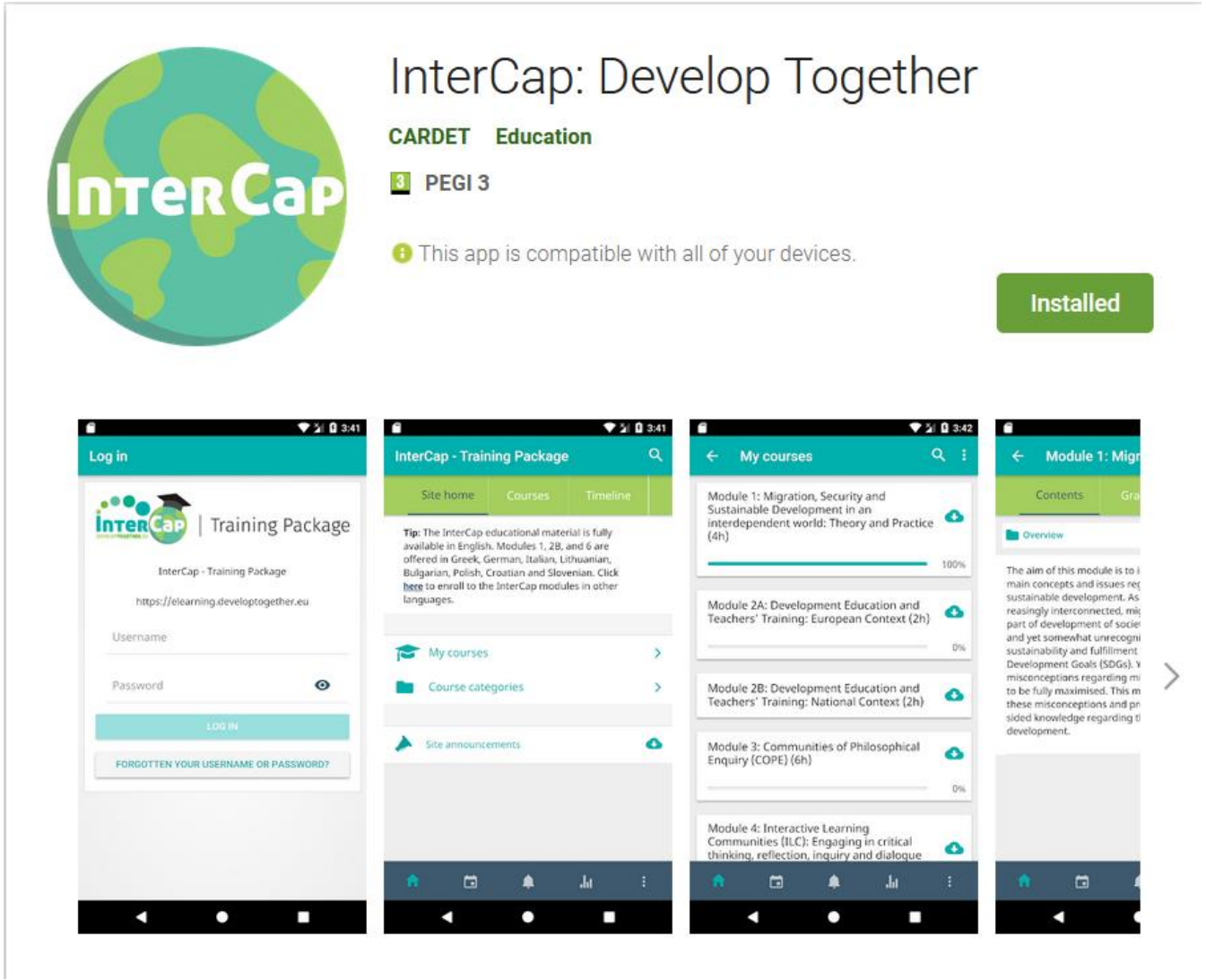
## OUTPUTS

Audit Executive Summary

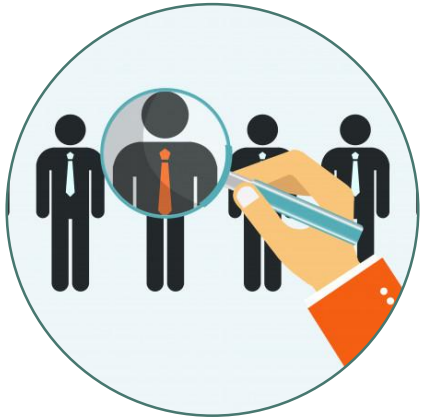
Transnational Audit Report

National Audit and EU Reports

# Mobile Application



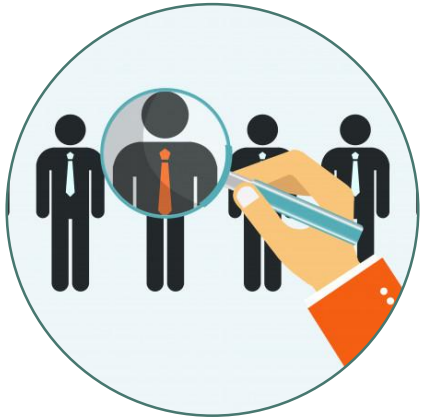
# National PCD networks: Steps to success



**Identify and recruit members for national PCD network or other existing structures**

- Civil society
- Representatives from ministries and other Governmental bodies or public agencies
- Teacher trainers, education system representatives, other actors
- Representatives from the parliament and political parties

# National PCD networks: Steps to success



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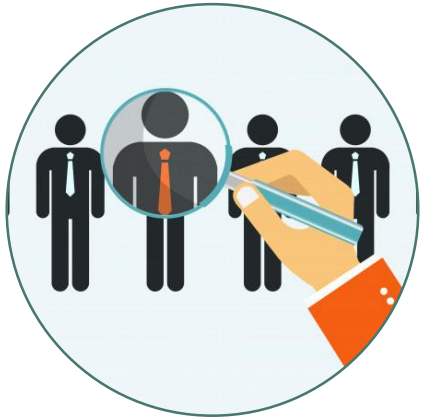
## National PCD networks or initiatives in action

- Raise awareness and provide information and updates about the promotion of PCD at national level
- Develop action plans for advocacy and/or lobbying initiatives to the aforementioned stakeholders on the importance for the promotion of such a policy [strong cooperation with existing initiatives or projects]

# National PCD networks: Steps to success



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## Establish or reinforce multilateral cooperation of stakeholders for the promotion of PCD

- Promote migration and development (education sector), as one of the strategic PCD focus areas
- Contribute to transferring knowledge and competences to key stakeholders and decision makers

# NETWORKS

A European development education Community of Practice and national networks for the promotion of Policy Coherence for Development are established in all countries. We invite you to join us for debates, advocacy, supporting material and help us to bring about a change in the world!

Read more >

# OUTCOMES…

# Main achievements- Part I

- ✓ InterCap project initiated a European community of practice with universities, CSOs and networks (CONCORD Europe, ANGEL) following the national/ EU audit.

- ✓ With the support of these networks, the consortium drafted and published:

I. 1 Audit Executive Transnational Report and Summary and 12 National Reports

II. 3 Annual Strategy Papers by Mentor partnership

III. 3 Annual High Level Communication Papers by the Community of Practice

IV. 3 Annual Policy Papers on Policy Coherence for (Sustainable) Development

All papers and reports are available and open to access in the eLibrary of InterCap platform: https://developtogether.eu/en/resources/category/4-reports-and-papers

# Main achievements- Part II

- ✓ Contributed to increasing the **awareness on PCD** through **national networks and/ or synergies with current initiatives** aiming to ensure collective actions, combined with **3 International Scientific Conferences**.

- ✓ Developed a **30-hour Training Package** for development education teacher training, that is available for online and face to face implementations. **More than 20,000 people have accessed the training package online and/ or participated at a national training or workshop** (f2f or online) in the partner countries.

- ✓ **More than 4 million people** were **reached out** and informed (through the face to face and online activities, the use of online tools and the social media campaign) about the importance of quality development education, PCD and the attitudes towards migration and development.

# Target groups reached in numbers (up to Year 2)

| Target groups reached | Total |
|---|---|
| Teachers' trainers | 42.980 |
| Pre-service teachers | 9.203 |
| Education system representatives | 42.933 |
| **Beneficiaries reached** | **Total** |
| In-service teachers | 21.115 |
| Students | 23.060 |
| School staff | 3.935 |
| EU Citizens | 2.844,566 |
| EU citizens (social media campaign) | 1.305,343 |
| **Total number reached** | **4.293,135** |

# CHALLENGES…

PCD

COVID-19

# FEEDBACK...

level
coordinator
activities
support
trainings
among partners
Communication
flexibility
partners
national
project

# Lessons learned…Part I

- ✓ Policy coherence for (Sustainable) Development: A real challenge and there is a big discrepancy across countries.
- ✓ Migration challenges: Still a long way to go to improve policies for integration.
- ✓ Local context matters: Each country had in several cases adjusted activities and varying degrees of complexity.
- ✓ Education of teachers: It is a vital part for teachers to be educated on topics for development education.
- ✓ Participatory methodologies: A very useful tool to support teachers and educators on spreading awareness to children and young people on the importance of sustainability, inclusiveness and the role migration has in our life. However, a participatory methodology is not a solution if it is out of context.

# Lessons learned…Part II

- ✓ Educational material: It is important of aligning the educational material with the needs of educators and teachers so that it meets the objectives of the national curriculum in a horizontal way.
- ✓ Collaboration: Critical for projects of this scale.
- ✓ Commitment: Organisations and people commitment is what makes the difference.

**“Be the change you want to see in the world”**
**- Mahatma Gandhi**

# Thank you for your attention!

www.developtogether.eu

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[InterCap project number: CSO-LA/2017/388-136].

# *14th January 2021 Conference*
# *Promoting Policy Coherence for Development through Education*

## Civil Society's role in promoting Global Citizenship Education and PCD/PCSD

**Stefan Grasgruber-Kerl**

Co-Chair of CONCORD GCE Working Group
Stefan.grasgruber-kerl@suedwind.at

# About CONCORD

CONCORD is the European confederation of relief and development NGOs.

We envision a world where people live free of poverty and exploitation. This must be achieved by a citizen-led transformative agenda based on social justice and gender equality and respecting diversity and the limits of our planetary capacity.

We are the main interlocutor with the EU Institutions on development policy.

We work together to ensure that European policies promote sustainable economic, social and human development, addressing the causes of poverty, based on human rights, gender equality, justice and democracy.

28 national platforms, 25 networks&families of NGOs, 4 associated members representing 2.600 NGOs in total

# CONCORD Europe working structures

## Main topics

**Policy Coherence for Sustainable Development**

**Sustainable Social Economy for all people**

**Financing and funding for Development**

**Inequality & Poverty**

## Cross-cutting issues

Gender equality

Private sector

CSO power & democratic governance

Regional approaches

Global Citizenship Education

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European NGO confederation for relief and development

# Global Citizenship Education (GCE) Working Group in CONCORD

- We target the EU institutions as well as the development actors themselves to challenge the classic approach to international development and address the root causes of inequality to tackle them.
- We believe that global citizenship education is a key tool in gaining a critical understanding of the world around us and in creating an active global civil society. -> also key tool for PCD
- Learning Space for Members to bring examples of Global Citizenship Education (GCE) from the national level and share best practices and lessons learned.

# WE NEED A GLOBAL CITIZENSHIP PERSPECTIVE

Especially in a post-pandemic period

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1

# NEW VISIONS FOR AN EVER-CHANGING WORLD

**When people are more informed about their world, they can make better choices and engage to create a better world for all.**

*We shall all participate in creating new visions for a better and more sustainable world respecting diversity and understanding our mutual interdependence.*

2

## WE NEED INFORMED AND COMMITTED CITIZENS

**Would you like to live in a free and democratic world? Then you need global citizens to create a world of solidarity and democracy. Investing in global citizenship education leads to a more globally-minded society for solidarity and equality.**

### SEE THE WORLD IN A NEW LIGHT

*Education is a way of realizing how the world looks like and how we all can engage in it.*

### TAKE A STEP INTO A BRIGHT FUTURE

*The only way forward is the sustainable way. With planetary boundaries at their limits we must do better now for us and for the future generation.*

### A NEW PERSPECTIVE TOWARDS A SUSTAINABLE AND JUST FUTURE

# What's happening at EU level?

**There is not enough recognition, political support, policies and adequate funding for GCE**. GCE and citizenship engagement have been seen in the past years -and still are- as strictly linked with the development cooperation agenda but mainly referring to educational policies and awareness-raising but not as key engagement tools for citizens in all sectors, especially in the implementation of the Sustainable Development Goals (SDGs). Also it has not been seen yet as the key tool for critically moving forword progressive policies towards PCD/PCSD

**Education has never been an EU competence:** EU policy in the fields of education and training -also in the context of EU external relations- is designed to support action at the level of Member States since they remain responsible for it.

**The European Civil Society GCE stakeholders and practitioners (including CONCORD and its members) - advocate to:**

- reinforce the current institutional architecture and policy framework for GCE (at national and European levels),

- enhance structured relation with policy makers on DEAR/GCE,

- promote the recognition of and the interaction with other GCE actors (social movements, media, local administrations, etc.),

- make GCE a cross cutting issue, i.e. not restricted to a competence of a specific single institution and operating in an effective multilevel approach (local /national / European /global).

# GCE and post-covid pandemic situation:

**How can GCE become instrumental for the recovery period not only for EU Member States but for many of the EU partner countries outside the European borders ?**

- Promoting and investing in the *"leave no one behind"* approach
- supporting the communities from local to global level to bring solidarity and cooperation back to the core of post-pandemic recovery.
- providing the tools and policies to help uphold EU values and rights like human rights for all and solidarity.
- Mobilising for cooperation and solidarity in a local and international dimension
- Establishing a dialogue with mass media at the national levels to prevent further dissemination of fake news or any news that contribute to polarisation

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# PCD and PCSD – what's the difference?

## PCD

- Helps us find out whether or not we are taking **from partner countries** with one hand what we have been giving with the other.
- Enshrined in the **Lisbon Treaty** (article 208).
- The **Consensus** *"requires taking into account the objectives of development cooperation in policies which are likely to affect developing countries".*
- **No harm**

## PCSD

- Under **Target 17.14** of the SDGs, the world has made a commitment to *"enhance policy coherence for sustainable development"*.
- Coherence **is not just exclusively** in the realm of development cooperation.
- PCSD underpins the 2030 Agenda and will be **used as a lens** through which we elaborate, analyse and improve policies.
- **No harm + solutions/rights agenda + reshape the system**

# CONCORD Europe working structures

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## Cross-cutting issues

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Private sector

CSO power & democratic governance

Regional approaches

Global Citizenship Education

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# The new lens for ensuring PCSD

**HERE AND NOW**

Do the political priorities balance the **four dimensions *of sustainable development*** *(social, environmental, economic and governance)?*

**ELSE-WHERE**

Whether the political priorities have a **positive or negative impact on the ability *of other countries*** *to achieve sustainable development?*

**LATER**

Whether the political priorities have consequences for **future generations'** potential *to live sustainably?*

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# The key role of CSOs in PCSD

- As a watch dog, ensuring Leave No One Behind
- Holding governments and public and private institutions accountable on PC(S)D using expertise to contribute to evidence-based policy making
- Monitor PC(S)D, and carry out independent evaluations
- CSOs also hold decision-makers to account by raising public and political awareness
- As implementers of dev cooperation projects

# CONCORD and the shift from PCD to PCSD

- CONCORD has **a <u>workstream on PCSD</u>**
- As CONCORD we embrace the move from PCD to PCSD
- BUT: we must not lose the essence - the EU has a ***<u>legal</u>*** obligation to prevent its policies from having detrimental external impacts on partner countries

# Why is PCSD important?

## Incoherencies lead to:

- Fragmented government action
- Inefficiency, overlap and duplication
- Higher costs in government operations
- Policies that impact negatively “here and now”, “elsewhere” and “later”
- Important environmental, economic and social costs with effects on the well-being of people and on the development prospects of other countries

# Why is PCSD important? An example:

**An incoherent approach to Africa?**

On one hand the Commission is presenting an ambitious "Strategy with Africa" while on the other hand:

- **Climate/Environment**: Europe's green transition might heavily impact African countries
- **Trade:** Europe is negotiating neoliberal trade agreements (EPAs) with Least Developed Countries in Africa
- **Agriculture:** With CAP we continue to support EU domestic agriculture overproduction and export to African countries which can distort their internal agricultural production

# 2. PC(S)D in the EU: European Commission

Focus is on PCD – as stated in the Lisbon Treaty

- Responsible:
  - Overall implementation of Agenda 2030: President **Ursula von der Leyen**
  - Better Regulation: **Frans Timmermans** and Secretary General **Ilse Juhansone**
  - **PCD person** in unit A1 in DEVCO

# 2. PCSD in the EU: European Parliament

Focus is on PCD – as stated in the Lisbon Treaty

Mechanisms for enforcing PCD:

- PCD rapporteur (with a PCD mandate) in the DEVE committee

# 3. PCSD in Member States

- Different approaches and different levels of "maturity" in different Member States
- Those that focus on PCSD (rather than PCD): Finland, Denmark, Sweden, Estonia, Ireland and Latvia
- Those Member States that use a PCSD approach, can sometimes lose the external dimension and the focus on partner countries

# 3. PCSD in Member States

Good practice example Sweden

- Introduced Policy for Global Development in 2003
- An overall goal that ensures that all Swedish policies contribute to global sustainable development and poverty reduction.
- The budget bill should be based on Agenda 2030
- Systematic reports on how target conflicts and implementation gaps are handled
- A national forum with a multitude of actors in society that contributes to ownership, understanding and commitment to a local and global sustainable development and to show the connections between them.

# 4. What is CONCORD doing?

- Short paper: “PCSD for dummies”
- Following major EU policy process from a PCSD angle: EU Strategy with Africa, The New Green Deal, Migration Pact, Private Sector, Trade (to a limited extent)
- European Commission: Input on PCD priorities + Analysis of the 2019 PCD report
- European Parliament: Engage with PCD rapporteur and possibly a roundtable with MEPs to raise awareness on PCSD
- Member State level: Shadow tracking of national PCSD commitments

# 5. Key CONCORD Recommendations

- **The European Commission should develop a Sustainable Europe 2030 Strategy and Implementation Plan** for the SDGs, including a **roadmap for PCSD**, to ensure an integrated, time-bound and targeted approach. President Ursula von der Leyen must take the leadership and responsibility for PCSD in the EC.
- **The European Parliament** should **hold the European Commission accountable** for their commitments to sustainable development by demanding that the European Commission presents a Sustainable Europe 2030 Strategy and Implementation Plan for the Sustainable Development Goals with an emphasis on PCSD. Furthermore, PCSD should become the responsibility of specific PCSD rapporteurs embedded in every committee and political group in the EP
- **EU Member States** should establish **inter-ministerial coordination mechanisms** that address how national policies impact other countries. These mechanisms should be able to analyse policies that make a positive or negative contribution to sustainable development in a country as well as take into account the specific impact on developing countries and the planet as a whole.

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# 6. How to engage on national level?

- Look at your country's strategy for implementing Agenda 2030 and see what their PCD/PCSD commitment is
- Read your country's response to the European Commission PCD report survey (2019) – link
- Call on your government to activate all PCD mechanisms agreed under the EU PC(S)D requirements, Agenda 2030, and the Addis Ababa Agenda for Action
- Know your governments' commitments to Agenda 2030 and how they are performing against targets
- Collaborate with other CSO actors nationally, across the EU and at a global level to monitor PCSD

# Further reading

- A guide to PCSD (Oct 2020)
- A PCSD perspective on the New Pact on Migration and Asylum (Nov 2020)
- How will you work for sustainable development? A litmus test for EU leaders (April 2019)
- 2019 EC report on PCD (here)
- Member States replies to PCD report (here)
- CONCORD report on impact assessments (here)
- OECD toolkit on PCSD (here)
- How to be an effective watchdog on PCSD (here)

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# Engage with us

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concordeurope.org

CONCORD_Europe

CONCORDEurope

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΠΟΛΙΤΙΣΜΟΥ, ΑΘΛΗΤΙΣΜΟΥ ΚΑΙ ΝΕΟΛΑΙΑΣ

ΜΟΝΑΔΑ ΕΚΠΑΙΔΕΥΣΗΣ ΓΙΑ ΤΟ ΠΕΡΙΒΑΛΛΟΝ ΚΑΙ ΤΗΝ ΑΕΙΦΟΡΟ ΑΝΑΠΤΥΞΗ

ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ ΚΥΠΡΟΥ

# Sustainable Development Goals, active citizenship and the role of education in a time of great challenges for the global community

**Dr. Aravella Zachariou**
**Head of Unit for the Environment and Sustainable Development (ECSY)**

**Chair of UNECE Steering Committee for ESD**
**aravella@cytanet.com.cy**

**3 rd International Scientific Conference Promoting Policy Coherence for Development through Education: How to Globalize Local Education Thursday, 14th of January 2021, 10:00- 14:30 (CET)**

# Basic axes of the presentation:

- What is the role of the citizen in achieving the goals of Sustainable Development (SDGs)?
- What is the role of education in achieving active citizenship and the SDGs?
- Why do the SDGs presuppose Global Education (GE) / Education for Sustainable Development (ESD)?
- How does ESD contribute to the formation of the active citizen?
- What good practices have been promoted in Cyprus to achieve the SDGs?
- What are the consequences of the Pandemic and the dangers of suspending the SDGs?
- What are the issues and challenges related to the SDGs, citizenship and education?
- What are the training challenges for achieving the SDGs and active citizenship?

## What are the facts;

Globalization is an evolving and changing process of connecting and interconnecting people with each other and with the environment.

Globalization is linked to all human activities (economy, technology, culture, environment), through which issues of a systemic and universal nature arise.

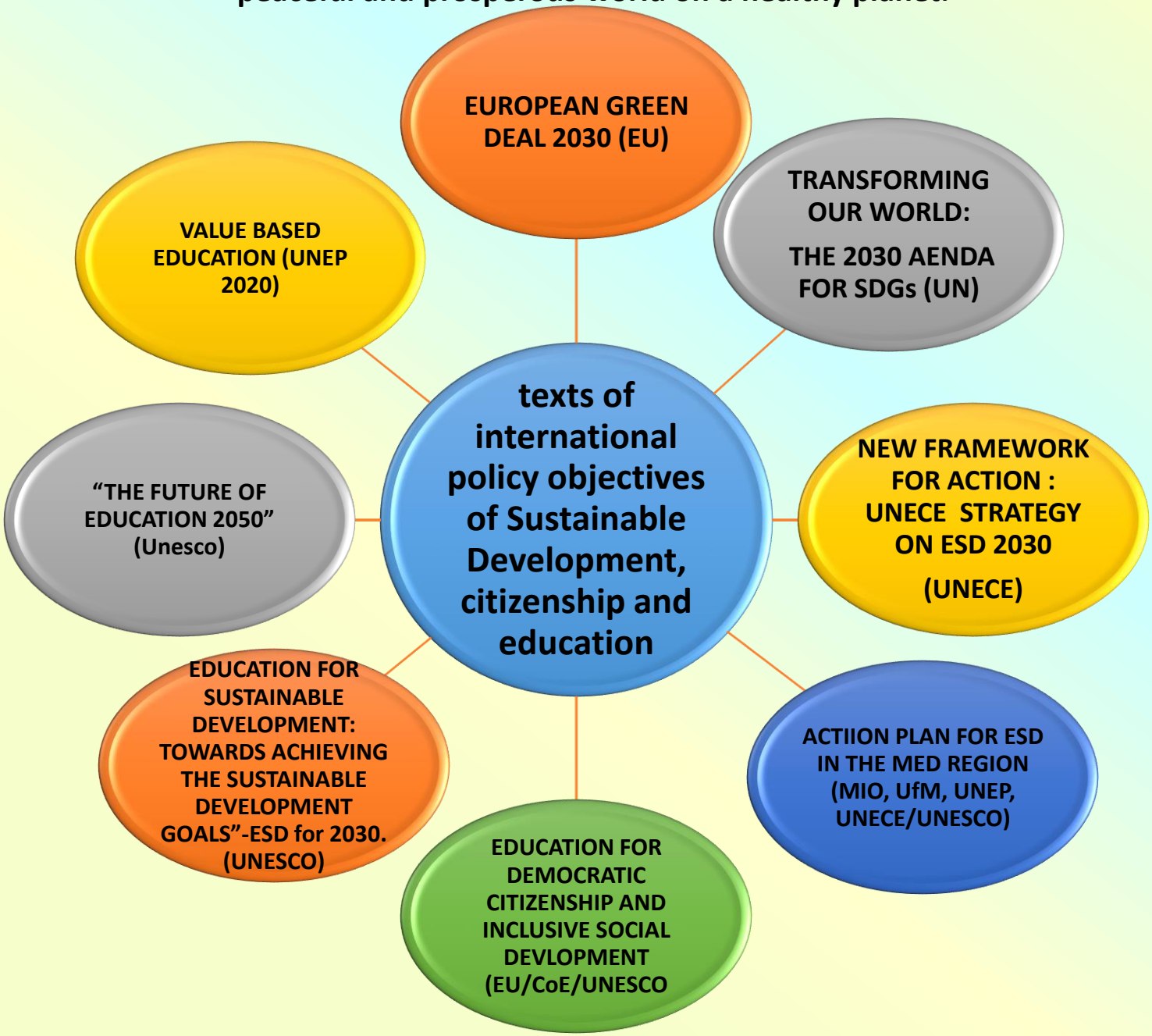
Education is the "key" to providing the skills and supplies that will make students, young and lifelong productive, responsible active citizens to ensure sustainable societies.

Transition from the "transmission" model of teaching to the transformational learning model

Unified and holistic view of social justice, environmental sustainability and economic growth (triptych SOCIETY-ECONOMY-ENVIRONMENT)

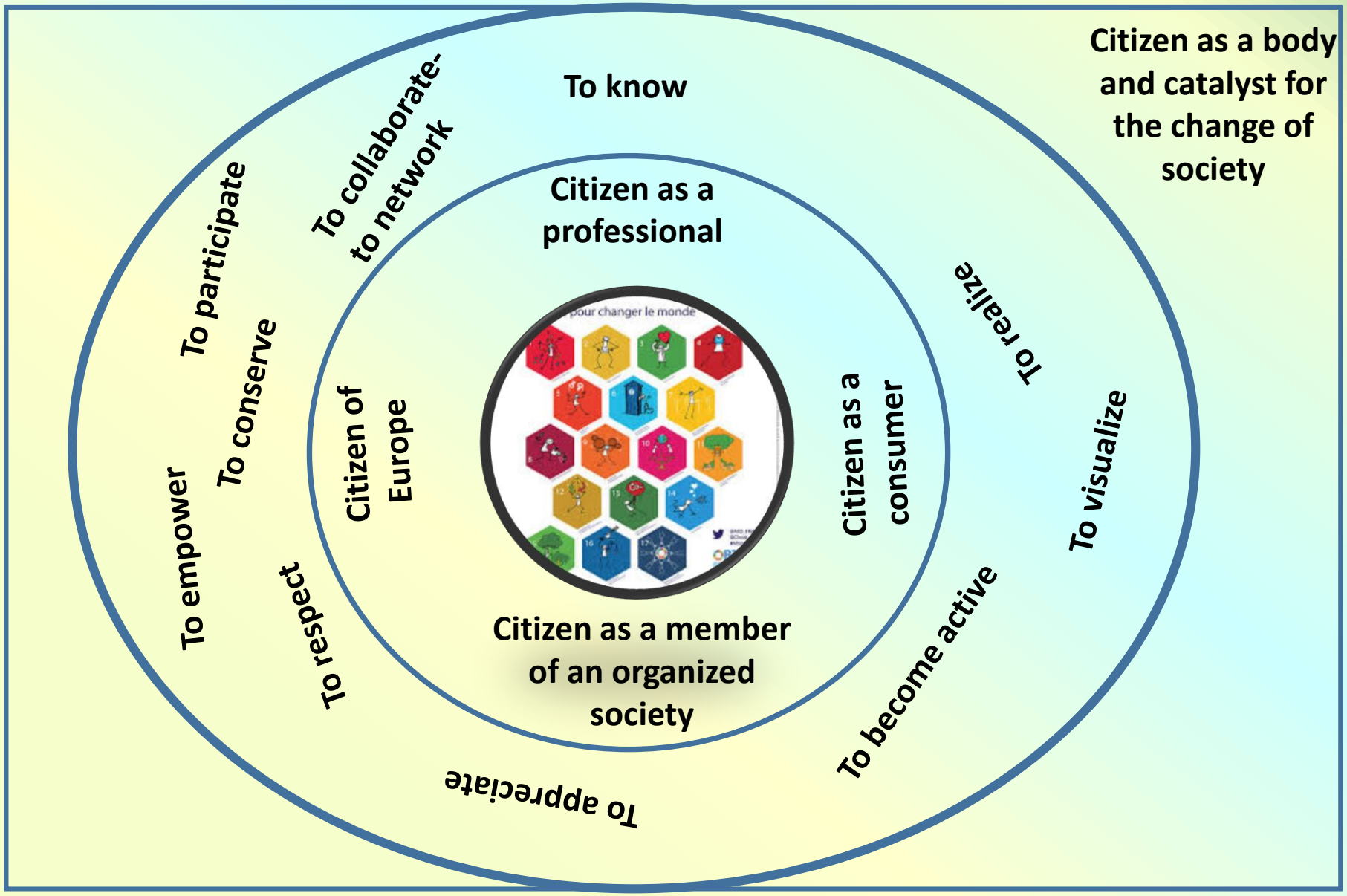
**"There is no PLAN B beyond the goals of sustainability because there is no PLANET B" (Ban Ki-moon 2016)"**

**The Sustainable Development Goals are not an alternative, but is the only option for shaping a more peaceful and prosperous world on a healthy planet.**



The formation of active citizens, who- having a sense of responsibility- will seek to address the common urgent need to build peaceful, just, tolerant and sustainable societies, activating the necessary fundamental changes in the way we exist and coexist with others and the planet.

## What is the role of the citizen for achieving SDGs;



# What is the role of education in achieving active citizenship and the Sustainable Development Goals?

**"Education which seeks to" open "the eyes and minds of people in relation to the global reality and to awaken them to fight for the creation of a world characterized by" more "justice, equality and human rights for all »**

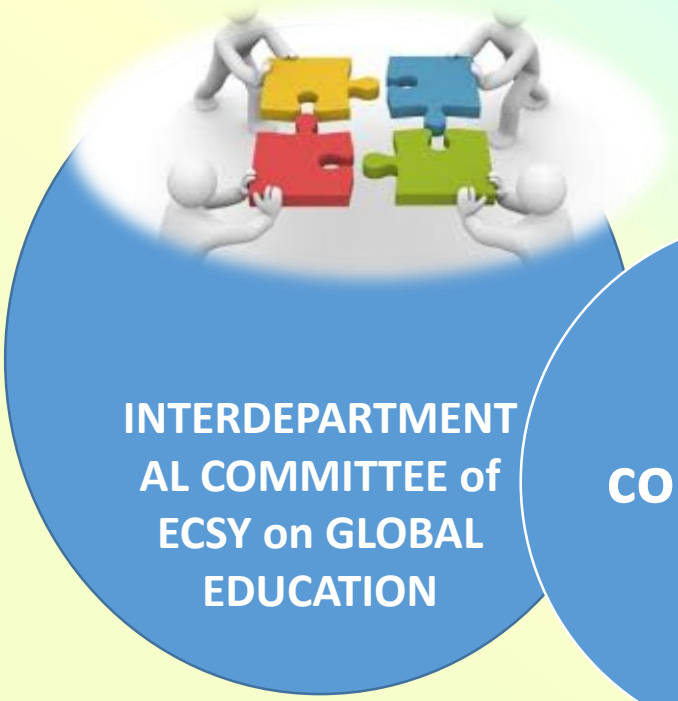
**Strengthening "belonging" to the global family, through actions to create a sustainable and better world governed by universal values, human rights, equality and diversity**

# WHY DO THE SDGs PREREQUIRE AND DEMAND GLOBAL EDUCATION AND SUSTAINABLE DEVELOPMENT EDUCATION?

## How does ESD contribute to the formation of the active citizen?

- It enables us to engage in political behavior
- To gain a sense of responsibility and ownership of space in the school and in our community through action
- To know our local problems and to realize our responsibility in relation to them
- Understand that our actions can have global consequences
- To acquire intervention skills by transforming in the best possible way our social, cultural, economic and environmental conditions
- To acquire skills of cooperation, negotiation, argumentation, participation in decision making, self-determination
- To regain our relationship with our place and to realize that our planet is our "home".
- To regain lost values such as solidarity, ecological sustainability, equality, respect for ourselves and others

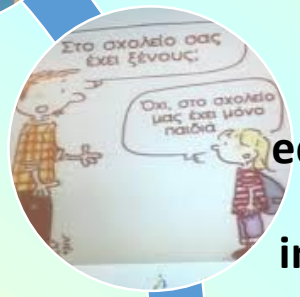
# ORGANIZATIONAL AND STRUCTURAL FRAMEWORK THROUGH WHICH SUSTAINABLE DEVELOPMENT OBJECTIVES CAN BE PROMOTED



INTERDEPARTMENTAL COMMITTEE of ECSY on GLOBAL EDUCATION

Other commitees/ groups

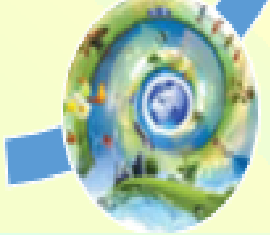
Interdepartmental Committee on Gender Equality




Interdepartmental Committee for the educational integration of children with immigrant biographies

Interdepartmental Committee for the Prevention of Violence and Delinquency.

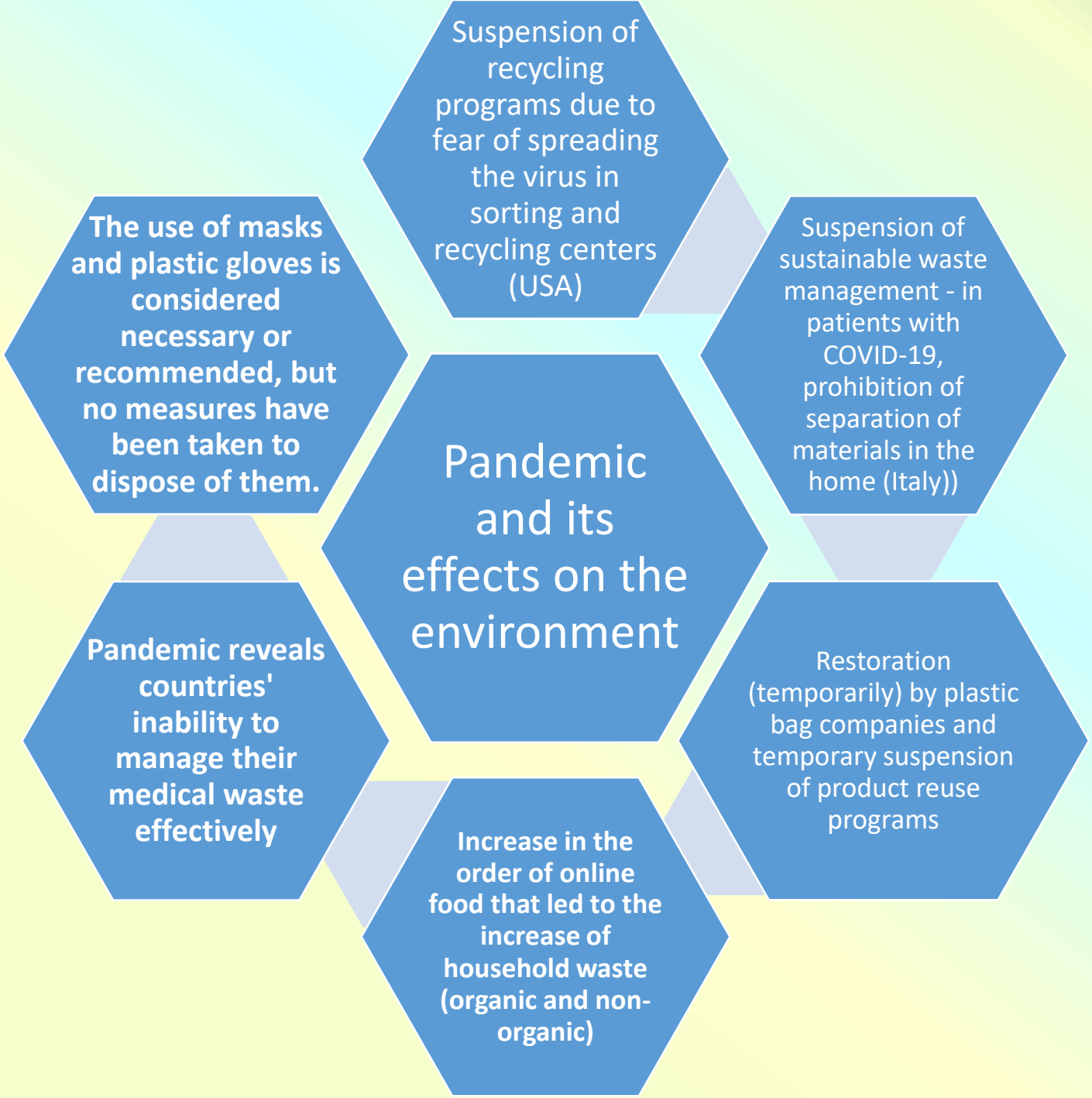
Unit for Education for the Environment and Sustainable Development

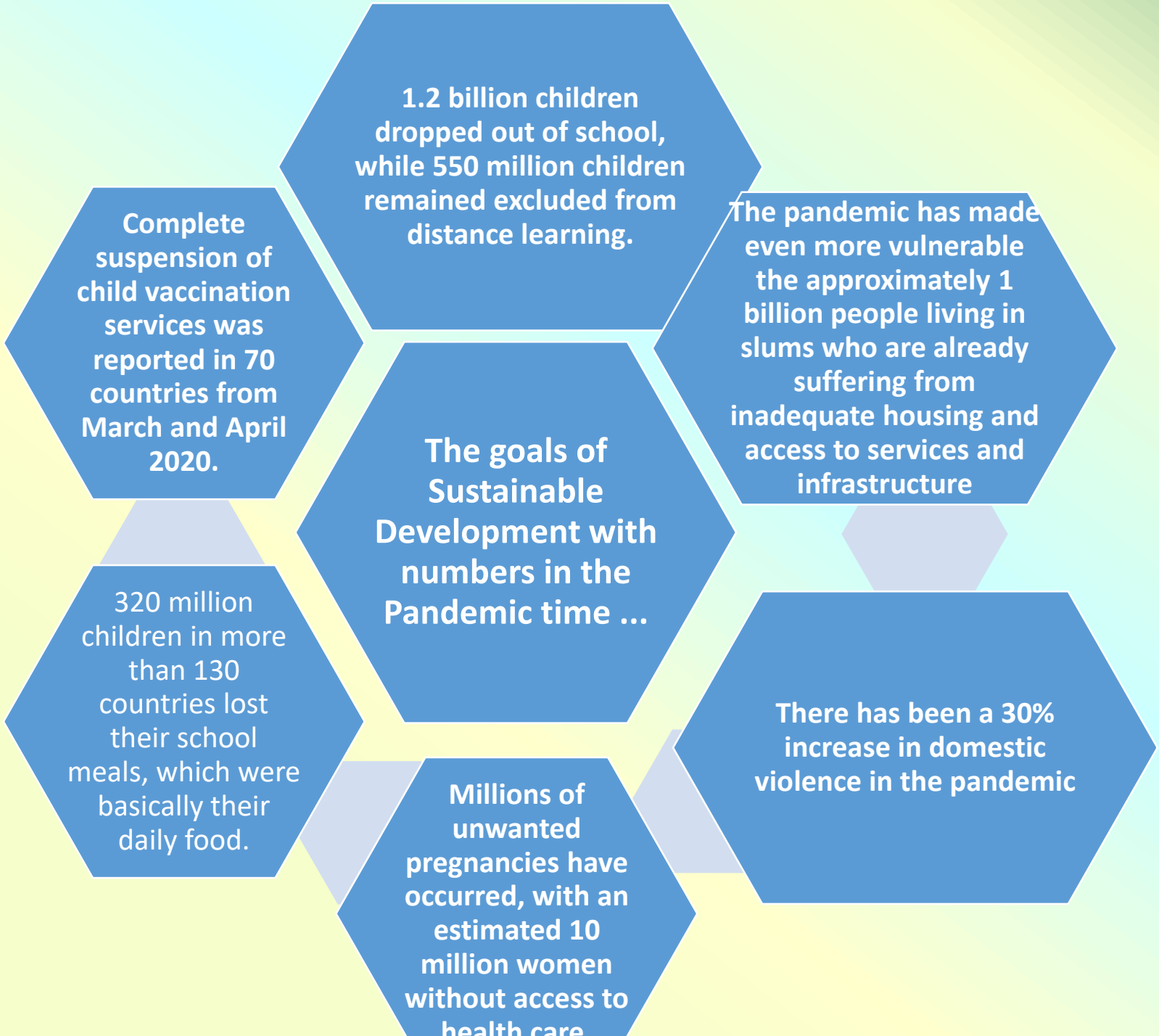


Μονάδα Εκπαίδευσης για το Περιβάλλον και την Αειφόρο Ανάπτυξη

# ESD in the Education System of Cyprus

- Integration of ESD curriculum in all schools- Education tools and means for the environment and SD
- Governmental EE Centers Network (non-formal education programs for the environment and SD for all levels of education and for society)
- European programs-Bilateral Cooperation, leading role of Cyprus at international and regional level
- Seminars for education and training of teachers and education executives.
- Pilot applications of intervention programs (community action programs)
- Sustainable School Design- Creating Bioclimatic Schools (PEDIA)


Pandemic and its effects on the environment
Suspension of recycling programs due to fear of spreading the virus in sorting and recycling centers (USA)
Suspension of sustainable waste management - in patients with COVID-19, prohibition of separation of materials in the home (Italy))
Restoration (temporarily) by plastic bag companies and temporary suspension of product reuse programs
Increase in the order of online food that led to the increase of household waste (organic and non-organic)
Pandemic reveals countries' inability to manage their medical waste effectively
The use of masks and plastic gloves is considered necessary or recommended, but no measures have been taken to dispose of them.


1.2 billion children dropped out of school, while 550 million children remained excluded from distance learning.
Complete suspension of child vaccination services was reported in 70 countries from March and April 2020.
The pandemic has made even more vulnerable the approximately 1 billion people living in slums who are already suffering from inadequate housing and access to services and infrastructure
The goals of Sustainable Development with numbers in the Pandemic time ...
320 million children in more than 130 countries lost their school meals, which were basically their daily food.
There has been a 30% increase in domestic violence in the pandemic
Millions of unwanted pregnancies have occurred, with an estimated 10 million women without access to

# What other consequences of the Pandemic on the SDGs?

There is a lack of leadership and inadequacy on the part of the states to deal with the situation as a whole.

**Prolonged absence from school leads to lower graduation rates and worsens learning outcomes.**

**Effects on children's mental health, social and all-round development.**

**The global alliance and cooperation to ensure social cohesion is in question.**

Increased child labor, while in various countries girls are the first to experience social exclusion, remaining vulnerable to sexual harassment.

**Risk of suspending policies, institutions, programs related to the environment and sustainable development under the guise of economic recession and other urgent emergency policies.**

## WHAT ARE THE KEY ISSUES / CHALLENGES WE ARE CALLED TO ANSWER IN RELATION TO THE SDGs, EDUCATION AND ACTIVE CITIZENSHIP?

- **Why are we as a society called to reflect on our relationship with nature and through what processes, since, as the pandemic has shown, biodiversity is at great risk and most diseases are zoonotic?**

- **How and in what ways should we review production systems and the food chain so that biodiversity is not endangered while tackling the global problem of hunger?**

- **How can such health and humanitarian crises be tackled in the future when 40% of the world's population does not have access to safe and safe drinking water or basic sanitation?**

- **How can we build societies based on equality and inclusion when those most affected are vulnerable and marginalized groups (women, children, young people)?**

- **How can we talk about quality education and inclusive education when it is in danger of becoming an aid to it?**

- **How can we continue to talk about active "citizenship" when its main frame of reference which is experience, personal contact, acquaintance, empathy, mobilization, action has been suppressed and limited to a virtual reality and digital technology ;**

- **What is really the future of education and in the end what kind of citizen do we want to form**?

## WHAT ARE THE CHALLENGES OF EDUCATION TO ACHIEVE THE GOALS OF SUSTAINABLE DEVELOPMENT AND ACTIVE QUALITY?

- **What changes should be made to educational organizations to help shape citizens who will be able to anticipate and manage such situations?**
- **Who will guide us in these changes and what kind of leadership should we invest in?**
- **Are educational systems and institutions properly prepared and able to adapt their programs, structures, infrastructure and operation in a way that addresses sustainability issues systematically, especially in the post-pandemic era?**
- **Through what processes and mechanisms can the concept of the citizen in terms of its content and dynamics continue to exist?**
- **How can inequality be addressed at all levels?**
- **How can freedom of speech and expression, political action and reaction be guaranteed without fear and decision-making or the abolition of policies?**
- **Finally, what values are we referring to, what values do we advocate and how can we (if they can) invest in the active citizen?**

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΠΟΛΙΤΙΣΜΟΥ, ΑΘΛΗΤΙΣΜΟΥ ΚΑΙ ΝΕΟΛΑΙΑΣ

ΜΟΝΑΔΑ ΕΚΠΑΙΔΕΥΣΗΣ ΓΙΑ ΤΟ ΠΕΡΙΒΑΛΛΟΝ ΚΑΙ ΤΗΝ ΑΕΙΦΟΡΟ ΑΝΑΠΤΥΞΗ

ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ ΚΥΠΡΟΥ

# Sustainable Development Goals, active citizenship and the role of education in a time of great challenges for the global community

## Thank you!

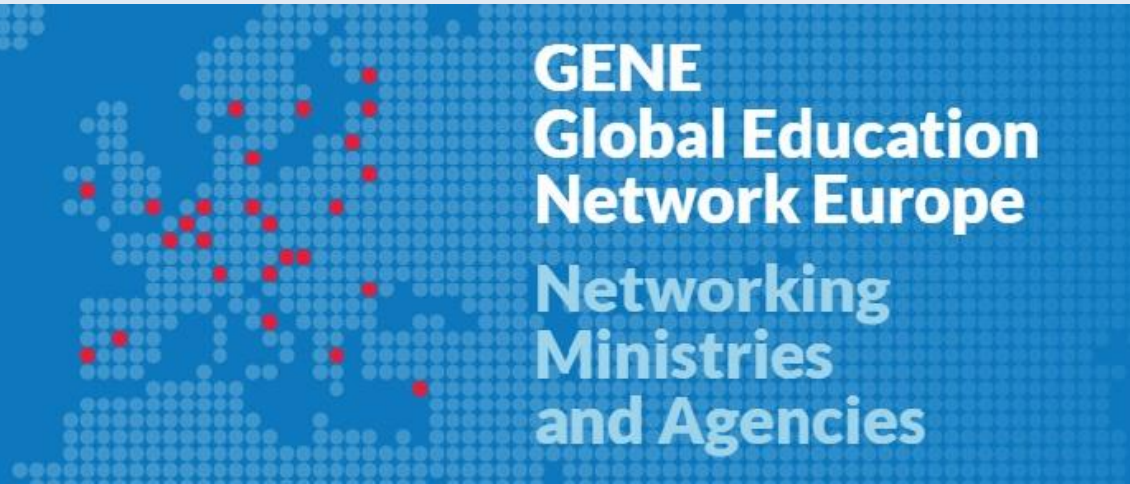
**Dr. Aravella Zachariou**
**Head of Unit for the Environment and Sustainable Development (ECSY)**

**Chair of UNECE Steering Committee for ESD**
**aravella@cytanet.com.cy**

# Policy coherence via policy coordination and policy learning

*the role and potential of*
*Global Education*
*in the transformation of education systems*

**Liam Wegimont**
**Executive Director, GENE**
CARDET InterCAP Conference
January 2021



# How are you doing?

- *GENE – who we are and what we do*
- *Why we use Global Education as an umbrella term*
- *Policy Coherence, Policy Coordination and Policy Learning*
- *Actions educational authorities, institutions and CSOs ~~need to take~~ are already taking to promote Global Education*
- *Benefits to learners and to society of more and better Global Education*

# GENE – who we are

GENE is the **network of Ministries and Agencies** with national responsibility for GE/DEAR in European countries.

Over 60 NATIONAL Ministries and Agencies from European countries, with the EC. (Cypriot Ministry of Education)

Bringing together policymakers for **increased and improved GE** – through networking for policy learning.

*"Working towards the day when all people in Europe – in solidarity with people globally - have access to quality GE/DEAR."*

# GENE – What we do

***Networking*** policymakers - multilateral roundtables

***Peer Review*** and peer learning

***Support*** to national ministries and agencies

***Policy research*** – issues identified by policymakers (ANGEL/EERA).

***Highlighting good practice***, quality, innovation, etc.

Work with ***other international organisations*** (EC, OECD, UNESCO, UNECE, etc.).

Work with policymakers in ***other regions***

***MORE AT WWW.GENE.EU***

# Global Education

"Global Education is Education that opens peoples 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".

*Maastricht Declaration 2002*

GENE uses the term Global Education to enhance policy coherence….

GENE
Global Education Network Europe

## Global Education

**There are lots of competing terms; we use GE as an umbrella term for….**

- Development Education
- Human Rights Education
- Environmental Education
- Education for Global Citizenship
- Intercultural Education
- Peace Education
- Education for Citizenship and International Solidarity
- Global Citizenship Education
- Education for Sustainable Development
- Education for the Prevention of Violent Extremism
- Critical post-colonial Education
- Anti-Racism Education

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## Global Education

## Undermining Silo-isation and Promoting Policy Coherence, Policy Coordination and Policy Learning

"Since 2001, GENE has used the umbrella term Global Education in order to undermine silo-isation and to ensure alignment and co-ordination among competing terms and practices. This common policy language and concept has ensured cross-border and cross-sector policy learning". State of Global Education in Europe 2019

GENE
Global Education
Network Europe

# At the core of Global Education

Global Education always involves the following horizons or perspectives:

- A focus on Justice, Equality, Human Rights, Sustainability.
- An analysis that links local and global dimensions of issues.
-An educational process that is participatory.

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Global Education
Network Europe

# Global Education
# can also be understood as….

- An ***educational response*** to the realities of a globalising world, the world as we know it…
- A ***foreign and international policy requirement***; which also pertains to ensuring critical public engagement with development and other policies
- A **curricular prerogative** – education that does not have GE at the heart is not quality education, given our contemporary local and global context

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Global Education
Network Europe

# Global Education
# cannot be understood to be

- At the service of a political agenda
- A vehicle for particular worldviews or political programmes
- A preordained messaging service (even if the messages are ones we like that will save the planet and eradicate poverty)
- Something that can be straight-jacketed into a three year project or logframe matrix.

Why not – because its ***EDUCATION***

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# Policy coherence for Development?

- I am refraining from speaking of policy coherence for development.

- A broader educational and foreign policy vision has always underpinned Global Education.

# Policy coherence, policy coordination, policy learning

Before policy coherence is developed, there are some pre-requirements:

a common policy language,
a will to undermine silo-isation,
a common value-base,
policy-sharing,
policy coordination, and
openness to policy learning.

Policy learning is hard work, and requires humility, the willingness to share learning from failure as from success, and the ability to adapt solutions from elsewhere for current and more immediate contexts. (Nedergaard, P… GENE forthcoming).

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Network Europe

# What has GE got to to do with education system change?

**Education must put Global Education at the heart of learning, if it is to be considered quality education.**

*Finish National Board of Education/GENE*
*Espoo Conclusions on GE in Curriculum Reform 2012*

# What has GE to do with Education System change?

Global Education has a crucial role to play in:

- National education system improvement
- Curriculum development,
- Teacher education,
- Improvement of school practice and learning culture,
- Development of educational landscapes.

*Finish National Board of Education/GENE*
*Espoo Conclusions on GE in Curriculum Reform 2012*

GENE
Global Education Network Europe

# Other aspects of formal education system change that can/do benefit from Global Education

Global Education has a crucial role to play in:

- Integration of student voice and student democracy
- Improvement of school practice and learning culture
- Development of educational landscapes and learning communities.
- School Self-Evaluation, school identity and other improvement processes
- Involvement of parent bodies and other secondary stakeholders
- Development and training of school inspectorates

And that's just formal education – to say nothing of non-formal, informal, VET, etc…

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Global Education Network Europe

# *Benefits to learners and to society of more and better Global Education*

Learners and Society cannot do without Global Education.

If education doesn't have global learning at the heart, its not education, its not equipping learners to live in this world and to change it, its inadequate and needs to go. From a purely educational perspective.

We are way beyond benefit analysis - if it was not abundantly clear before the current "crisis" that we need a new paradigm, then its clear now.

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# *Benefits to society …of more and better Global Education*

"Our security is connected to the security of people who live elsewhere.

Issues that we are grappling with - pandemic,,,,climate consequences, threats to democracy, these are issues that people around the world are grappling with as well. In the 21st Century we live in an unavoidably interconnected world".

*Incoming USAid Administrator, Samantha Power, yesterday*

*It's simple: more and better global education is not an added extra that we need to argue for anymore. It's a prerequisite and necessity – if our education systems are to be fit for purpose. It is also, and at the same time, a necessary precondition for achieving a less unequal, more just, peaceful and sustainable world…or any world at all that involves humanity and the future.*

**Working towards the day when all people in Europe – in solidarity with people globally – will have access to quality Global Education.**

# Thank you!

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Secretariat@gene.eu

www.gene.eu GENE_GlobalEd gene_globaled GENEGlobalEducation

GENE
Global Education
Network Europe
Networking
Ministries
and Agencies

**Policy Coherence: For Development or for Social Justice?**

Michalinos Zembylas, Open University of Cyprus

I recently revisited Mark Hobart's 1993 edited book titled *An Anthropological Critique of Development*. In the introductory chapter of this collection, Hobart provides a genealogy of the notion of 'development'. Sociologists and anthropologists, Hobart tells us, have long been critical of attempts to articulate development in purely rationalist or technical terms, namely, as a process of growth that is grounded in presuppositions of systematic management of new knowledge and skills, while issues of social injustice are backgrounded. Recent shifts in education around globalization, neoliberalism and the discourse of specialized knowledge and high skills remind us of how the notion of 'development' is frequently depoliticized and decontextualized, when it mainly focuses on ways to increase capacity-building (usually borrowing practices and policies from one policy context to another) while failing to pay attention to how these policies or practices can actually advance social justice and address effectively the perennial problem of the reproduction of social inequalities.

I frequently give the example of 'best or good practices' as a case in point. We often talk about transferring best practices from one policy context to another as a solution that speeds up development, while underestimating that what is considered good in one context is not necessarily good in another. Although I find it interesting that Policy Coherence for Development (PCD) is a "key pillar" of the EU's efforts to enhance the positive impact and increase effectiveness of development cooperation, I wonder to what extent the advocated vision of policy coherence for development reproduces already existing social inequalities.

My aim today, of course, is not to provide a comprehensive critique of the notion of policy coherence for development, particularly in relation to the role of global education. Rather my intention is much more humble and comes down to a simple argument: To the extent that "policy coherence for development" is squeezed into categories of growth and progress—without at least instilling the practical demands of a global education with *ethical* and *political* significance—then our efforts will unwittingly be caught up in a blind reproduction of hegemonic forms of development and social injustice.

Ethical conversations of course are already taking place across many fields in education—within which global education is increasingly gaining recognition as an umbrella term—like peace education, intercultural education, citizenship education, human rights education and environmental education. But this state of affairs does not necessarily ensure that global education functions or teaches ethically or responsibly, or even that we can easily determine what that might mean. At issue here is a common challenge of ethical thinking and how we bring it to bear upon our education policies and our educational systems regarding global education policy for social justice rather than only for development.

A fundamental question, then, is: how can we instil policy practices with ethical and political significance so that hegemonic and rationalist epistemologies of "development" are interrupted and ethical values of social justice are foregrounded rather than backgrounded? These are theoretical dimensions that are desperately needed in policy coherence for development and global education, if we wish to move away from instrumental and rationalist discourses that promote development through global education. If, as educators, our aim is individual and social transformation, then we need to keep asking how precisely is policy coherence promoted in ways that are socially just?

I believe it is clear by now that perhaps the biggest failing of the MDGs was their lack of critical analysis of the fundamental causes of global poverty and social injustice, particularly the persistently highly levels of regional disparity in wealth, employment, infrastructure and education within the global South and between global North and South (McCloskey, 2020). As it has been pointed out by several scholars, the MDGs were applied to the so-called developing countries in ways that isolated the causes of poverty and injustice within the domestic policies of governments.

Clearly we cannot repeat the same mistake with the SDGs. Yet the question is how global education may contribute in ways that truly take into consideration the structural causes of poverty and injustice. Global education and education in general will clearly not eradicate poverty and injustice but it can surely make a significant contribution, if it is situated within a set of policies across a range of policy areas that support social justice and the eradication of poverty.

I would argue though that this cannot happen unless global education entails an explicitly *decolonial ethics* in its pedagogical and policy ethos. What do I mean by that and why is this important?

Recent work in fields related to global education like Human Rights Education (HRE) and Peace Education (PE) has begun to critique coloniality and Eurocentrism embedded in theoretical frameworks, pedagogical practices and education policies in these areas. This work is unmasking how coloniality and Eurocentrism are implicated in un-critical, monolithic, depoliticized and largely de-contextualized understandings and practices of what constitutes development or policy transfer.

This work has drawn attention to a range of exclusions, epistemic injustices and other violences in global education (to use the umbrella term), and a failure to fully address issues of power, race, and coloniality. Some of the critiques that have been raised against coloniality and Eurocentrism draw inspiration from decolonial thinking, highlighting how a 'colonial matrix of power' systematically reproduces colonial patterns of racial domination, epistemic hierarchization, and marginalization of non-Western knowledges and lifeworlds in the so called 'developing countries' in which policy coherence for development is often aimed at.

Scholars such as Enrique Dussel, Walter Mignolo, Nelson Maldonado-Torres, Sylvia Wynter and others, have turned our attention to the deep influence of taken-for-granted epistemological, ontological, methodological, and ethical assumptions embedded within academic disciplines as well as EU development projects. What I would like to

argue, then, is that a fundamental part of the ongoing project of decolonization—which I think is inevitable if we as Europeans want to be honest with ourselves and with the rest of the world—is the task of incorporating *decolonial ethics* into our political and educational projects. What does this mean?

Decolonial ethics does not simply recognize the values of intercultural dialogue and cultural differences, as liberal, multiculturalist, and cosmopolitan orientations emphasize. Rather, decolonial ethics imagines a set of ethical orientations that confront conventional assumptions about culture, history and politics and challenge the normally uninterrogated consequences of coloniality and Eurocentrism in European discourses, policies, and practices. In this sense, the task of developing a decolonial ethics is essentially a project of unworking the ethics of coloniality and Eurocentrism within our politics, our policies and our everyday lives.

Therefore, decolonial ethics is distinct from, and critical of, the ethics implied in liberal, multiculturalist, and cosmopolitan orientations that circulate in many fields, including HRE, PE and global education, as well as many EU development projects. Decolonial ethics may share with these orientations a refusal to circumscribe normative commitments to knowledge, politics and culture, yet it differs from them by virtue of rejecting fundamental principles of Western notions such as 'individualism' and 'universality' in favor of other values such as 'border thinking' and 'pluriversality' (Dunford, 2017). Border thinking highlights the contributions of subaltern knowledge producers, who are in the 'borders' or 'margins', whereas pluriversality emphasizes that there are pluriversal values, that is, values which emerge from dialogue across multiple places, cultures and visions about the world.

I argue, then, that interventions in global education that aim to decolonize understandings and practices of policy coherence for development will inevitably have to address the question of decolonial ethics. However, this task will not be accomplished by merely incorporating elements of decolonial critique or 'translating' these attempts into our familiar ethical theories or familiar ways of doing global education. Rather, we would need to create a new language of ethics in global education—a language that moves beyond Eurocentric ethical theories and emerges from within the experience of the 'colonial wound' (Mignolo, 2005), a language that enables envisioning new social and political imaginaries to the ethical problem of how to struggle against violations of rights and reproductions of social injustices. Although HRE, PE and Global Education have historically claimed an ethical mission that has attempted in the past to articulate responses to the ethical problem of togetherness in the world, both conventional and even more progressive approaches, have been generally unreflective about the ethical implications of coloniality and Eurocentrism—not only in these fields but also in our policy initiatives for development within and beyond the EU.

Global education is a small piece in the post-MDGs puzzle of global development policy. There are larger policy questions that loom over EU countries as well as countries beyond the EU—illegitimate debt, illicit financial flows, unfair trade rules, climate change and corporate power (McCloskey, 2020). Many of these problems have their roots in the global North and are related to neoliberalism and forms of neo-colonialism. Lacking the critical capacity to analyze and name the fundamental causes of poverty and

injustice will unfortunately lead us to the same kind of unsatisfactory conclusion as the MDGs (McCloskey, 2020).

Hence, if there is one fundamental contribution that global education could make is the awakening of this critical consciousness that involves drawing students, citizens, the public at large, into engagement with the structural causes of poverty and injustice. This includes persuading the development sector and policymakers to take a larger view of the development process, one that entails a decolonial ethics lens.

In closing, I would like to remind us what philosopher Michel Foucault once said about the job of the intellectual—the job of the educator at all levels of education, I would add; this job is 'to question over and over again what is postulated as self-evident, to disturb people's mental habits, the way they do and think things, to dissipate what is familiar and accepted, to re-examine rules and institutions' (1988: 265). The gesture of even posing ethical considerations about policy coherence for development in/through global education, as I have tried to do in the short time I've had today, may not oppose the regime of development or coloniality, however, it may begin to gradually mark its undoing.

# Synergy of formal and non-formal education for better understanding of sustainable development

Lidija Pavić-Rogošić
ODRAZ - Sustainable Community Development
Zagreb, Croatia
January 2021

# Action plan for education for sustainable development

1. Formal education
2. Non-formal education
3. Informal education
4. Policies, legislative and operational frameworks (policy coherence)
5. Research and innovative approaches to education for SD
6. Strengthening the competencies of educators, teachers, higher education lecturers and decision makers
7. Educational materials
8. Informing and raising the awareness of citizens

# Croatian Strategy for education, science and technology

- education policy is gradually trying to design and introduce changes with the aim of modernizing the system

shift from content-oriented to learning outcomes

from content transfer to competence development

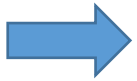
# Curricular reform

- towards educational outcomes that are not exclusively knowledge, but also include the development of:
  - skills
  - creativity
  - innovation
  - critical thinking
  - initiative
  - entrepreneurship
  - aesthetic
  - responsibility
  - attitude towards oneself, others and the environment

  and many others

# Educational values

- solidarity
- responsibility
- equality of educational opportunities for all
- respect for human rights and democracy,
- interculturalism, etc.



These are the principles and values of sustainable development and topics important for personal development

# Comprehensive curriculum reform

- Seven curricula for cross-curricular topics were created, encompassing:
  - Learning to learn
  - Entrepreneurship
  - Personal and social development
  - Health
  - **Sustainable development**
  - Use of ICT
  - Civil education

# Synergy of formal and non-formal education for better understanding of sustainable development

- Mostly initiated by CSOs through projects, networks, service learning
- Participation of formal institutions (elementary and secondary schools, faculties) in EU partnership projects with other EU countries
- Invitation from Croatian CSOs to prepare partnersship projects for national, EU and other calls
- Through years, formal educational institutions started to be more open to such experiences
  - Teachers and lecturers participate in non-formal training programmes
  - CSOs give lectures to students
  - Service learning – students as a part of curriculum work in CSOs to be better prepared for real life
  - Initiatives in local communities, schools, volunteering actions …

# SUSTINEO – Through collaboration, participation, research and education to sustainability

How to contribute to achieving sustainable development in Croatia?

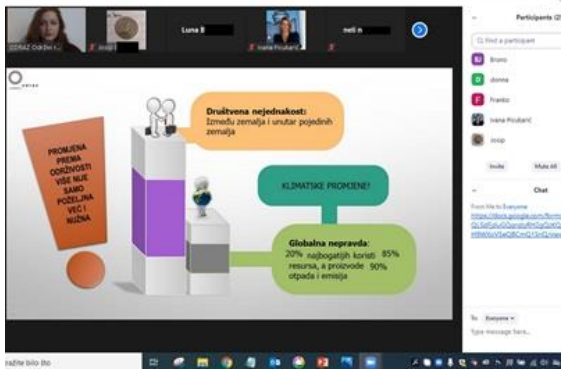
- to connect associations and higher education institutions (2 faculties and 8 CSOs)
- to strengthen the capacity for joint action in the implementation of sustainable development
- to conduct public opinion polls and scientific research relevant to the field of sustainable development, on the basis of which guidelines will be prepared for decision makers
- to analyse the social impacts of proposed interventions
- to implement structured dialogue and advocacy activities with decision makers for the adoption of quality policies and implementation of sustainable development at all levels

# Let’s Think Sustainably – Teaching Youth for Sustainable Community Development

- SD Academy for teachers
- Education of students on SD and volunteering
- Involvement of 500 students in activities in schools and community volunteering
- Educational package, which can be used in other schools.

✓Replication of the outcomes is possible in other schools. Sustained effect will be achieved through Curriculum for SD, educational materials, volunteer clubs, etc.

✓4 CSOs and 4 secondary schools from different parts of Croatia



# CIVINET Slovenia-Croatia-South East Europe

- network of cities and other stakeholders involved in sustainable mobility planning and management in Slovenia and Croatia, as well as in Bosnia and Herzegovina, Montenegro, Northern Macedonia and Serbia
- the aim of the network is to transfer knowledge and good practice and to design joint projects related to sustainable transport, better mobility and increase quality of life in local communities
- over 180 members, including different faculties from all 6 countries
- Network organises workshops, training programmes, study tours

# Educational sinergy of faculties and CSOs

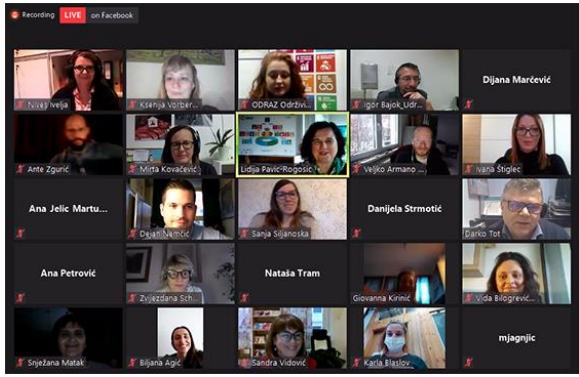
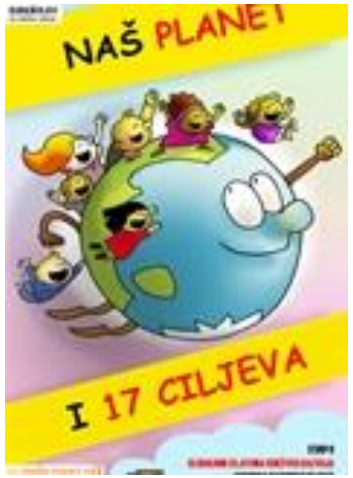
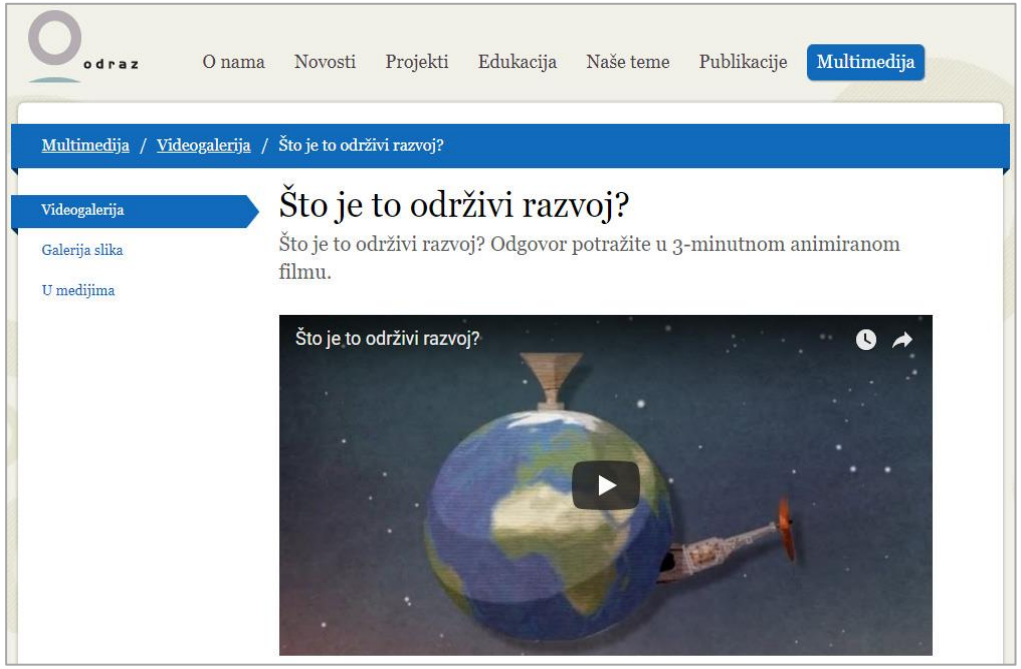
- ODRAZ as a Secretariat of the Network organises interdisciplinary workshops involving several faculties and CSOs (Arhitecture, Civil Engeenering, Transport, Sociology, Geography)
- ODRAZ together with professors prepare the programme; professors and CSO representatives give lectures to interdisciplinary teams of students who work together on solving problems in the communities and of public places

➡ unique experience for all involved

# Contribution of CSOs to formal education

Panel discussions

- Sustainable and personal development in high schools
- Education system – important role in promoting sustainable development
- Innovative approaches to learning sustainable development in schools



# Educational materials