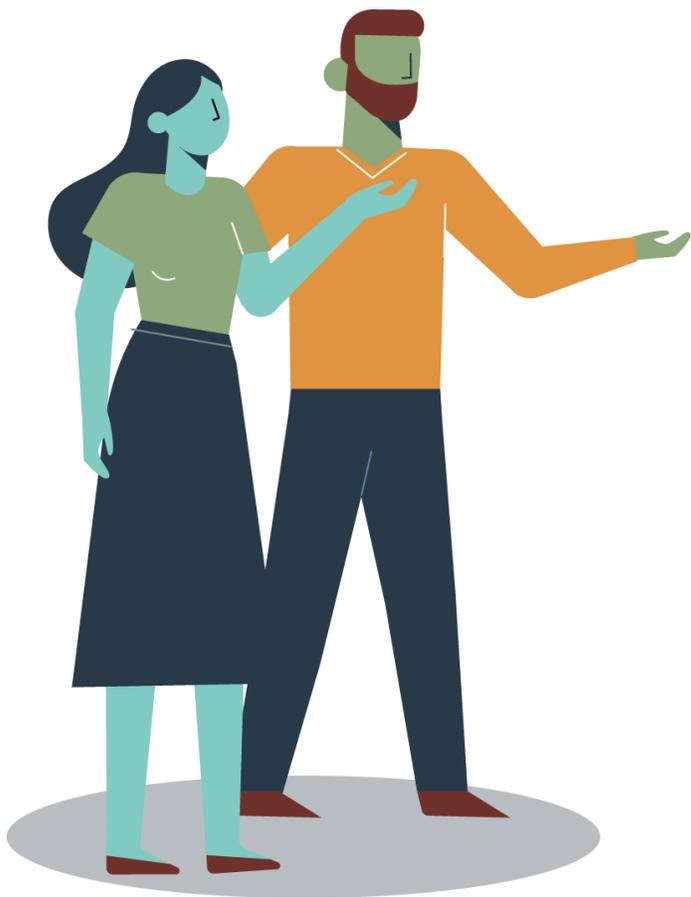




**EU DEAR
Multi-Stakeholder Group meeting
Brussels, 19 February 2020:
Slides and Flipcharts**



1. Introductions and setting the scene

Chiara Adamo

European Commission, Head of Unit DG DEVCO B1

Gender Equality, Human Rights and Democratic Governance

1. Introductions and setting the scene

Purpose:

- To exchange on and foster joint understanding of opportunities and challenges around Development Education & Awareness Raising amongst stakeholders
- To identify opportunities for joint actions

Main themes:

- Challenges and opportunities for DEAR in the EU
- Stakeholders' priorities
- Multi-stakeholder national DEAR strategy development
- Engaging with the private sector



1. Introductions and setting the scene

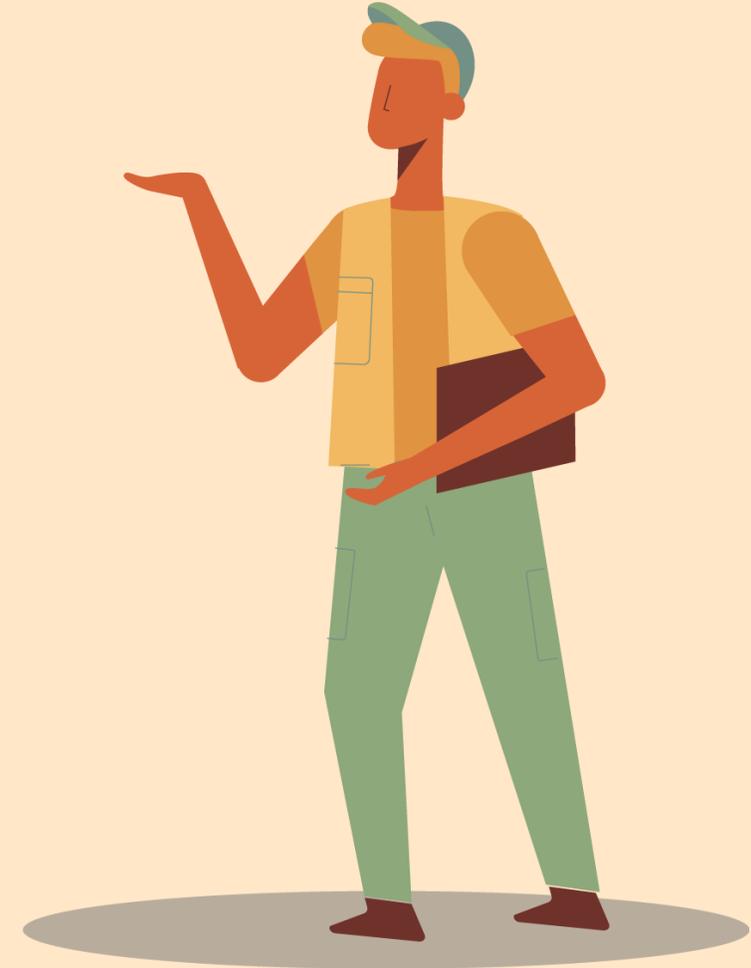
'DEAR', meaning what?

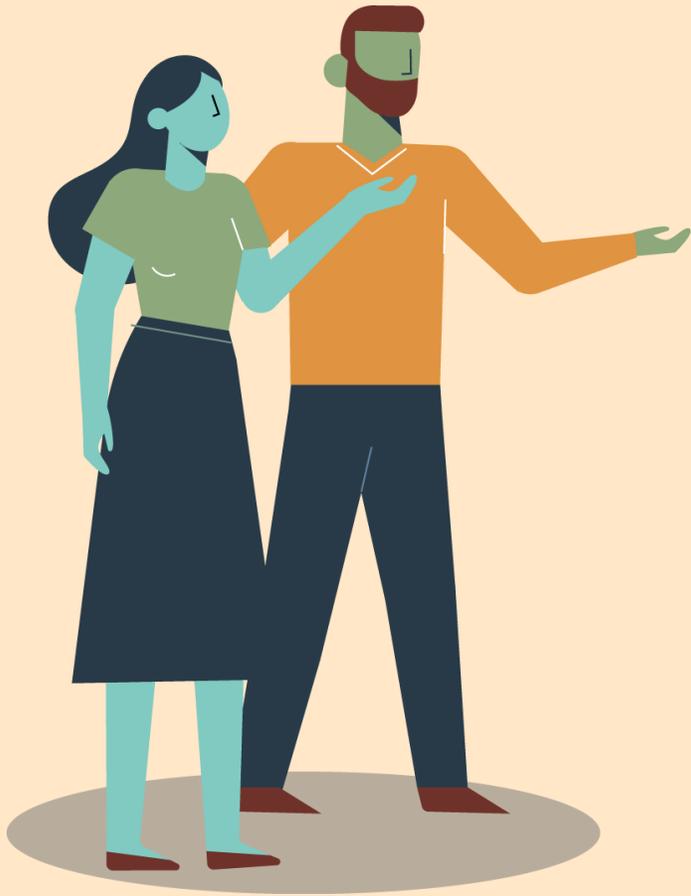
A collective term encompassing what in different countries and contexts may be known as, for example:

Global Education, Global Citizenship Education, Education for International Solidarity, Sustainable Development Education, ...

For the EU, what brings these and related terms together is that they:

- *focus on awareness raising, development of understanding and skills, and public engagement with global development issues and processes.*





1. Introductions and setting the scene

Participants include representatives of:

- Various EU Member States and the Council of Europe
- Regional and Local Authorities
- Non-governmental organisations and networks
- Academic networks
- European Commission

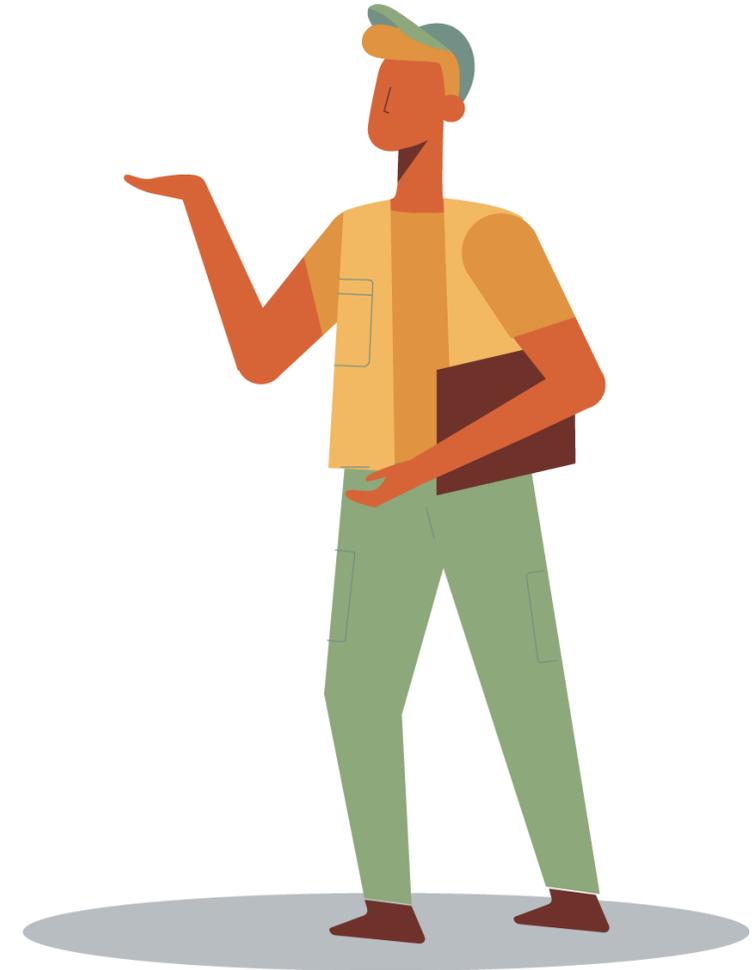
2. Key challenges and opportunities for DEAR in the EU

Perspectives from participants

Introduced by:

Prof. Massimiliano Tarozzi

Development Education Research Centre (University College London) & Academic Network on Global Education & Learning (ANGEL)



Key Challenges and Opportunities for DEAR in the EU

Massimiliano Tarozzi

UCL Institute of Education, UK

Università di Bologna, Italy

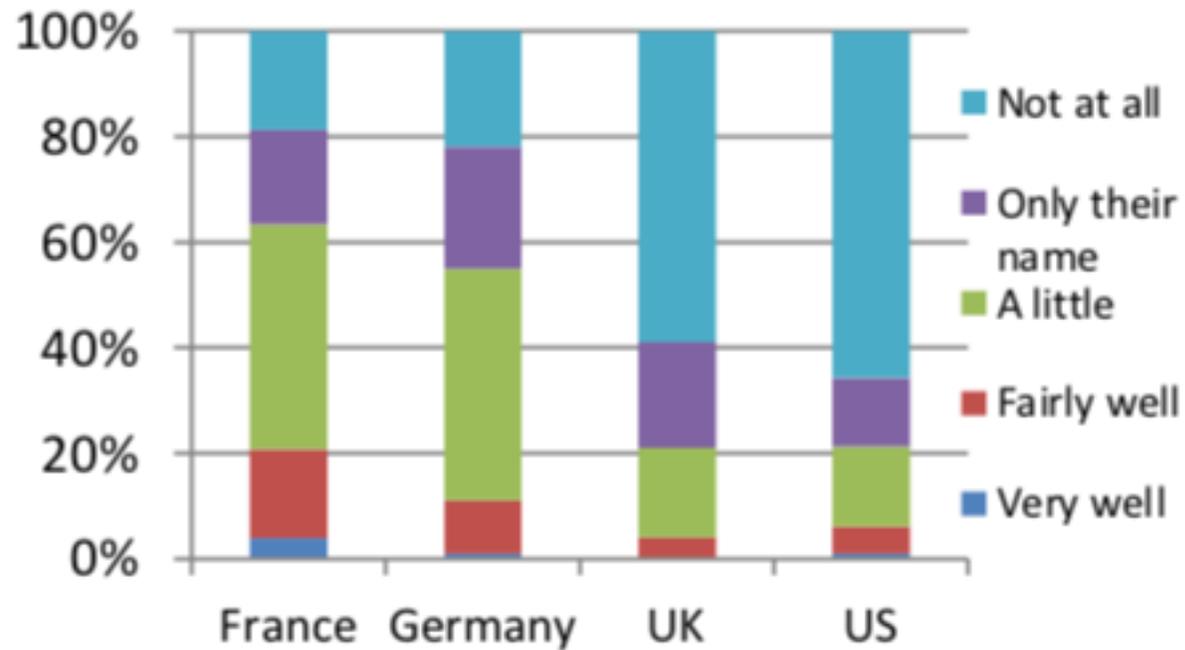
Three cross-cutting issues

1. Political scenario: GE/DE* in the national agenda *but emerging nationalisms*
2. Key role of CSOs, *but worsening public discourse on them*
3. ‘Global turn’ in educational research *but contrasting visions in framing GE/DE/ GCE*

1) Political context. *Opportunities*

- SDGs awareness raising
- Inclusion of GE/DE in national curricula (or in the existing curriculum or cross curricular approach)
- National strategies implementation across Europe

"How well do you know the Sustainable Development Goals?"



Source: Hudson & vanHeerde-Hudson (2016)

National strategies in Europe

Country examined	Promoting actor	Year of issuing	Strategy topic	NGOs' role
Austria	MA/MFA	2009	Global Learning	Influential
Portugal	NGO Platform	2010	Development Education	Influential
Czech Republic	MFA	2011	Global Development Education	Advisory
Ireland	ME (DES)	2014	Education for Sustainable development	Advisory
Spain	MFA	2007	Development Education	Advisory
Latvia	NGO	2008	Development Education	Key, but unsupported by G.O.
Italy	NGO and Local authority	2018	Global Citizenship Education	influential

Tarozzi, Inguaggiato, 2018

Finland, Germany, Poland and Slovakia

1) Political context: *Challenges*

- The raise of national-populist discourse
- Tension between Patriots Vs Globalists
- Exclusionary nationalism runs counter to the values of GE/DE

2) NGOs' role: *Opportunities*

- NGOs, CSO, Third sector organisations and 'nonsystems actors' are key actors in education policy and in the 'New public sphere' (Kolleck, 2019; Coburn, 2005; Castells, 2008; Martens, 2006).
- NGOs as «global civic society» (Jaeger & Jaeger, 2007; Kaldor, 2003).
- CSO key partner in the *New European Consensus on Development (2017)*
- Important role as political actor in promoting GE/DE/GCE (Tarozzi & Inguaggiato, 2018; Tarozzi, 2019)
- However, NGOs' role in (transnational) educational policy making is also controversial (Berry & Gabay, 2009; Bourn & Kybird, 2012; Tota, 2014)

NGOs role in promoting a global stance in formal education

Main NGOs' engagement and achievement areas:

- **Promoting new sensitivity**, they endorse the term “GCE”
- **Advocacy and lobbying**, they build national and regional platforms on themes relating to GE/DE /GCE
- **Teacher education** in-service
- **Innovative School activities**, especially with teachers
- **Creating and circulating teaching material** translate and adapt
- **Policy making**, they have promoted the adoption of a national strategy on DE/GCE involving multiple actors.

Worsening public discourse on NGOs: *Challenges*

Due to a number of factors:

- NGOs Commitment to search and rescue of migrants in the Mediterranean Sea and to support their integration;
- NGOs are frequently accused (without any evidence) to represent a *pull factor* for illegal immigration
- Sometimes criminalised for being colluded with ‘migrant smugglers’
- ‘hate speech’ against NGOs across social media (Amnesty International, Hate Barometer, 2019).

Offensive, discriminatory or hate-speech

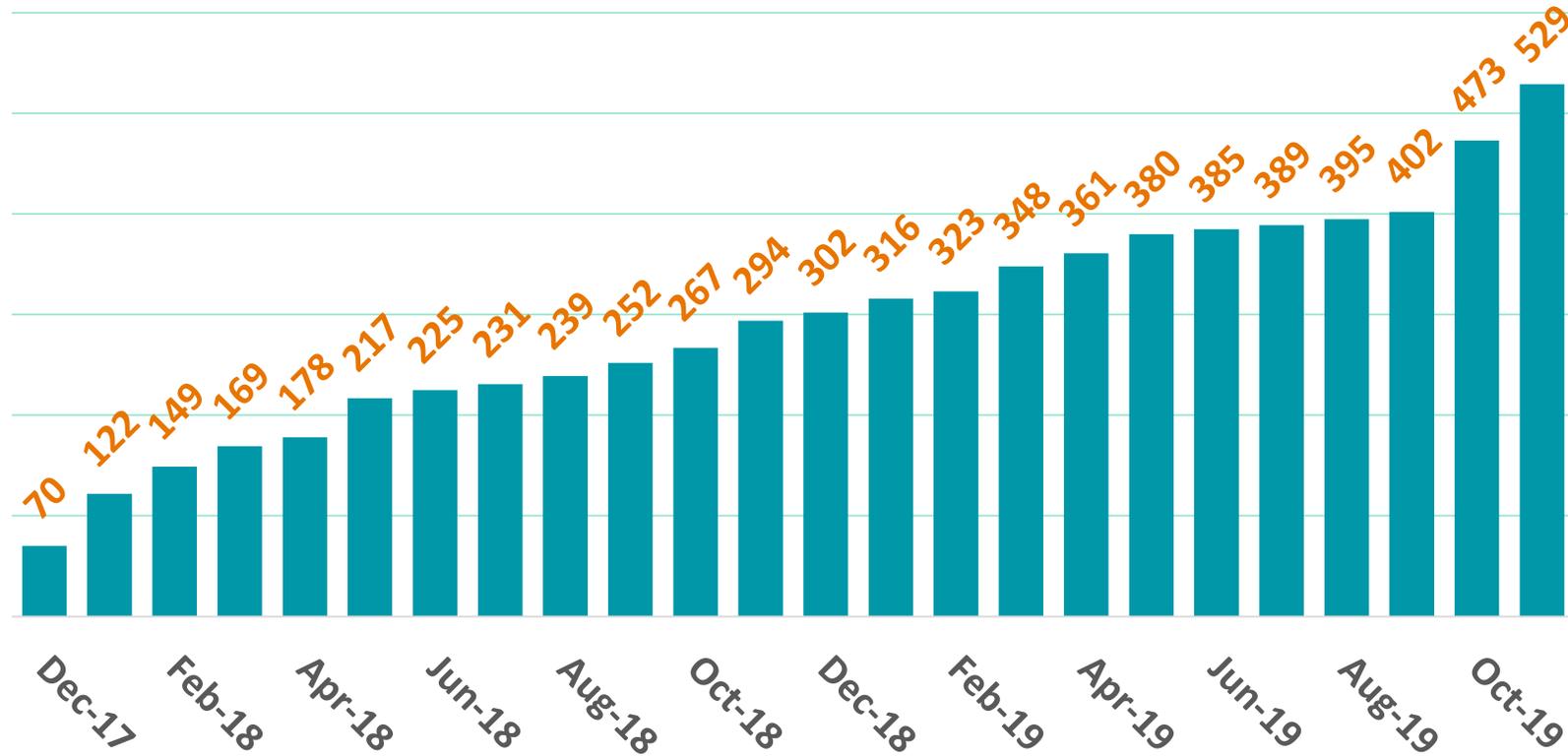
Categories under attack – worst hit social groups from hate online:

Women	NGOs	Migrants and refugees	Muslim	Roma	Other
0,6%	1,1%	4,6%	0,9%	0,2%	6,8%

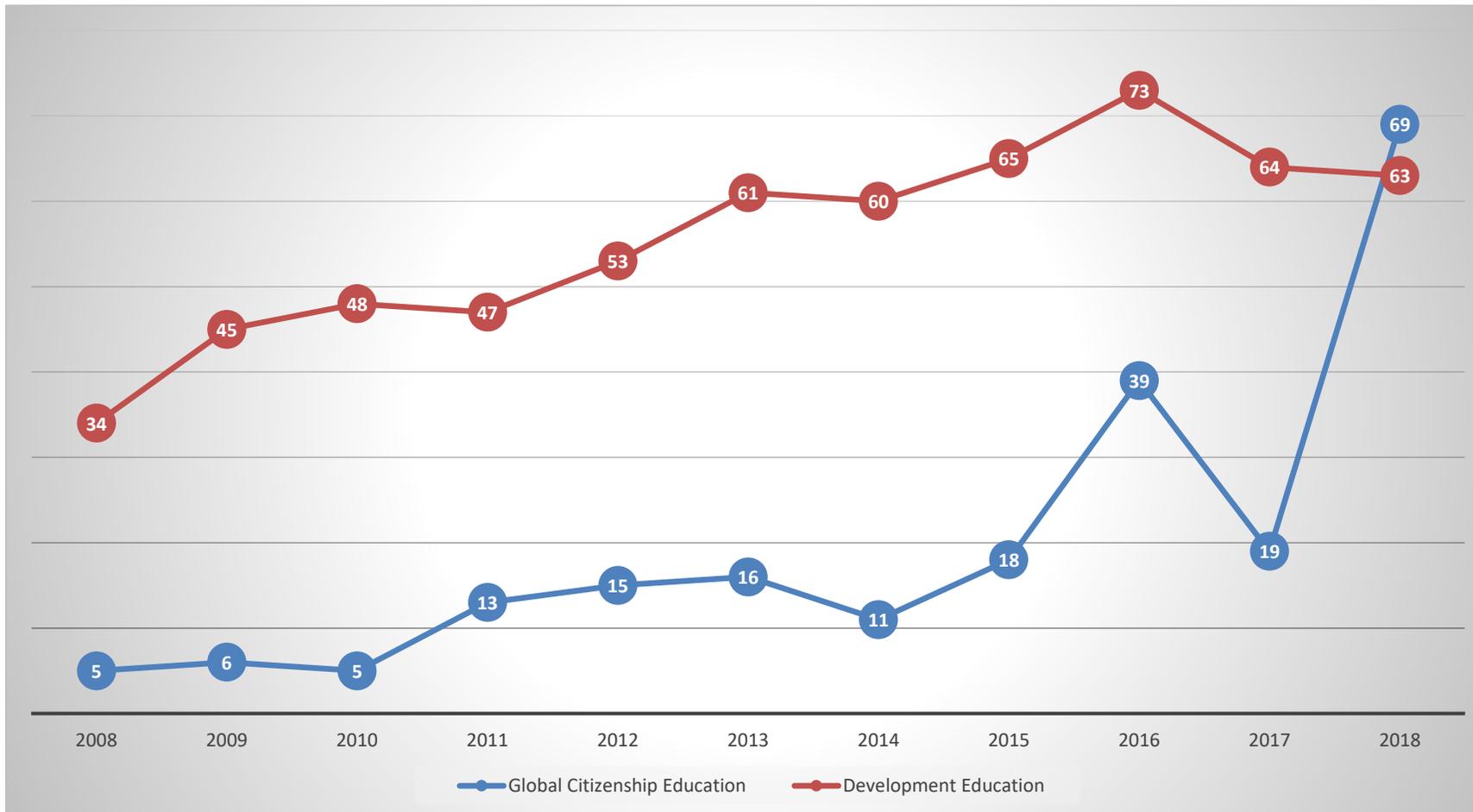
3) Research and Academics: *Opportunities*

- Growing number of research outputs
- According to ANGEL Digest in 2015-18, 87 books have been published (56 in 2018).
- Growing community. Es. ANGEL (529 members in 70 countries)

ANGEL Membership growth



Number of GCE and DE academic articles indexed in Scopus (2008-2018)



Research *challenges*

- 4.7 indicators. Measuring progress
- Different and sometimes contrasting paradigms and perspectives underlying GE/ DE (neoliberal, liberal, critical)
- Conceptualization remains disputed and non-univocal. Frequent conceptual and/or nominal changes are perceived by practitioners and in particular by NGOs, as particularly disturbing (Concord, 2018).
- Need of conceptualiation research for better understanding

Predominant National Terms for GE/DE/ GCE

	Min. Education term	Min. Foreign Affairs/NGOs term	Umbrella term
AT	Global Learning		Global learning
BG	Global (Development) education		Global learning
CZ	Education towards Thinking in European and Global Context	Education for development and global citizenship	Education for Development and Global Citizenship
FR	Development and international solidarity education	Citizenship and international solidarity education	Development education/Citizenship education
IE	Intercultural Education	Development Education	Intercultural Education/Development Education
IT	Intercultural Education	Development Education	Intercultural Education/Development Education
LV	Global education		Global learning
PT	Development Education		Development education
ES	Education for Citizenship and Human Rights	Education for Development and Global Citizenship	Citizenship education/Education for Development and Global Citizenship
UK	Global Learning		Global Learning



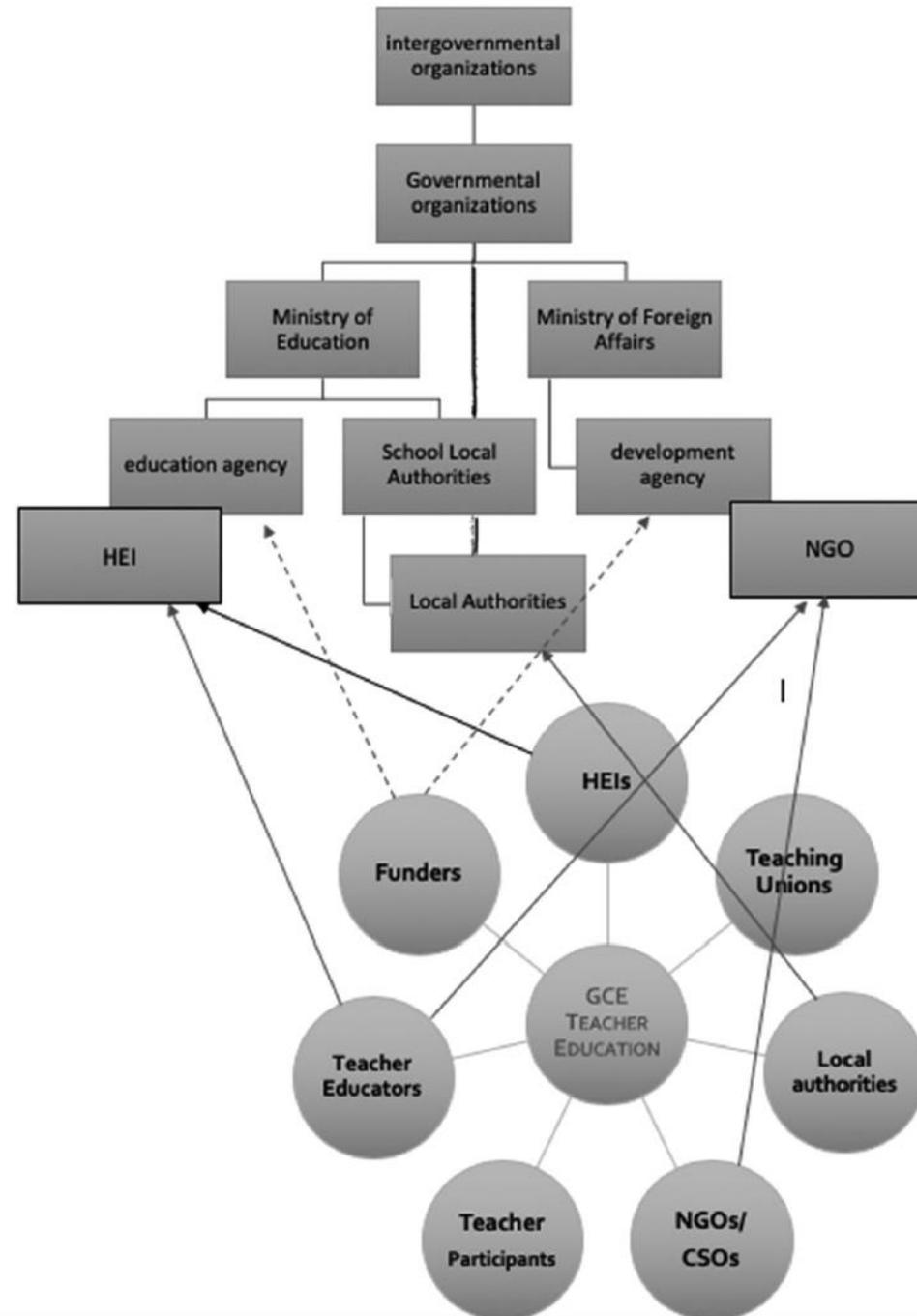
Institute of E

Country	Development Education	Global Education	Education for Sustainable Development	Global Citizenship Education
Austria	CSO (Development Education and Awareness Raising) Gov DEV (Development Education)	CSO (Global Learning) Gov DEV (Global Learning)		
Belgium	CSO (Development Education) Gov DEV (Development Education)			CSO (Global Citizenship Education)
Bulgaria		CSO (Global Education) Gov EDU (Global Education)		Gov EDU (Global Citizenship Education)
Croatia		CSO (Global Education)		CSO (Global Education within the framework of civic education)
Cyprus		CSO (Global Education) Gov EDU (Global Education) Gov DEV (Global Education)	Gov EDU	
Czech Republic	CSO (Global Development Education) Gov DEV (Global Development Education)			
Denmark	CSO (Capacity Development in the field of Development) Gov DEV (Enlightenment on Development)	CSO (Global Education) Gov EDU (International Dimension in Education)	CSO (Education for Sustainable Development) Gov EDU (Education for Sustainable Development)	CSO (Global Citizenship Education and Democracy teaching) Gov EDU (Citizenship Education)
Estonia		CSO (Global Education) Gov DEV (Global Education)		
Finland	CSO (Development Education)	CSO (Global Education) Gov DEV (Global Education)	CSO (Education for Sustainable Development) Gov EDU (Education for Sustainable Development)	CSO (Global Citizenship Education)
France				CSO (Education for Citizenship and International Solidarity)
Germany		CSO (Global Learning)	CSO (Education for Sustainable Development)	CSO (Global Citizenship Education)
Greece	CSO (Development Education) CSO (Global Development Education)			CSO (Global Citizenship Education)
Hungary		CSO (Global Education) Gov DEV (Global Responsibility Education)		
Ireland	CSO (Development Education) Gov DEV (Development Education)		Gov EDU (Education for Sustainable Development)	Gov EDU (Citizenship Education) Gov DEV (Global Citizenship Education)
Italy				CSO (Global Citizenship Education)
Latvia	Gov DEV (Development Education)	CSO (Global Education) Gov DEV (Global Education)	Gov EDU (Education for Sustainable Development)	Gov EDU (Citizenship Education)
Lithuania		CSO (Global Education)		
Luxembourg	CSO (Global Citizenship Education) Gov DEV (Development Education and Awareness Raising)		CSO (Education for Sustainable Development)	Development education and awareness raising
Malta	CSO (Development Education)		Gov EDU (Education for Sustainable Development)	CSO (Global Citizenship Education) Gov EDU (Citizenship Education and Global Citizenship Education)
Poland		CSO (Global Education)		
Portugal	CSO (Development Education) Gov DEV (Development Education)			
Slovakia	CSO (Global Development Education) Gov DEV (Global Development Education, Development Education) Gov EDU (Global Development Education)	CSO (Global Education) Gov DEV (Global Education) Gov EDU (Global Education)		
Slovenia		CSO (Global Education) Gov DEV (Global Education)	Gov EDU (Education for Sustainable Development)	
Spain				CSO (Global Citizenship Education for Sustainable Development)
Sweden	Gov DEV (Development Education)			
United Kingdom				CSO (Education for Global Citizenship, Global Citizenship Education) Gov DEV, Gov EDU (Education for Global Citizenship, Global Citizenship Education)
Norway	Gov DEV (Development Education and Awareness Raising)		Gov EDU (Education for Sustainable Development)	

(Concord, 2018)

- Global Education
- Global Citizenship Education
- Global Development Education
- Global Learning
- Development Education
- Development Education and Awareness Raising
- Education for Citizenship and International Solidarity
- Education for Sustainable Development (GENE, 2016)

1. Policy
2. CSOs
3. Research



2. Key challenges and opportunities for DEAR in the EU

With others at your table reflect and discuss the issues raised by Massimiliano:

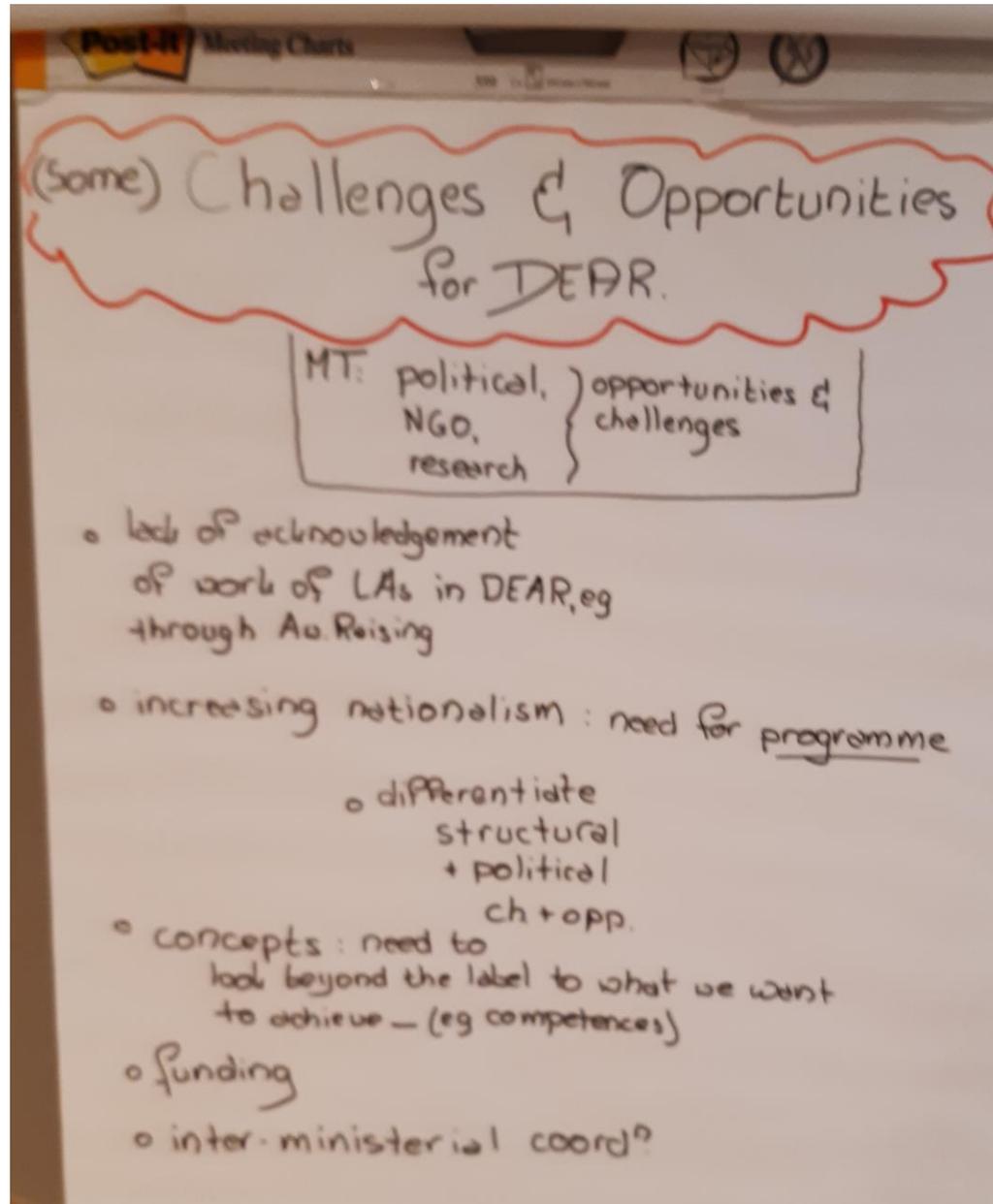
Given your (varied) experiences and work

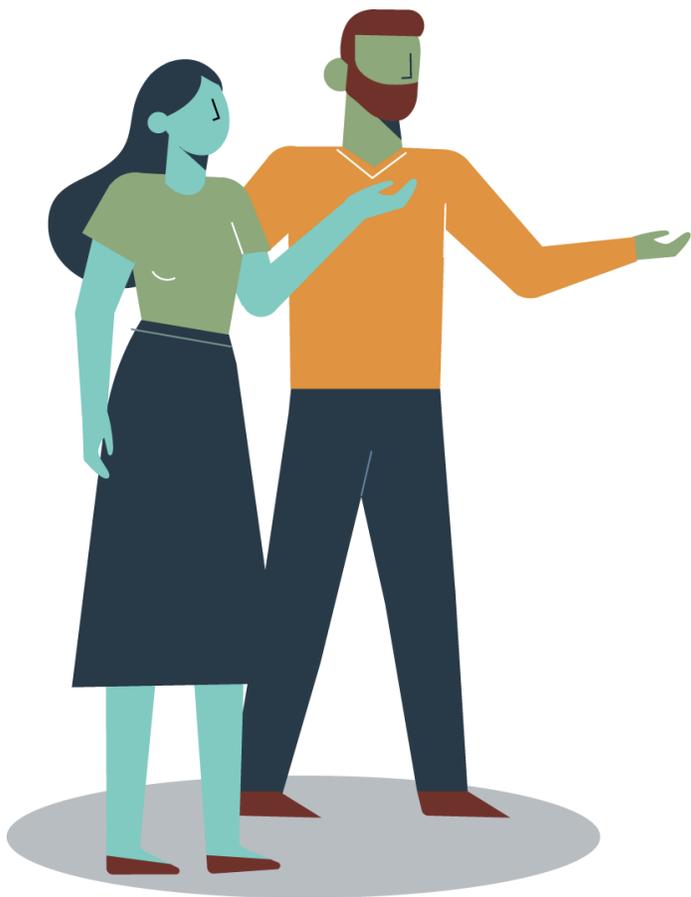
- *What are the key challenges and opportunities for DEAR?*

(Please have someone in your group make a note to share in plenary)



Session 2: Notes on a flipchart following participant discussion





3. Support for and engagement with the SDGs

- * What are the DEAR priorities of different stakeholders?*
- * What, if any, are the overlaps and how do they relate to broader strategies?*

Introduced by:

Agata Sobiech

Head of Sector DEAR in DG DEVCO B1

and

Alen Maletic

Global Network Coordinator, Bridge 47 project (FINGO – the Finnish Development NGO Platform)



EU DEAR Programme – state of play

Brussels, 19 February 2020

Agata Sobiech



State of play

- Finalisation of the contracting of the 2018 call for proposals
- Focus on youth, migration, and climate change
- 10 projects selected

<https://webgate.ec.europa.eu/europeaid/online-services/index.cfm?do=publi.welcome&nbPubliList=15&orderby=upd&orderbyad=Desc&searchtype=RS&aofr=160048>

How does DEAR contribute to achieving SDG Target 4.7?

Ensuring that “all learners acquire the knowledge and skills needed to promote sustainable development, including:

- human **rights**
- **gender** equality
- promotion of a culture of **peace** and **non-violence**
- **global citizenship**
- appreciation of **cultural diversity** and of culture’s contribution to sustainable development”

➤ **DEVCO DEAR** not the only relevant programme in the Commission

How does DEAR contribute to achieving some of the Commission/DEVCO priorities on **international partnerships**?

- Green Deal
- Migration
- Digital
- Governance, Peace and Security
- Youth

Soon (hopefully) to come...

New MFF 2021-27

- Text on DEAR both under CSOs and LAs relevant activities in the Proposal for the Neighbourhood, Development and International Cooperation Instrument (NDICI)
- Negotiations ongoing – “trilogues” (EP, Council, Commission)
- Timeline - ???

Programming

- Formally to start late spring 2020...
... but the reflection has started and inputs are already welcome!

Issues for reflection

EU added value

- Ensuring complementarity with national activities
- Bringing together partners from several MS
- Exchange/coordination at the EU level
- Communication - awareness raising - education

Partners to work with

- CSOs
- LAs
- EU MS
- Other partners (Council of Europe, UNESCO,...)
- Private sector
- Academia
- Non-EU countries?

Modalities

Projects:

- Calls for proposals
- Direct agreements
- Support to third parties

Other:

- Facilitating policy exchanges and sharing of best practices

Alen Maletić:

Envision 4.7 Roadmap



Co-funded by
the European Union



Envision 4.7 Event

Brought together 200 transformative education practitioners, civil servants, academics and civil society representative from 54 countries around the world, to create a collaborative policy Roadmap for the implementation of Target 4.7 in Europe.



The Roadmap features 17 recommendations and considerations, which can be summarised under 6 key chapters:

2.1. Transformative Education for Target 4.7

2.2. Recognition of the value of life-long learning supported through formal, non-formal and informal education

2.3. Cross-sectoral Cooperation

2.4. Indicators for 4.7

2.5. Competencies for 4.7

2.6. Resources for 4.7

THE CONTRIBUTIONS OF TRANSFORMATIVE EDUCATION

TO TARGET 4.7

ENVISION 4.7

HELSINKI 2019



LINK BETWEEN

PERSONAL
INDIVIDUAL
DEVELOPMENT

SYSTEMIC
CHANGE

TRANSFORMATIVE
EDUCATION

WE DON'T
KNOW IT ALL



BRIDGE 47

FOCUS ON THE
PROCESS

AND NOT THE
END RESULT



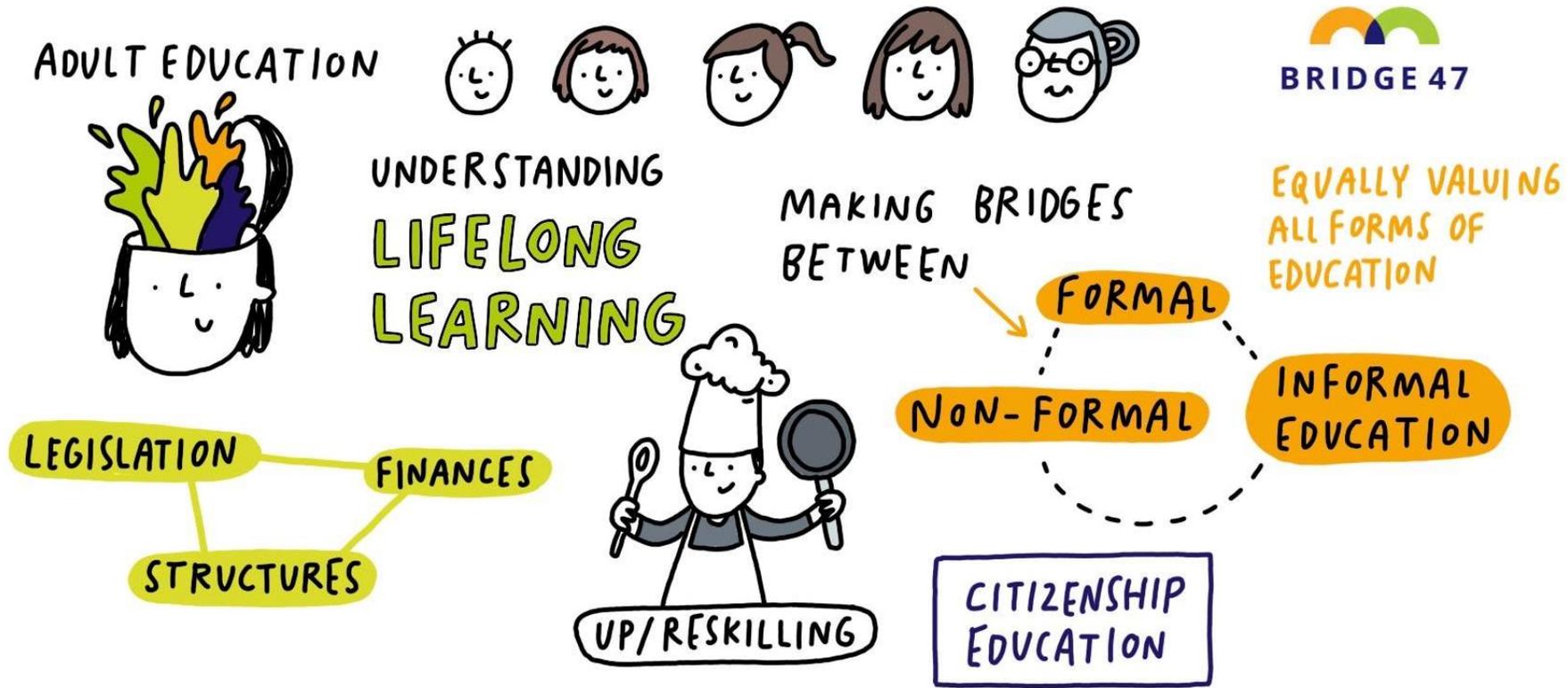
BRIDGE 47

RECOGNITION OF THE VALUE OF LIFE-LONG LEARNING SUPPORTED

ENVISION 4.7

THROUGH FORMAL, NON-FORMAL AND INFORMAL EDUCATION

HELSINKI 2019

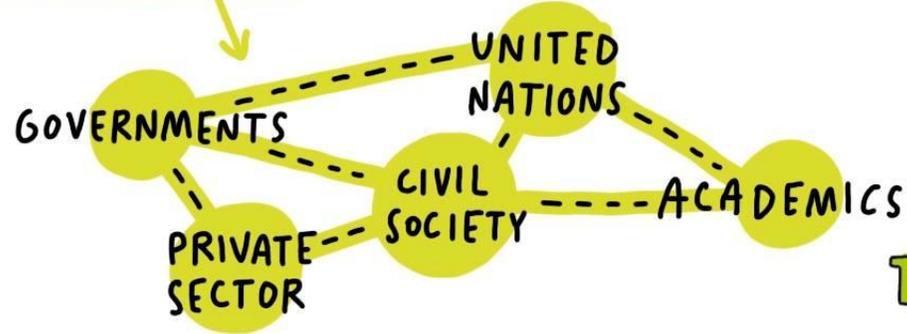


CROSS-SECTORAL COOPERATION

ENVISION 4.7

BRINGING TOGETHER

HELSINKI 2019



TRUST + RESPONSIBILITY



DIALOGUE

USE EXISTING SDG COALITIONS

SUPPORT TO CROSS-SECTORAL GROUPS IN EACH EUROPEAN COUNTRY

INDICATORS FOR 4.7

ENVISION 4.7

HELSINKI 2019

WHAT GETS MEASURED GETS IMPLEMENTED

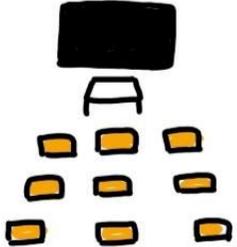
AGREEMENT ON 4.7 DEFINITION?

HOW DOES TARGET 4.7 RELATE TO LOCAL CONTEXTS?



- QUANTITATIVE
- QUALITATIVE
- MIXED ?

CURRENT INDICATOR FOCUSED ON FORMAL EDUCATION



OTHER SETTINGS?

COMPETENCIES FOR 4.7

ENVISION 4.7

LEARNERS TO BE ACTIVE CITIZENS



MULTI-STAKEHOLDER PARTNERSHIPS

HELSINKI 2019



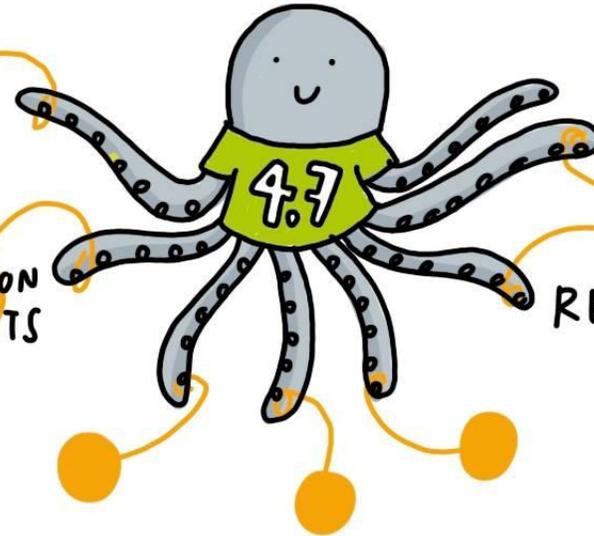
IMPLEMENTATION IN ALL FORMS OF LEARNING

PRE- AND IN-SERVICE TRAINING FOR EDUCATORS

DEVELOPMENT OF FORMAL SECTOR CURRICULA

POLICY MAKERS

EDUCATION INTERESTS



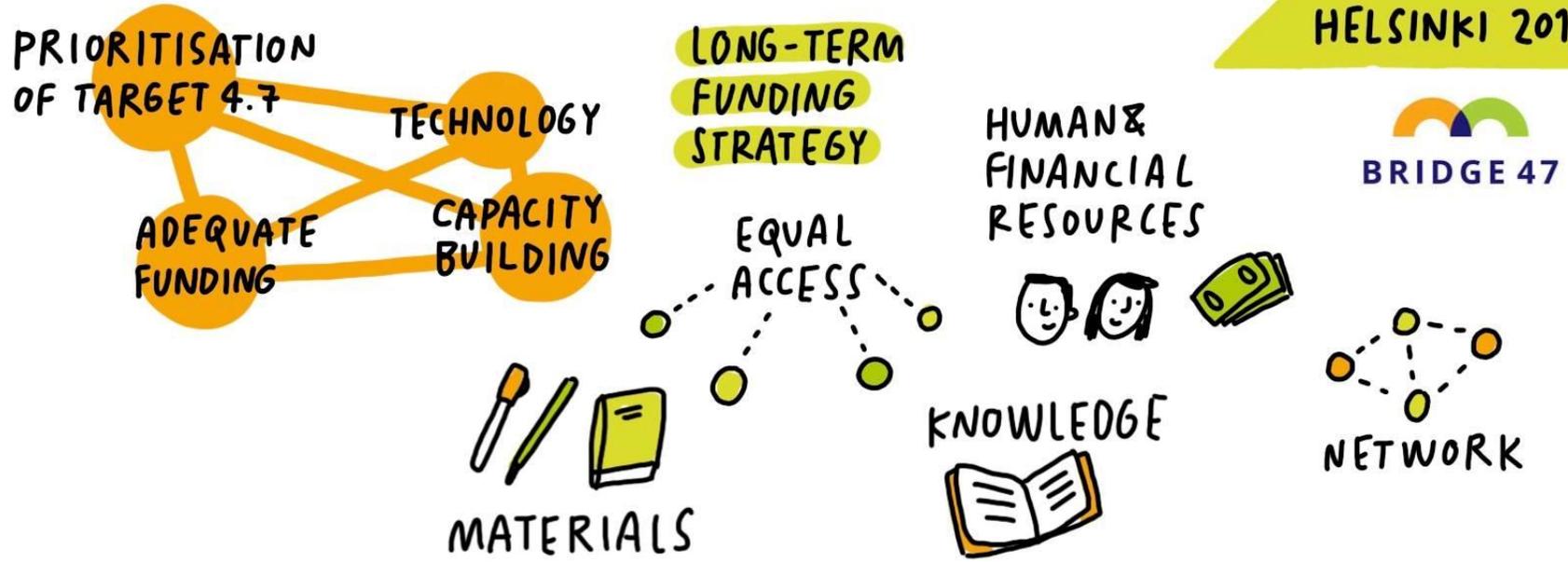
ACADEMIA

RESEARCHERS

RESOURCES FOR 4.7

ENVISION 4.7

HELSINKI 2019



Next steps for Bridge 47

- Contracting a consultant to map relevant European policy processes and more concrete plans for action for each of the chapters
- Conversation at national levels
- Will be active at UNESCO World Conference on ESD in Berlin (June 2020); will explore possibility of organising a workshop at World Conference; co-organise with VENRO pre-civil society conference
- Look into possibility of organising a side event at European Development Days 2020

Thank you!

Become a part of our story, and join the Bridge 47 network at bridge47.org/join



Co-funded by
the European Union



3. Support for and engagement with the SDGs

Participant perspectives and ideas

(Please have one person at each table taking notes on a flipchart – to share in plenary)

- 1. Exchange your organisations' current priorities regarding DEAR (please note on the flipchart)*
- 2. How do these priorities relate to the issues raised by Agata and Alen: how could they benefit your work? (please note on flipchart)*

Please present your main discussion points in plenary (ca. 3 mins per table)



Session 3: Notes on flipcharts

ORGS PRIORITIES

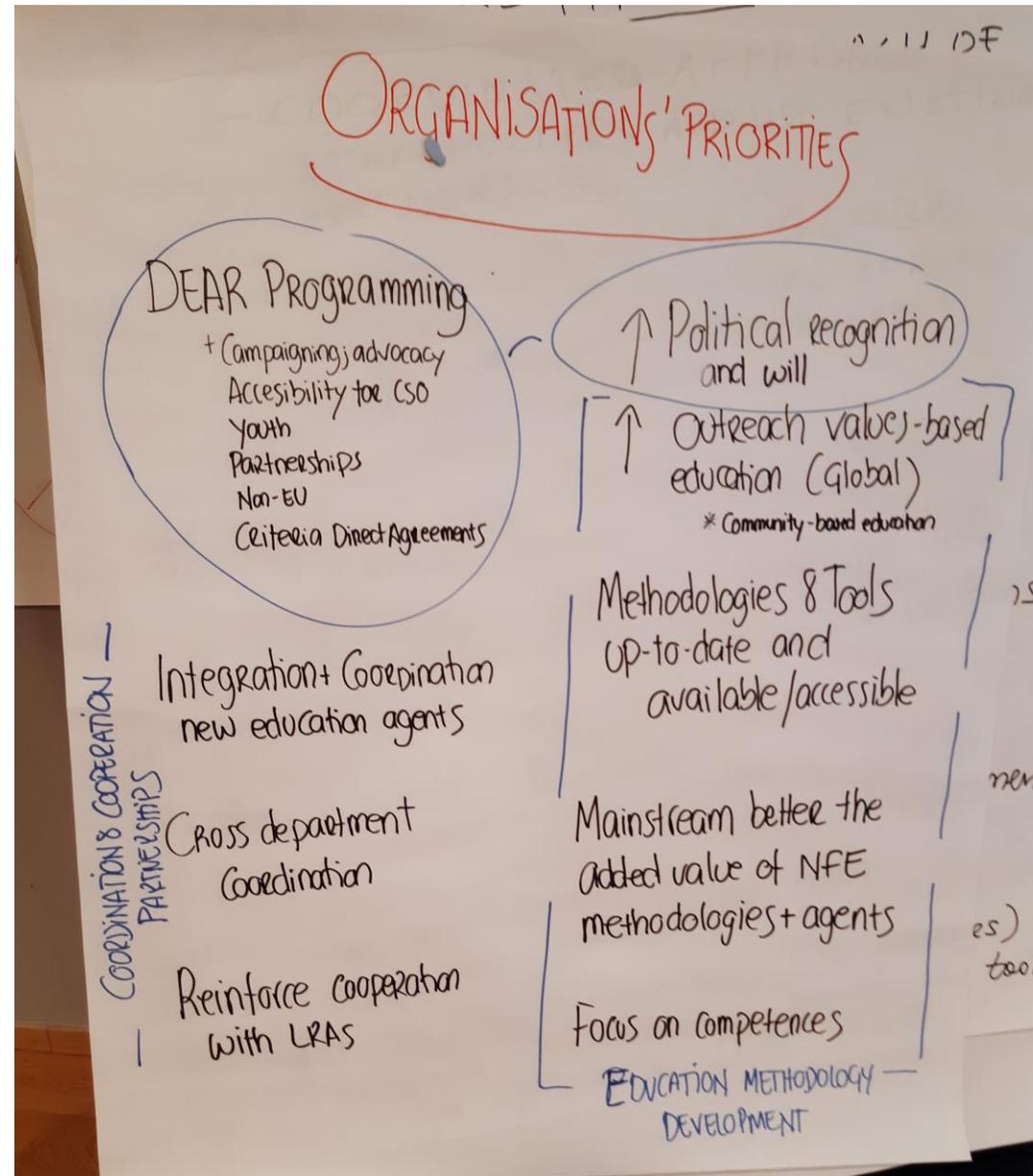
- → GCE/GE/DE IS NOT PR } EU/EC to help
NOT only COMMS.
- MEASURE of INDICATORS (4.7) very complex/difficult to measure progress
let's keep it simple
- EDUCATION "out of school" ⇒ NON TRADITIONAL ACTORS (ensuring they have same goal)
- "GLOBAL" ASPECT Policy Coherence
- ↳ ALL WE DO shall not be included directly into 4.7
- ↳ EVALUATE EDUCATION → long term process
- Short term VS long term
- [EVALUATION] → RESULTS different from [PCM] style of Dev. Coop
- [MFF] EU + spending at National level
[NDICI] Need for a financial instrument reflecting the importance of DEAR and complexity
- FORMAL - NON FORMAL - INFORMAL | NEGD different strategies
- TRANSVERSAL APPROACH / multi-sector (LOCAL LEVEL)

EU ADDED VALUE

- ✓ without support of public/citizens we won't reach / SDGs / EU priorities GREEN DEAL
- ✓ COORDINATION / SUBSIDIARITY / Cohesion
- ✓ EC/EU focus on countries with less resources
- ✓ POLICY EXCHANGE → breaking the silos



Session 3: Notes on flipcharts



Session 3: Notes on flipcharts

- * PARTNERSHIPS
 - COORDINATED APPROACH OF STAKEHOLDERS AND USE EXISTING PARTNERSHIPS
 - FROM LOCAL TO GLOBAL COMBINE TERRITORIAL APPROACH AND ALLIANCE OF DIFFERENT STAKEHOLDERS
- * SOLUTION ORIENTED COMPETENCE BUILDING
- * Better media coverage of DEAR projects & interventions
- * Linkage to SDGs
Sustainable Consumption (SDG 12)
Public policies & Public Procurements as tools to achieve
Engagement with private sector
- * Structural (administrative processes)
simplify requirements & develop new tools for applying for DEAR grants

Session 3: Notes on flipcharts

Current Priorities :-

① * How to move from awareness to action?
individual - national - European etc.

② We often discuss/work on the same topic but difficult to bridge work on different levels - how to bring people together, eg climate action at city level, national level.

but It may be an opportunity to interpret issues differently

Also network Building - co-ordination

* Need a platform for all engaged actors to connect. (Can Bridge 47 do this in a short period of time. How do we get out of our Silos and connect?)

① * How to come from theory to implementation?
Education systems often deal with dev. ed very lightly. Local authorities work to introduce civic education as extra-curricular. or NGOs do this work. Importance of cross-curricular. maybe in principle we don't want to change the system?

Component to STEM
→ not forget about ...



Session 3: Notes on flipcharts

PRIORITIES:

RESEARCH & ACADEMIC level → integrate Development Education in
Development Research ⇒ put global education as priority in order to continue after the end of Bridge 47

GOVERNMENT → coordinate better and do not work alone
⇒ example: Ministry of Foreign Affairs
(Ministry of Just + Educ + Env.)

→ Capitalize on Presidency Project

→ Funding instrument: 3 priorities

- Global Educat.
- Dev. Comm.
- Business resp.

Platform → push national ass. of LAs to advocate for national strategies on GCE

→ ~~EU strategy on GCE~~ ⇒ ~~PE~~ → gradually work on common understanding towards possible EU strategy

PROGRAMMING

- not forget about Educ.
- sub-grants ⇒ less bureaucracy
- do not leave LAs apart

Session 3: Notes on flipcharts

• NETWORKS BUILDING

NETWORK OF LOCAL AUTHORITIES → STATUS?

NETWORK OF CIVIL SOCIETY ↔ NETWORK OF UNIVERSITIES (new potential players?)

- BRING IN CONCERNED GROUPS
EX. INDIGENOUS PEOPLE ORG FROM A PARTNER COUNTRY
BUT KEEP FOCUS ON EU ACTORS
- INTERGENERATIONAL PROGRAMMES
(NOT YOUTH ONLY, PARTICULARLY ON DE PROJECTS)
- ⚠ BWARE OF COMMUNICATION
WITH & TOWARDS GLOBAL SOUTH
 - ⇒ INTER-CULTURAL COMMUNICATION IN EU COUNTRIES (EAST/WEST, NORTH/SOUTH)
 - ⇒ BUILD JOINT UNDERSTANDING
- ⚠ NO MORE LONG-TERM PROGRAMMES
BUT KEEP SOME BALANCE IMPACT / ~~OPEN~~ OPEN
 - ⇒ SUBARRANTING model to be kept



Lunch until 2.00pm

after lunch please sit at a
different table, ideally with
people who you don't know



4. Multi-stakeholder approaches to national DEAR strategy development

Good practices, opportunities and challenges

Introduced by:

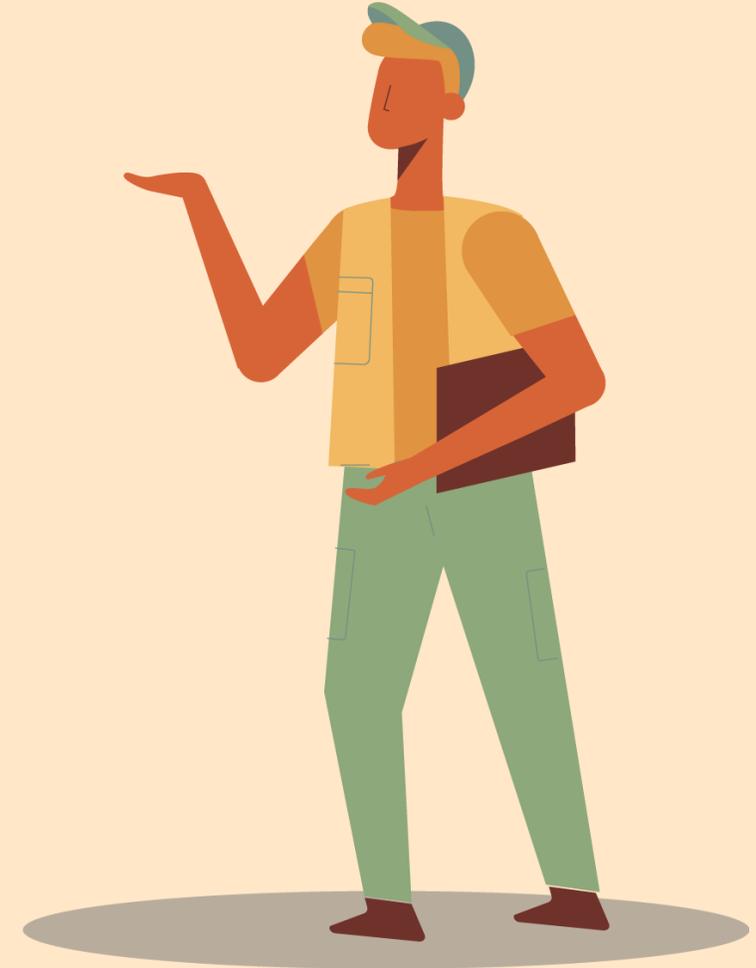
Paola Berbeglia

Associazione CReA, CONCORD Italia, CONCORD EUROPE

and

Liam Wegimont

Global Education Network Europe (GENE)



Global citizenship education strategy: finally!

Paola Berbeglia

Concord EU board member

Concord Italy and Italian Association of NGOs board member

CIPSI vice president

CREA onlus President

Assumptions

- Global Citizenship Education is the pre-requisite for the acquisition of all SDGs.
- The opportunity to prepare an Italian strategy, began with the intersection of the right to Education with Sustainable Development Goals, supported both by CSOs/NGOs and Regional Authorities (2016).
- Set within the main framework of the 2030 Agenda, in particular Target 4.7, the wording adopted by the Italian Agency for Development Cooperation changed: from Development Education to Global Citizenship Education.

ITALIAN
STRATEGY
FOR
GLOBAL
CITIZENSHIP
EDUCATION



GCE

English version
Unofficial translation

Why a strategy?

- The Italian Strategy for Global Citizenship Education is a **foundation** for a **multi-year Action Plan**, promoting GCE in formal and informal education as well as through information and awareness raising campaigns.
- Action plan and guidelines are hosted and promoted by MFA together with other relevant actors, included NGOs.
- *To this end, the Strategy identifies objectives, actors, methods, and operational and monitoring criteria to achieve the objectives agreed by the international community on these issues.*

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The beginning of the process

- National Council for Development Cooperation (CNCS):
Ministries, Regions, Local Authorities, the Italian Agency for Development Cooperation, the main networks of civil society, universities, and volunteer organisations
- In June 2017 the CNCS called for the establishment of a multi-stakeholder working group tasked with drafting a National Strategy for Global Citizenship Education (GCE).

The process for achieving the strategy

- The Ministry of Foreign Affairs and Inter-national Cooperation (MAECI) established a working group.
- Coordination was entrusted to the Autonomous Province of Trento, whilst vice coordinator roles were given to the networks of civil society organisations, AOI and Concord Italia.



Participation

- Each member of the working group was responsible for consulting with and involving their networks
- Dozens of subjects – local, national, and international – contributed to drafting and discussing the document over the course of approximately six months.
- The development and implementation of **national and regional action plans** are now being carried out.

Main actors

ACTORS: Roles, complementarity, and synergy

8.1 Institutions

8.2 School, University, and Research

8.3 Youth Policies

8.4 Civil Society

8.5 Economy, Labour, and Entrepreneurship

8.6 Media and Information

New frontiers

- Global citizenship education (GCE): values and a frame of reference either on a personal level or collectively as organizations.
- The **C20**, the G20's civil society group has included the ECG among the top 2 priorities for world education in 2020.
- The grassroots movements from 'Fridays for Future' practice it.
- The World Economic Forum has decreed **Global citizenship skills** as the **First among eight critical characteristics** that will define high-quality learning in the Fourth Industrial Revolution—"Education 4.0".



Our work

- Sustainable Development
- Financing for Development
- Promoting Civil Society Space
- Global Citizenship Education
- Projects

Acc... able
dev... EC President

A joint letter from the EU high-level multi-stakeholder platform was sent to the European Commission President von der Leyen on the SDGs. As a member of the platform, CONCORD coordinated this initiative.



https://concordeurope.org/what-we-do/ **LATEST NEWS**



**CONCORD Europe Position:
Global Citizenship Education**

“A fair and sustainable world can only be achieved with the engagement of citizens. We believe global citizenship education is a key tool in creating an active global civil society”

From the CONCORD Europe Strategy 2016-2022

Page 5 *“... pursue **better awareness of, critical debates on and public engagement with global justice issues including promoting the sense of global citizenship. ... locally and globally for social justice and human rights. ... through continued participation in global partnerships ...”***

Pag 13 *“A common understanding in our network is that **development cooperation alone cannot deliver an end to poverty and inequality. ...”***

A European strategy?

A European Strategy for Global Citizenship Education is needed because:

- It is a key instrument to promote the engagement of European citizens in achieving the 2030 Agenda in Europe and globally through greater awareness, participation, promoting sustainable lifestyles and in upholding European values of justice, solidarity and universality.
- It is also crucial in addressing hostile rhetoric, intolerance and rising nationalist and isolationist thinking, thus being more relevant today than ever.

Main requests

- To develop an EUROPEAN COMMON STRATEGY for GCE and not only a strategy but also ACTION PLAN and MEANS of IMPLEMENTATION
- To align terminology with the United Nations 2030 Agenda (e.g. from DEAR to GCE)
- To establish an inter-DG BODY, Cross sectoral and Cross Directorates, encompassing global citizenship education and awareness, following the Agenda 2030 approach
- To include the GCE component in the development of all future cooperation projects

Thanks!

paolaberbeglia@associazionecrea.org

The Italian GCE strategy is available from

<https://www.cci.tn.it/CCI/Formazione/Mediateca/Italian-Strategy-for-GCE-2019-ENGLISH>



*National Strategies for GE/DEAR in Europe –
An Overview and Analysis*

MSG Meeting
19 February 2020, Brussels

Liam Wegimont, Director GENE

A stylized map of Europe is shown in the background of the bottom right section, composed of a grid of small blue dots. Several red dots are scattered across the map, primarily in the central and eastern regions.

GENE
Global Education
Network Europe
Networking
Ministries
and Agencies

GENE – who we are

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

Over 50 Ministries and Agencies with the EC.

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

“Working towards the day when all people in Europe 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)

Highlighting good practice, quality, innovation, etc.

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

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

Where we get our knowledge

- National Reports at Roundtables twice per year
- State of Global Education
- Peer Reviews
- Policy Research
- National Strategy work since 2002 - accompanying, “critical friend”, advising on evaluation of strategies, aligning Peer Reviews with national strategy processes, developing outline processes and documentary support.

Strategy

Living in uncertain times....how to deal with uncertainty?

“There are effectively two ways to confront the uncertainty of action:

- Full awareness of the wager (bet) involved in the decision
- Recourse to STRATEGY”

Edgar Morin: Seven Complex Lessons in Education for the Future

Challenging contexts to the development of national strategies in GE/DEAR

- A plethora of **competing strategies**.
- Strategies developed well but *are politicians listening anymore?*
- What about the **strategy next door (ESD, etc)?**
- What about **GE and DEAR within existing:**
 - National education system plans, policies, strategies and curricula
 - International Development and Foreign Policy and broader strategies of nation states
 - Regional and Global strategies and reporting

Some possibilities emerging in policy-implementation-learning domain

- ***Implementation Science*** – how to bridge the gap between great policy and poor implementation
- ***Nudge units*** and the social psychology of policy change
- ***Policy learning across borders*** – how policymakers actually learn for policy change

Some national strategies - a little detail

- Austria – National Strategy Group on GL since 2002; recently revised 2019
- Belgium – Strong strategic initiatives across sectors and communities; enabled by national strategic note.
- Cyprus – Strong ESD Strategy and MoE led inter-departmental ministerial committee on GE; plans to review ESD strategy to strengthen DE, ICE, HRE.
- Finland – Intergovernmental Coordination Group on GE; strong national strategies in mid-2000s, leading to very strong integration into curricula at all levels;
- Germany – ESD national platform – 16 Länder education Ministries, BMZ, Engagement Global; civil society and academia; expert support groups.
- Greece - In 2019, new legislative framework for ESD formulated: incorporating other dimensions of GE/DEAR.
- Hungary Government decision of 2014 (1182/2014): MFA and the Ministry for Human Capacities concept paper for introducing GE and DEAR into the Hungarian education system. In 2019 implementation agreed by Ministries.

Some national strategies - a little detail

- Ireland

Irish Aid Dev Ed Strategy Plan 2003-2005; 2nd : 2007-2011; 3rd Irish Aid DE Strategy (2017-2023). Partnership with stakeholders, national platform, GENE Peer Review, External reference group.

- Portugal

1st strategy 2010-2015; prolonged to 2016; second national strategy in 2018-2022. Deep reflection on conceptual basis; strong stakeholder engagement; evaluation and monitoring built in; strong political buy-in (Council of Ministers).

More on www.gene.eu

A Framework for Comparative Analysis of National Strategies



**Whose National
Strategy?**



**Conceptual
Basis**



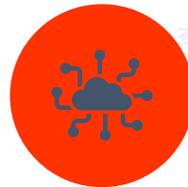
**Process of
Development**



**Locus of
strategic intent**



Sectors



Scope



Reach

Continuum 1: **Whose national strategy?**

From CSO strategy to ...
ministry owned to.....
ministry-led to
inter-ministerial/interagency to
whole of government



Continuum 2: **The Conceptual Basis**

Definitions and Concepts -

From strong theoretical conceptual base

to broadly consensual

to pragmatic/non-reflective to

anti-theoretical



Continuum 3: **Process of Development**

From Stakeholder Participative
to Directive



Continuum 4: **Locus of strategic intent**

From

“supporting existing and emerging initiatives”

to

“right of initiative”

to

“strategic intent”



Continuum 5: **Sectors**

From

narrow range of sectors

to sector specific coordinated approaches (per sector)

to particular priority sectors

to inter-sectoral policy learning



Continuum 6: **Scope**

From “pilots , projects and programmes”

to “sector wide coordinated approaches”

to “many learning sectors of society”

to “all sectors of society”



Continuum 7: Reach

From

“committed individuals”

to “influencers/multipliers”

to many/most people

to a universalist, rights based approach: “the right of all people in XXXX to access to quality GE”.



A Framework for Comparative Analysis of National Strategies



Whose national strategy?

CSO...Whole of Government



Definitions and Concepts:

From strong conceptual to anti-theoretical.



Process of development:

Participative vs directive



Locus of strategic intent:

From "right of initiative" through strategic intervention



Sectors:

From narrow range of sectors....to inter-sectorial policy learning



Scope:

From pilots and projects to sector-wide coordinated approaches



Reach

From the few to some to most to the many to all people.

Does every country need a national strategy? Not necessarily...

From each according to their ability....

To each according to their need

- Not every country needs a national strategy for GE/DEAR...
- Many countries have one (or more) national strategies...or related strategies
- What profits a sector if they gain a national GE/DEAR strategy but lose, for example, a pillar within a more important policy area?...

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

Thank you!

Liam.wegimont@gene.eu



www.gene.eu



GENE_GlobalEd



gene_gloaled



GENEGlobalEducation





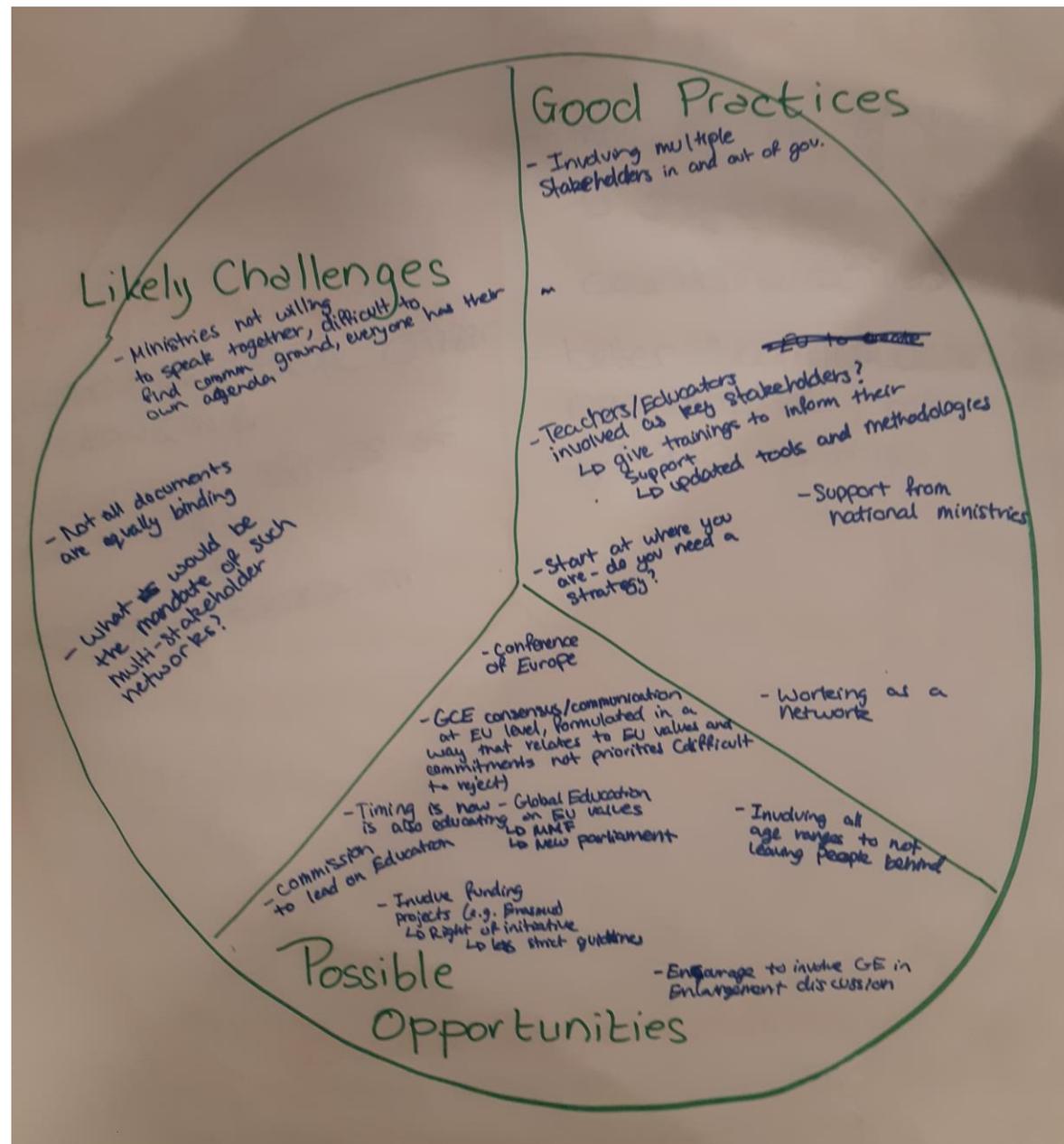
4. Multi-stakeholder approaches to national DEAR strategy development

In reflecting on the inputs from Paola and Liam, with others at your table, please identify and discuss:

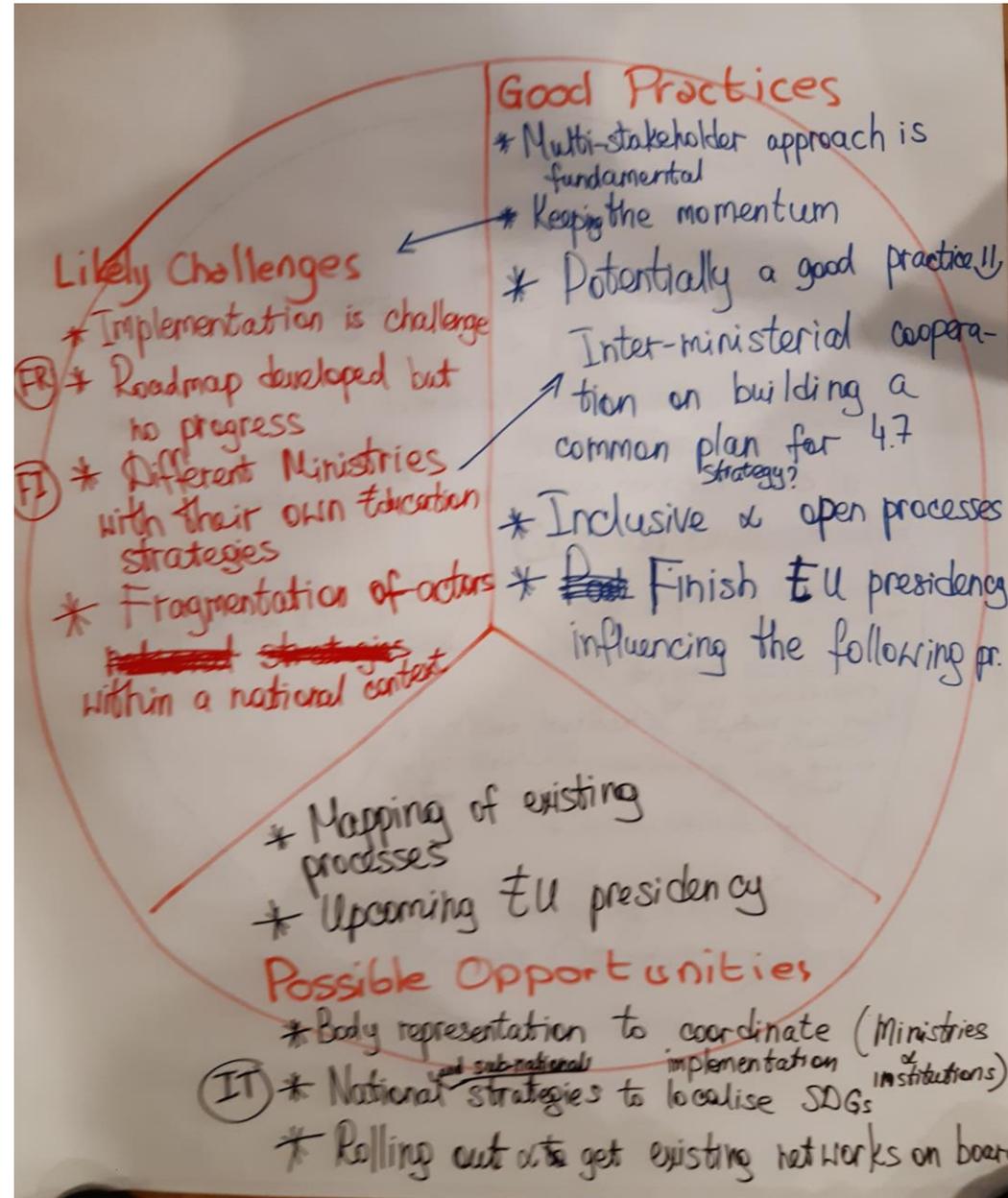
- 1. Good practices in multi-stakeholder DEAR strategy development*
- 2. Opportunities for multi-stakeholder DEAR strategy development*
- 3. Challenges of developing multi-stakeholder DEAR strategies*

Please note suggestions on a flipchart

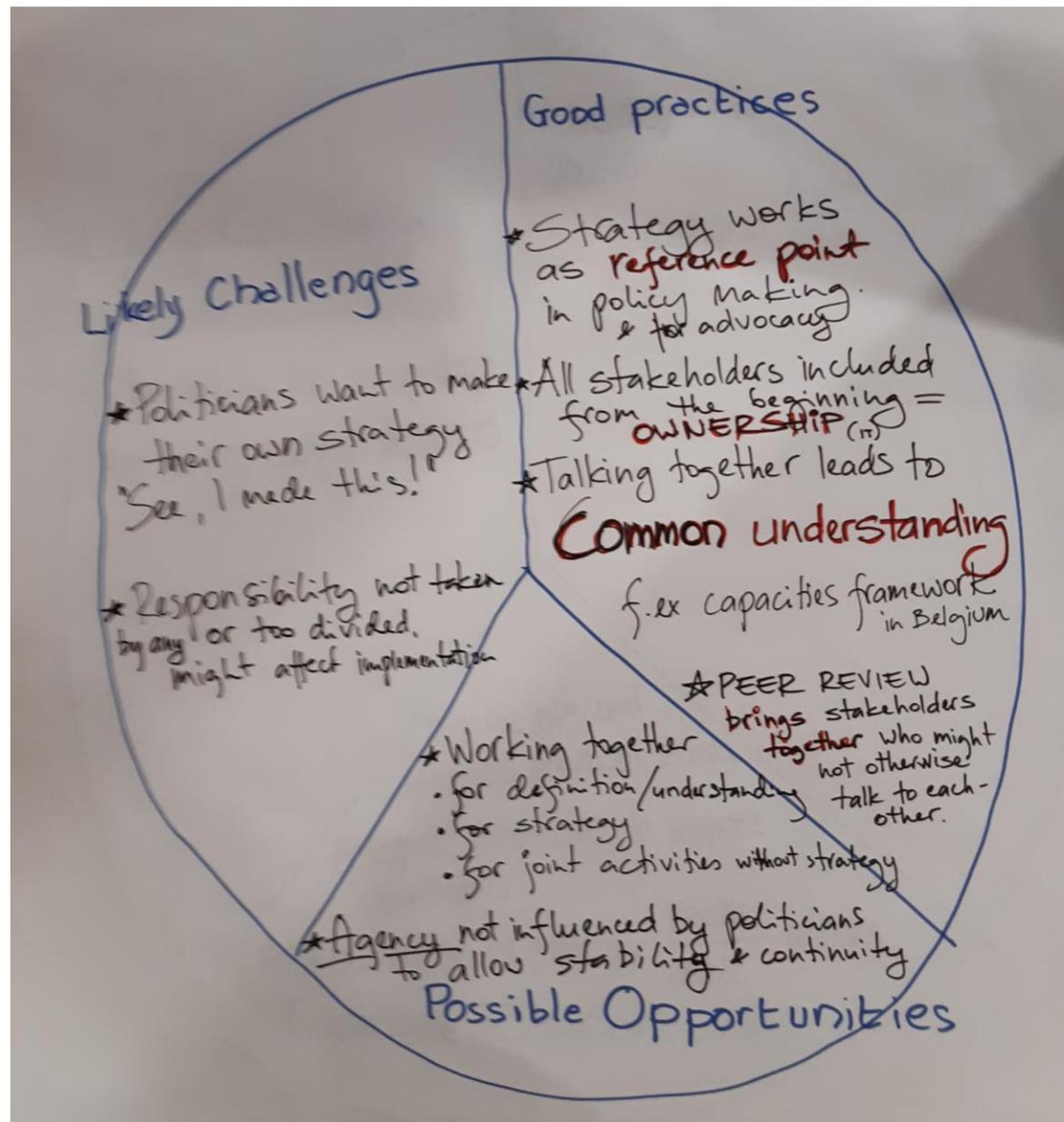
Session 4: Notes on flipcharts



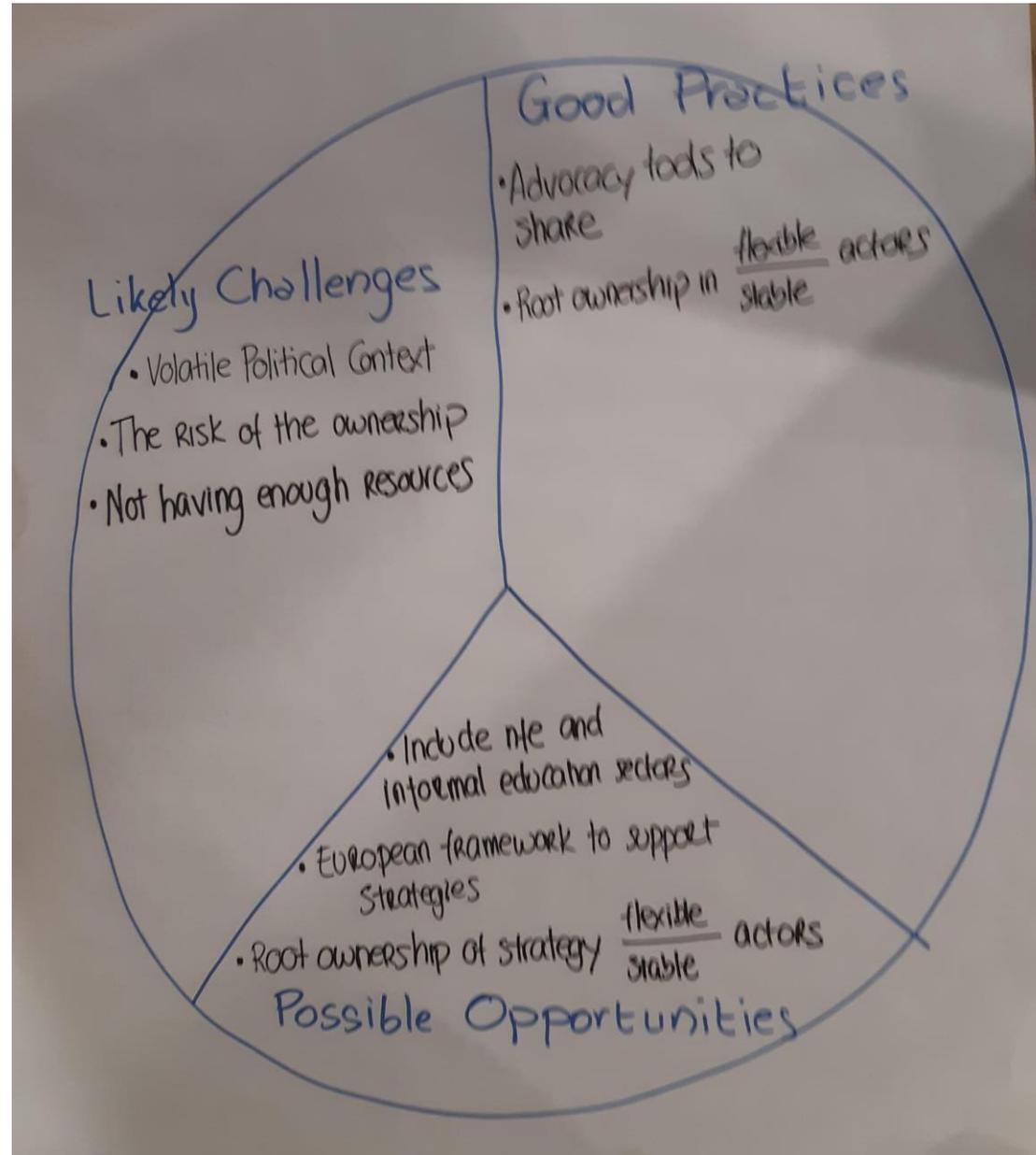
Session 4: Notes on flipcharts



Session 4: Notes on flipcharts



Session 4: Notes on flipcharts



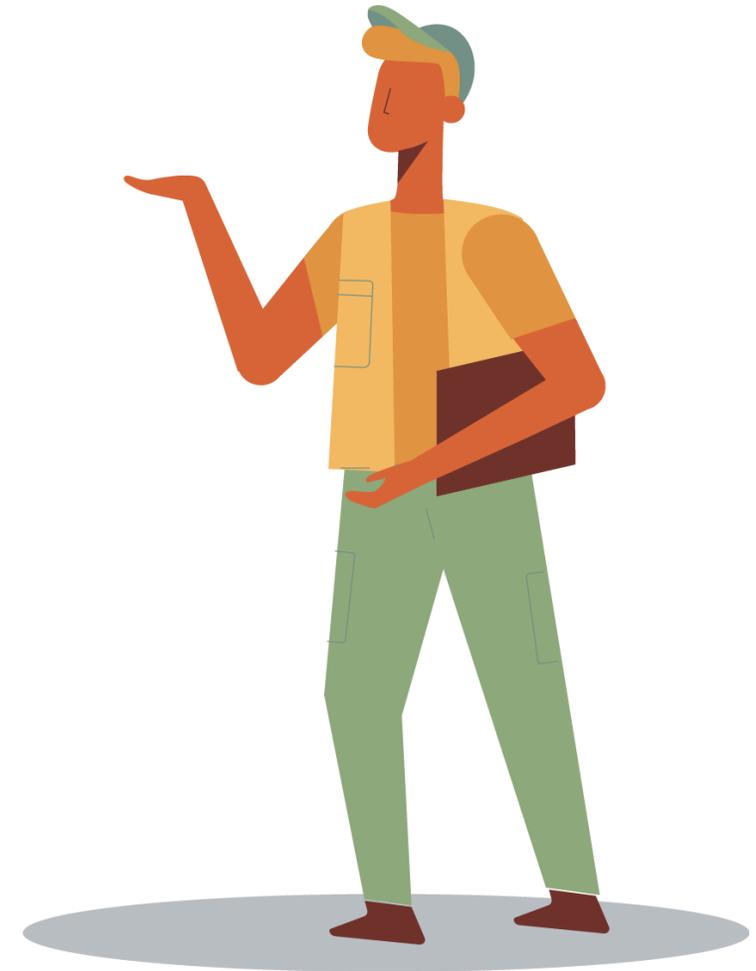
5. Engaging the private sector in the promotion of DEAR

Ideas to improve engagement of the private sector in promoting and implementing DEAR in the EU

Introduced by:

Monika Dülge

Eine Welt Netz NRW & VENRO





**Engaging the private sector in the
promotion of DEAR**

Eine Welt Netz NRW – One World Network North Rhine-Westphalia

- Umbrella organisation committed to One-World-issues in North Rhine-Westphalia, funded in 1991.
- Politically independent, nondenominational.
- Mission: Promote citizens' engagement for global justice and sustainable development.
- About 1.600 organisations and individuals support our work and our projects as paying members.





Agenda 2030

Human rights

Global Learning

Migration

Fairtrade & Sustainable Economy

International cooperation

...

Advocacy, Networking, Capacity Building, Projects & Campaigns, PR

VENRO Report „Unbequeme Partner –
Von Konfrontation bis Kooperation: Strategien von
Nichtregierungsorganisationen gegenüber Unternehmen“
(2018) („Inconvenient Partners“)

describes four different approaches:

- Confrontation, campaigning and critical dialogue,
- Dialogue within multi-stakeholder-initiatives,
- Consultancy and joint project development
- Financial support by companies

Mobile phone activities

Promotor for Economy and Human Rights

Objectives

- Sensitizing for due diligence for human rights in production chains
- Reducing waste of resources/recycling

Partners in the private sector

- German Telecom, Teqcycle, REAL (huge supermarket chain)

Activities

- Nationwide collection of old mobile phones (schools, supermarkets, parliament etc.)
- Workshop with young computer experts developing a computer game (analogue MineCraft) raising awareness for challenges around the production chain



Grünes Klassenzimmer

GLOBALES LERNEN IM GARTENBAU



www.globales-lernen-gartenbau.de

- a project of EXILE-Kulturkoordination e.V. -

- „Green Classroom“ - global learning spot in the botanical garden of Essen – GRUGA
- Joint project with companies for horticulture and landscape building together and One World Promotors
- Cooperation with vocational training college and technical college/Chamber of Agriculture
- Teaching material „Global learning in horticulture“

Import coal dialogue

Promotor for Fairtrade and Sustainable Economy

Background

NRW closed down its own coal mines but still imports coal from countries of the Global South, i.e. South Africa, Colombia

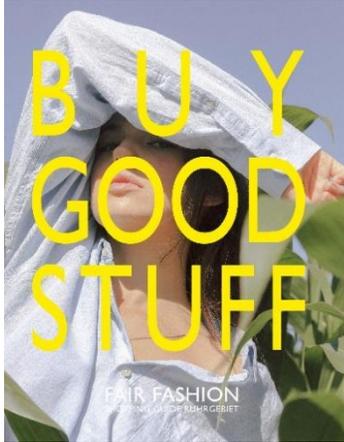
Round Table Talks, organized by Agenda 21 office, a.o. with

- Mayor of Dortmund
- Utility companies STEAG and RWE
- Promotor for Fairtrade and Sustainable Economy

Objectives

- Implementation of human rights, social and ecological standards in coal production in Colombia

Buy Good Stuff – fair fashion buyers guide Ruhrgebiet



Cooperation with
AMD Academy for
Fashion and Design,
TU Dortmund, Faire
Metropole Ruhr,
Engagement Global



Start and basis:

- * activating interviews
with 400 owner-managed
fashion shops
- * 35 portraits of eco-fair
stores and labels and
buyers guide for
sustainable fashion with
100 addresses
- * edition: 10.000

Why does it work?

- Change of discourse - pragmatic approach instead of ideological debate
- As a result of campaigning (CCC, Make Trade Fair, TTIP, etc.) and consumers' pressure many companies opened up for dialogue
- Great successes of the fairtrade movement paved the way for further cooperation
- Long-standing cooperation in Agenda 21 and other sustainability discourses created confidence
- Knowhow, resources and engagement of One World Promotors

One World Promotors Program

Nordrhein Westfalen



One World Network NRW & agl:

- 16 regional promoters initiate and support engaged citizens and committed groups throughout NRW
- Topical promoters: Economy and Human Rights, Fair Trade and Sustainable Economy, Global Learning, Cultural Diversity, Youth, Climate change and Development, Migration, SDGs, Fundraising, International Cooperation etc.
- Funded by NRW Government and BMZ

Thank you very much for your attention!



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eine-welt-netz-nrw.de

Tel: +49 211 6009 112

5. Engaging the private sector

Possible discussion topics:

- *Ideas from Monika's presentation - what has worked/is working in your experience?*
- *Can/how can DEAR be "framed" to be (seen to be) relevant to private sector actors?*



Session 5: Notes from discussion included:

- Many DEAR projects give ideas on both the pitfalls and opportunities for engagement with the private sector – it might be worthwhile to catalogue/ analyse the different approaches used
- A challenge is to move the private sector from Corporate Social Responsibility (CSR) to Corporate Human Rights (CHR)
- Be aware of 'green washing' a company's reputation
- It's not so much a question of DEAR adjusting itself to become relevant to the private sector, more a question of (supporting/cajoling/transforming) the private sector the adjust itself so it addresses Human Rights values and principles....
- Anticipate possible 'pushback', e.g. from a Trade Ministry/DG versus a Development Cooperation Ministry/DG: their ideas on what makes good practice may be/often are very different
- ...

6. Conclusions and next steps

Fabienne van den Eede

European Commission Deputy Head of Unit DEVCO B1

Gender Equality, Human Rights and Democratic Governance



Thank you!

www.dearprogramme.eu

