

# Bridge 47 Global Event

# ENVISION 4.7

Helsinki, Finland

5–7 November 2019

**REPORT**



This project is  
funded by  
the European Union



# Opening Remarks by Ms Li Andersson, Minister of Education of Finland

**M**s. Li Andersson thanked Bridge 47 for its consistent work in advocating for target 4.7 and stated that the Ministries of Education and Foreign Affairs are happy to support Envision 4.7, as official partners in the event.

Dealing with such global mega trends as climate change and the rise of extremist and populist forces can only be brought about through global citizenship education, transformative education. The main responsibility is on governments and policy makers, to invest in lifelong, transformative learning in both formal and non-formal settings. This meeting takes place in Finland because of its EU presidency, in which education is strongly prioritised. Ms. Andersson expressed her hope that upcoming EU presidencies will equally continue to support transformative education.

In Finland examples of successful cases are supporting sustainable development through participation and learning and informal education at all levels, supporting GCE. The challenge though is to reach out to adults outside of these settings. The Finnish Ministry of Education is currently preparing a holistic framework to prepare for such challenges. Envision 4.7 sets a great example as it is organized jointly by civil society and the ministries above mentioned and will hopefully bring a new direction for GCE and 4.7. Such work can bring great benefits to society as climate change activism shows us that the current paradigms based on endless growth and fossil fuels are not relevant anymore.

## OPENING REMARKS BY MS LI ANDERSON

## ENVISION 4.7

HOW DO WE ADAPT TO THE WORLD TODAY?

TRANSFORMATIVE EDUCATION!

HELSINKI 2019



BRIDGE 47



YOUTH ACTIVIST

ADULTS HAVE TO STEP UP



HOLISTIC FRAMEWORK

FINDING A NEW DIRECTION



OLD WAYS NO LONGER FIT



SKETCHNOTES BY @ZLDRAWINGS



# Keynote Speech by Mr. Olof Graenstroem, “For a Fact-Based Worldview”

Mr. Graenstroem starts asking the audience about in which country they think women give birth to most babies in average: Norway, Iran or Brazil. Contrary to overwhelming majority of people’s hands, the correct answer was in fact Norway. He explained how dangerous it can be to start a conversation about the world with preconceived ideas based on misconceptions, ending up in uninformed, wrong policies. We often take ideas, personal and organisational experiences and feelings as a compass – that often poorly matches reality.

He went on with the help of several examples of development trends such as population growth, life expect-

tancy, world view on disasters, diseases and migration to debunk myths and show the difference between public perceptions and the reality showed by statistics. The gap between the perceived reality and reality confirmed by statistics is important to understand the world better and find long-term solutions to sustainable development problems. In order to do so, we should all be urged to be humble and curious and accept that often we simply do not have all the answers. They can be multidimensional, complex and sometimes paradoxical, and we need to build our capacity to sit with discomfort, where transformative education can be of great help.

## KEYNOTE SPEECH BY OLOF GRÄNSTRÖM


FACT-BASED WORLDVIEW

A B OR C

PEOPLE ARE BAD STATISTICIANS

HMM

WE SHOULD ALL LEARN TO LOVE EXCEL



LIFE EXPECTANCY IS OVER 70 GLOBALLY

THE WORLD HAS CHANGED RADICALLY

WHAT DO WE SEE IN MEDIA?


DISASTERS  
DISEASES  
IMMIGRATION

WE ARE CHOOSING TO FOCUS ON DRAMATIC INFORMATION

WOW!

## ENVISION 4.7

### HELSINKI 2019



BRIDGE 47

ISSUES ARE COMPLEX

CHILD MORTALITY ↓  
UNDERNOURISHMENT ↓  
SCHOOL ATTENDANCE ↑

SKETCHNOTES BY @ZLDRAWINGS



# Panel Discussion ‘What Is the State of 4.7 in Europe?’

Participants:

**Ralph Carstens**, International Association for the Evaluation of Educational Achievement (IEA)

**Dace Melbarde**, European Parliament, Committee on Culture and Education

**Robert Napier**, European Students’ Union (ESU)

**Lydia Ruprecht**, UNESCO

**Jady Wang**, European Commission, DG DEVCO

Facilitation: **Camilla Gordon**, Facilitator for Change

## How do you see the implementation of 4.7 in Europe?

**Lydia Ruprecht** said that Europe is leading on the global scale, but lots of variations and dynamics are found when you break down the data per country and per regions. National and sub national levels are differentiated. **Ralph Carstens** agrees that the implementation of 4.7 in Europe looks like it is going quite well and there is some evidence GCE is tricking down to curriculum. has been lots of improvement. However, there is too little data for the school and classroom levels and there is some evidence GCE is

### PANEL THE STATE OF 4.7 in EUROPE

### ENVISION 4.7

### HELSINKI 2019



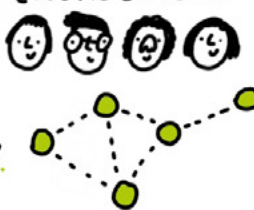
HOW IS EUROPE DOING?

DEVELOPMENTS & CHALLENGES

LOTS OF DIVERSITY

HORIZONTAL ENGAGEMENT

MORE VOICE to YOUNG PEOPLE at EU LEVEL



COORDINATION & COLLABORATION



HOW CAN WE MOVE QUICKER?

RISE OF NATIONALISM



HOW ARE ATTITUDES FORMED?

MORE FOCUS on TEACHERS

WHERE IS THE PRIVATE SECTOR?

OPEN CLASSROOM CLIMATE



SKETCHNOTES BY @ZLDRAWINGS



tricking down to curriculum. However, there are variations between and within countries based on socio-cultural milieus and contextclass. **Jady Wang** said that the implementation of 4.7 in the EU is very much diverse in terms of operational context, financial and human resources and capacity in implementing the work. The 4.7 target needs to be achieved with collective effort, through further exchanges and learning, cross sectors and actors. In this context, the EU DEAR programme is an important programme for 4.7 implementation in Europe and it is the only EU programme addressing SDG 4.7.

**Dace Melbarde** pointed out that there are differences in understanding what the word Europe is. GCE is paramount to help cope when crisis is felt. In terms of policy, Europe is progressing. At the grassroots level, it is very important to target younger generations. **Robert Napier** added that there are gaps among young people: there are grassroots movements but there are also many apolitical young people.

## How can we help bring 4.7 to the forefront of the European policy agenda?

**Lydia Ruprecht** emphasised that there is no magic bullet or one solution. The importance of local engagement is not stressed enough – focusing on the local level and horizontal engagements at the community level is very important too. **Robert Napier** said 4.7 is in the European agenda when we see the different policy documents. However, when it comes to actual implementation, we could do better and it requires help of civil society. There is a need for a more holistic view of formal, non-formal and informal education.

**Jady Wang** added that it is necessary to make people realize that 4.7 is not only for developing countries but it is for everyone, around the world. It is necessary to look at how policies translate at the local level, with ordinary citizens, politicians and businesses. There is a need for co-

ordination and collaboration across groups, sectors and actors. **Dace Melbarde** emphasized the importance of EU programmes such as Erasmus+, European Voluntary Service and other volunteering and learning programs. Finally, **Ralph Carstens** said that a lot is going on at the level of traditional institutions, ministries and the EU, but it is still seen as a fringe topic when it is an essential topic.

**Robert Napier** explained that the target can only be achieved if we have good educators, so training and competences of educators are key. Additionally, we should focus on young people. **Jady Wang** mentioned the need to involve the private sector more strongly in the conversations.

When asked about what we can learn from research, **Ralph Carstens** mentions that three issues are key, knowledge, attitudes and practice. The Nordic countries are a good example as evidenced in the IEA's ICCS study, as they tend not to have a problem researching themselves and asking difficult questions. Such research at school and community level is a good starting point. Finally, disengaged and alienated groups are still a reason for worry. **Lydia Ruprecht** agreed that research is fundamental in a dialogue process, especially in asking the right questions. She also noted that it is very important to properly understand the fears and reasons for discontent among some groups and that this process of understanding should take place through mediated institutions.

In order to speed things up at national level, **Dace Melbarde** advised to use existent networks existing at the European level and the role of national UNESCO commissions is very important too. It is also necessary to discuss issues of content and terminology, what we mean when we say GCE, with the help of researchers.

## Closing remarks: What is the one key thing to achieve 4.7?

**Ralph Carstens** says that is a societal communication and an environment free from lies and hate.

**Jady Wang** says it is multi-stakeholder cooperation through participation and learning.

**Robert Napier** says it is empowering young people.

**Dace Melbarde** says it is a need for stronger leadership in education to support teachers.

**Lydia Ruprecht** says it is lifelong learning, recognized as a public good with a transformational goal which must be specially taken care of in view of the trend of privatization of education.



# Workshops

## 1.1. The European Global Education Peer Review and policy learning in the context of 4.7.

The workshop explored the GENE Global Education Peer Review Process and some learnings emanating from the process and the GENE network of policymakers. The Peer Review Process looks at how Global Education is approached in European countries, shares good practice from the national level and looks for opportunities to improve policy, strategy, funding and co-ordination in each country reviewed through policy recommendations. Key learnings from the peer review process include the need to start from where each country is at with regard to concepts, strategies, policy and practice. Participants were asked to identify the various concepts in use in their own settings, and to write peer review-style recommendations regarding what they thought would be needed to drive implementation of target 4.7. Recommendations included: using a needs-based, bottom-up approach, to effectively connect

the local and global dimensions of learning, and to move away from “silos and bubbles” to find synergies. Cooperation and networking at national level were considered key.

Conductors: Jo McAuley and Liam Wegimont, Global Education Network Europe (GENE)

Further information: [gene.eu](http://gene.eu)

## 1.2. Making uncomfortable partnerships

The Bridge 47 partnerships team led an experiential workshop engaging participants in the process of partnership formation between global citizenship education practitioners and those who are new to it or haven't been previously exposed to it. Partnerships for sustainable development with the police in Denmark and a national broadcasting company in Estonia as well as knowledge exchange partnerships and research in GCE were introduced.



Also, the session shared learnings from the experience and knowledge that Bridge 47 has gained from partnership formations over the course of the project, which have shown that common values are the base and that there is no “one size fits all” approach for partnerships in GCE.

Conductors: Agne Kuimet, Maeve Galvin, and Talia Vela-Eiden, Bridge 47

Further information: [www.bridge47.org/theme/partnerships](http://www.bridge47.org/theme/partnerships)

### 1.3. Measuring and Monitoring SDG 4.7

The Bridge 47 Advocacy team introduced a new ‘proposed framework’ aimed at all sectors of education including non-formal and informal education. The framework introduces ‘proto-indicators’ developed through key aspects of the values-based approach to indicator development. An important aspect of the framework is that it is participatory and considers local contexts as central to indicator development and actual measurement of progress towards Target 4.7., developed within the Bridge 47 Network. As so far measuring and monitoring in SDG 4.7 focused on the formal education settings and learning assessments, participants discussed how data and progress on SDG 4.7 can be collected, assessed and measured in all educational sectors. The group also worked on concrete indicators such as “being an active citizen” and it was agreed that the monitoring tool should include a lot of different instruments, as it needs to be used at all levels (community, national, regional and international).

Conductor: Rosaria Kunda Marron, Education and Development Solutions

Further information: [www.bridge47.org/resources/10/2019/sdg-target-47-characteristics-monitoring-and-measuring-progress-mission-possible](http://www.bridge47.org/resources/10/2019/sdg-target-47-characteristics-monitoring-and-measuring-progress-mission-possible)

### 1.4. New and Old European Member State’s common and different contributions to SDG 4.7: towards a road map for global citizenship education

In this workshop participants discussed the challenges and opportunities European Member states face in the

area of GCE, such as the significance to explain the relevance for GCE among European policy makers as well as the often-strong focus on the justification to provide ODA. Participants identified synergies between GCE researchers and practitioners, using the examples of GCE in Ireland and Poland and explored commonalities and differences in approaches to GCE in New and Old European Member States. The lack of cohesion regarding the issue and GCE in particular is undermining its effectiveness. On a positive note, in view of the empirically observed trust placed in NGOs by the public, the GCE agenda has a good chance to be successfully promoted in New and Old MS alike. It was concluded that there are several ways to be stronger together and New and Old European Member States can complement one another in implementing GCE in Europe. Nonetheless, there is a need to decisively move towards a more critical GCE.

Conductors: Galia Chimiak, Institute of Philosophy and Sociology, Polish Academy of Sciences and Frank Geary, Irish Development Education Association

### 1.5. Integrating 4.7 within and across Government Policy

This workshop detailed how SDG 4.7 can be formally embedded in government policy. On the example of Scotland’s SDG network, the necessity to build momentum and create awareness on SDGs was underlined. It is about creating a collective voice, an engaging ownership of the agenda and bringing everyone into the dialogue. Participants also looked at how SDG integration can provide a foundation for work in the fields of both Education and International Development. The Scottish Example of the “Learning for Sustainability Action Plan” showed the importance of diversity and liberty of curricula. It was discussed how through working closely with civil society, it is possible to take significant and distinctive steps towards an integrated cross-government policy approach to SDG 4.7, despite tensions or contrasts across governments.

Conductors: Liam Cahill, Scottish Government Paul Bradley, Scottish Council for Voluntary Organisations, Tanya Wisely, Oxfam Scotland/ IDEAS

Further information: [globalgoals.scot](http://globalgoals.scot) and [education.gov.scot/improvement/Documents/LearningforSustainability-Vision2030ActionPlan.pdf](http://education.gov.scot/improvement/Documents/LearningforSustainability-Vision2030ActionPlan.pdf)



## 1.6. Innovation in teaching GCE: challenges and solutions

This workshop explored innovative and replicable educational models and resources in teaching GCE and tools to face contemporary world challenges. Participants examined teachers guidelines regarding GCE in formal education, including 8 steps to become a “global teacher; innovative school textbook on geo-history based on a world history approach as well as a self-assessment tool for global and sustainable schools, including six schools’ life areas and related indicators. Additionally it was discussed how educators and stakeholders of different disciplines can support the active engagement of citizens within their communities and structural link between formal education and GCE.

Conductors: Marina Lovato and Gianni Cappellotto, Progettomondo Mlal, Start the change Giordana Francia, CISP and Dobrawa Aleksiak, NA STYKU, Get up and Goals  
Further information: [Getupandgoals.eu](http://Getupandgoals.eu) and [Startthechange.eu](http://Startthechange.eu)

## 1.7. Building a coalition to support the realisation of SDG 4.7

This workshop shared ideas on strong coalition building and identified successful ways of working across a broad interest group and for sector-wide impact. It was discussed why we should build coalitions, who do we need to partner to strengthen and scale up our influencing as well as what principles and practices are fundamental to building a successful coalition? Using the example of Oxfam’s recent experiences in England, the session considered approaches to develop broad, long-term coalitions to make SDG 4.7 a reality by 2030. It is about an embedded approach in education institutions; research and evidence; teacher and educators’ trainings and holding the education community into account.

Conductor: Kate Lea, Oxfam Great Britain

# Panel Discussion “Where Should Europe Go from Here?”

Participants:

**Robert Jjuko**, Education and Development Initiatives Uganda

**Hyun Mook Lim**, UNESCO APCEIU

**Sandy Morisson**, International Council of Adult Education (ICAE)

**Jyotsna Pandey Singh**, FORUS

**Lynette Shultz**, University of Alberta

Facilitator: **Camilla Gordon**, Facilitator for Change

## If you were to give Europe a grade on how it's doing on 4.7 implementation, what would it be?

**Jyotsna Pandey Singh** explained that unlike Europe, in Asia there is not as much emphasis on GCE. In South and Central and North Asia, there are some good programmes but there isn't enough awareness about SDGs.

**Hyun Mook Lim** explained how important it is to be careful when speaking about others – it is challenging to answer this question. Europe has a long tradition in transformative education, but compared to ESD, GCE is perhaps not as promising.

**Sandy Lee Morisson** said she would rebel against the question, as giving grades or targets involves a lot of assumptions. A lot happens beyond the actual grade or target. In adult education, a lot of credit is given for effort, too.

**PANEL** WHERE SHOULD EUROPE GO FROM HERE?

**ENVISION 4.7**

**HELSENKI 2019**

**BRIDGE 47**

WHERE IS EUROPE ON A SCALE?

QUEST FOR ECONOMIC GROWTH HINDERS CAUSE in ASIA-PACIFIC REGION

WE ARE PHYSICAL AND SPIRITUAL BEINGS

GAP BETWEEN LEADERSHIP AND GRASSROOTS LEVEL

SOME REBELS in THE PANEL

SHOULD WE EVEN GRADE?

COLLABORATION WITH NORTH AMERICA?

EUROPE HAS OBLIGATION TO CHAMPION TOLERANCE

ADVOCATING KINDNESS

TEACHERS TAKING CONTROL

SKETCHNOTES BY @ZLDRAWINGS



**Robert Jjuuko** said Europe is ahead of Africa, in terms of the policy debates and discourse. However, how these debates and official documents translate into actual lives. How does it affect or help young people protesting on the streets for climate change. Is this mobilisation also a result of what is happening in the classrooms?

**Lynette Shultz** asked what is now being done that hasn't been done 15 years ago and how it is being done. She is very interested in how historical consciousness interlinks particularly with decolonialism and anti-racism.

### How would you describe your region's contribution to 4.7?

**Hyun Mook Lim** talked about APCEIU's capacity building work. In the Asia-Pacific context, they are working on an economic growth-centred context and with a mindset of prioritising economic growth over human rights, diversity and some other values. Education is also very state-centred, so GCE is facing structural obstacles, and promoting it is not easy. The Asia-Pacific region could learn from Europe in terms of balance between functionality and intrinsic value of education.

**Lynette Shultz** talked about Canada's history of peace education. Much of that was informed by people returning from volunteering abroad but when people returned, they challenged the education that they received. Anticolonial movements in Africa and Latin America challenged their ideas and that has continued alongside other trends in Canada. Canada is seen as connected to Europe and there's a new initiative now to connect North American and European organisations working on 4.7. Broadening their network will be important in this work.

**Robert Jjuuko** emphasized reclaiming the transformative aspect. Europe has strong links with Africa, which is important. In Finland, the logic of education is about not making people servants of the market. When we come to Africa, the human capital approach to education is evident when EU comes to Africa. Europe has an obligation to promote peace and well-being of our continent. Europe should also champion a different approach to migration. When we talk about GCE, we are talking about this too.

**Sandy Lee Morrisson** mentioned the importance of people being central to any idea. Further to that identity is our connection to spirits. We say that the oceans join us, we are not separated by the oceans. Why does that matter? It brings us a responsibility to our environment and

all of the elements that brings sustenance to human life. Also central to my area is owning the good and the bad. We hold our government responsible for the colonisation. For example, very recently New Zealand government announced that history of land wars will be in the curriculum. There is a need to develop strong and compassionate leadership in this area to oppose fake news.

**Jyotsna Pandey Singh** said there are some very good education policies in South Asia and South East Asia. There is a lot of “Western” influence – when she leaves her country, she sees people proud to speak their own language. But there, people who speak English are perceived superior. There is still that slave mentality, that they need to get rid off. There’s also a huge brain drain from Asia to the US and Europe, and education could have an important role in getting the “brains” back to the country. India is one of the most unequal countries in the world – there is a lot of theoretical learning, but what is in the end people’s contribution to society and creating more equality?

## In one sentence: What is your main expectation for Europe’s contribution to 4.7?

**Lynette Schultz** explained that from Canada’s side, they will be watching how Europe addresses rise of racism, normalisation of racism, rise of population and migration, as they are facing the same.

**Robert Jjuko** said that Europe should support other regions to address the agency, and strengthening the role of educators to take control of pedagogy rather than those who are looking at solely making profit out of education.

**Sandy** recalled that when Trump rang Jacinta Ardern after the Christchurch massacre, he asked what he could do to help. She answered he can be kind.

**Hyun Mook** is happy to see Europe making synergies between the different types of transformative education. But, when we talk about transformative education, we need to make sure we are clear about what we want to transform.

**Jyotsna Pandey Singh** emphasized creating leadership, as education systems can be very much theoretical. How do we bring in that leadership and save democracy when many Asian countries are under threat of dictatorship? How can we bring in democracy?

# Working Groups

## Working Group 2.1: Recognition of the Value of Life-Long and Life-Wide learning supported through Formal, Non-formal and Informal Education

While the terminology of Lifelong learning<sup>1</sup> (what do we mean with LLL) was still strongly discussed, the group recognized that LLL must be recognized as an important force to transform and sustain society. The aim is to manifest a habit or attitude towards LLL, also as an intersectoral strategy through a holistic approach that is based on knowledge, attitudes and values. This must be for all people, independently of age, linked with all dimensions of life and supported with a multi-stakeholder approach,

including marginalized groups. Participants discussed that EU and Member States need to commit to meaningful partnerships by strengthening the involvement of Civil Society organisations as equal partners in policy and decision-making processes by increasing their capacity through providing adequate resources and infrastructure.

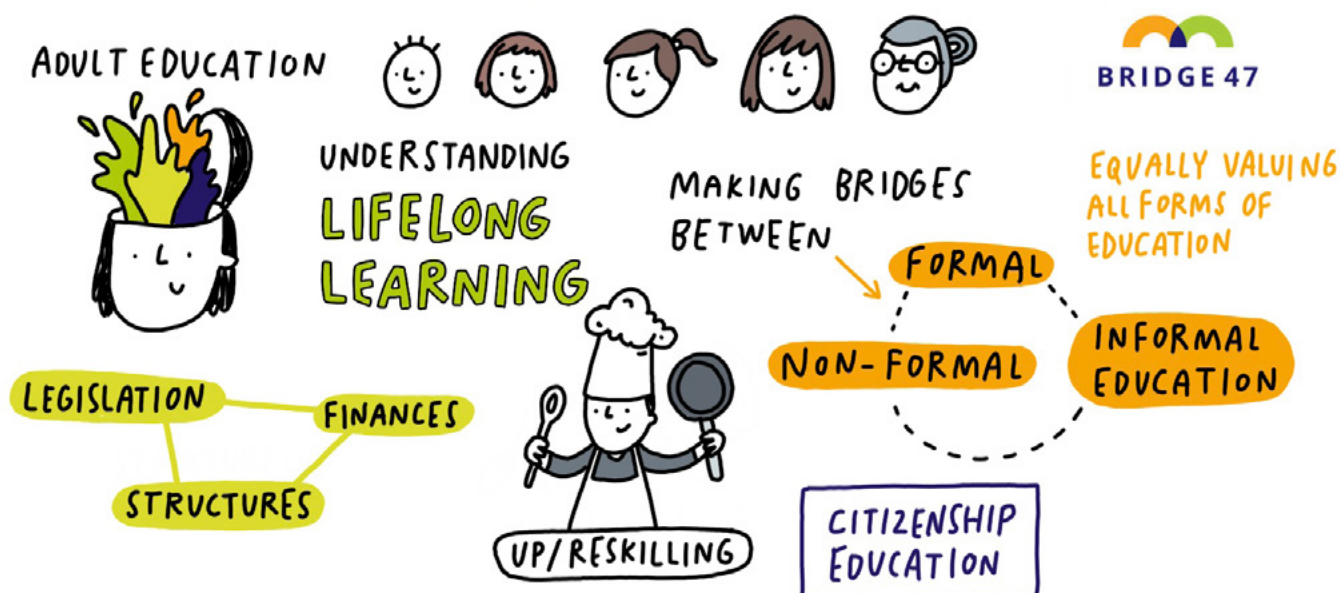
Participants agreed to challenge the dominant idea of the LLL and discussed that lifelong learning policies and competencies should acknowledge formal, non-formal and informal adult education. All member states shall produce and implement legislation, structures and finances for adult education. Promoting lifelong and life-wide learning, especially focusing on citizenship education and sustainable culture, is the basis to promote also intergenerational learning.

RECOGNITION OF THE VALUE OF LIFE-LONG LEARNING SUPPORTED

ENVISION 4.7

THROUGH FORMAL, NON-FORMAL AND INFORMAL EDUCATION

HELSINKI 2019



<sup>1</sup> There are five essential elements to the UNESCO understanding of lifelong learning. It must concern: all age groups, all levels of education, all learning modalities, all learning spheres and spaces and a variety of purposes. Lifelong learning is rooted in the integration of learning and living, covering learning activities for people of all ages (children, young people, adults and elderly, girls and boys, women and men) in all life-wide contexts (i.e. family, school, community, workplace) and through a variety of modalities (formal, non-formal and informal) which together meet a wide range of learning needs and demands.

GCE should be integrated transversally into LLL policies, including a strong focus on empowering educators and reaching marginalized communities. European and national educational policies should take into consideration that formal, non-formal and informal education needs a coherent and inclusive approach which emphasis inter-generational and intercultural learning across all levels of education. Furthermore, the discussions focused on the need for an increased support the CSOs, who provide LLL and GCE as well as the importance of including CSOs in decision-making process and in multi-stakeholder meetings.

## Working Group 2.2: The Contributions of Transformative Education to Target 4.7

Firstly, a link between personal individual development, systemic change and transformative education was discussed. Participants discussed how equally important it is to learn, but also unlearn some cultural assumptions. We need to admit that we do not always know it all – the learning process is often more important than the result. This involves allowing ourselves to be vulnerable, and embracing complexity and uncertainty. Therefore, education should be process-oriented, participatory, interdisciplinary, context-specific and learner-centred, always making room for critical thinking.

Attendees also discussed what commonalities all the different types of transformative education have. For instance, all focus around interdependence and interconnectedness between all the different issues the world is facing, are based on the principle of learning throughout life. Also, critical and creative thinking are crucial components to all the transformative education types, while always encouraging multi-perspectivity, as well as action, participation and experiences.

Finally, it was agreed that transformative education emphasizes an action-oriented approach, and bridges all the innovative forms of education leading to the notion of global citizenship. However, a few thought-provoking questions came up: if we talk about value-based education, how can we avoid subjectivity? What are the values that we want to uphold? Furthermore, what do we mean by transformative and at what level, political or personal? Change of attitudes is definitely a transformation we would like to see on personal level, but at the same time we also need systemic change, and the two are quite interlinked.

## Working group 2.3: Cross-sectoral cooperation

What the nature of cooperation and its outputs should look like, was part of the discussion in this working group. Participation and dialogue are two key prerequisites for cooperation. It is important to strike balance between setting up platforms at the “high level”, and having bottom-up approach, setting up cross-sectoral projects. Getting the different stakeholders to the table and motivating them to discuss issues together is not an easy process and involves quality internal and external communication. Also, transparency, clear mission and accountability were identified as key success factors. Lastly, existing platforms and SDG coalitions should be preferably utilized and are usually preferred to reinventing the wheel.

How stakeholders should be mobilized, was another important debate matter. It is first important to identify stakeholder needs and determine what type of coordination is needed and conceptualise ways forward. Trying to reach a national consensus is not always the best method. Attendees also exchanged ideas on appropriate methods of mobilization and good practices they are aware of. There were discussions around how this particular kind of national fora could be coordinated at the governmental level and what kind of commitment to SDG 4.7 implementation it would imply for the stakeholders. Finally, participants reflected on how to engage with existing multi-stakeholder groups at national level, as well as international.

In the third sub-group, participants brainstormed on ways to bring together all the different sectors and levels of education and training, and who the right people are to be at the table. First, bringing educational sectors closer to each other, but at the same time making links with broader socio-economic policy areas, for 4.7 mainstreaming at European, national and sometimes sub-national level. An idea came for making a mapping of actors in SDG 4.7 and their needs (whether public or private) was pointed out as a potential way forward. Also, sources of funding and responsibility for their coordination were talked about.

## Working group 2.4: Indicators for 4.7

Participants got entangled in a debate on the need to define (or not) first what Global Citizenship Education is and to not confuse it with what SDG Target 4.7 includes



# THE CONTRIBUTIONS OF TRANSFORMATIVE EDUCATION

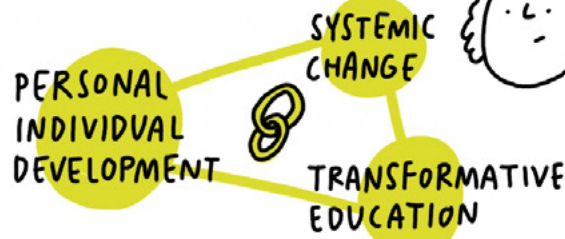
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## TO TARGET 4.7

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### LINK BETWEEN



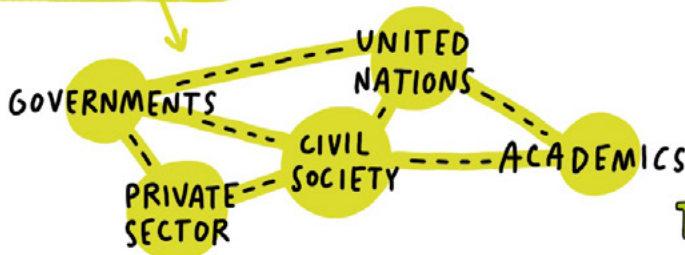
FOCUS ON THE **PROCESS** AND NOT THE END RESULT

# CROSS-SECTORAL COOPERATION

ENVISION 4.7

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## BRINGING TOGETHER



### TRUST + RESPONSIBILITY



DIALOGUE

USE EXISTING SDG COALITIONS

SUPPORT TO CROSS-SECTORAL GROUPS IN EACH EUROPEAN COUNTRY

# INDICATORS FOR 4.7

ENVISION 4.7

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WHAT GETS MEASURED GETS IMPLEMENTED

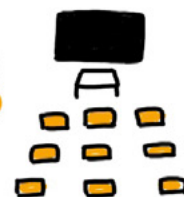
AGREEMENT ON 4.7 DEFINITION?

HOW DOES TARGET 4.7 RELATE TO LOCAL CONTEXTS?



- QUANTITATIVE
- QUALITATIVE
- MIXED ?

CURRENT INDICATOR FOCUSED ON FORMAL EDUCATION



OTHER SETTINGS?

(or not) as GCE. The consensus was that SDG 4.7 is more than GCE as it includes also education for sustainable development. Participants understood the difficulty of setting up indicators and carried on first tackling the need to develop those not only for formal education settings but also for “other settings” (non-formal, informal). Here some participants manifested the difficulties in measuring informal educational settings as those per se would not be measurable.

This exchange became straightforward due to the previous work of the home group set in flip charts and cards (see pictures sent to the drafting group). The visiting working group focused then in what the home group did. Participants also talked about how complex and multidimensional the target it is, and that it can look as overly ambitious for some policy-makers. More clarity and reliability is necessary to adapt the target to local and national contexts. Additionally, more links with existing frameworks used in local/national contexts, would be useful.

Furthermore, discussion took place around methods to reach consensus on 4.7 indicators in different contexts. Although it is quite inspiring how many diverse interpretations of the target there are, this also presents a significant challenge. Multi-stakeholder groups comprising of all the relevant actors in formal, non-formal and informal settings should be set up (policy makers, civil society representatives, academics, practitioners, learners etc.)

## 2.5 Competencies for 4.7

Participants tried to define what competencies are. A majority described competencies as set of skills that comprises knowledge, attitudes and values, with values taking a very prominent place. In four subgroups, participants discussed competencies in relation to democracy and political powers, competencies acquired in formal, non-formal and informal education, competencies in relation to building inclusive societies, as well as supporting cross-sectorial work. For instance, an interesting, concrete recommendation quickly emerged, “to create public hearings that brings together different actors included in formal, informal and non-formal education in order to create a set of guidelines. These guidelines would help create tools for the recognition, development and the evaluation of the competencies required in the different levels.”

During the second session, participants pointed out the need to specify the definition and the category of competencies that can be assessed, and asked for coherence between all the subtopics. Some suggested to base the recommendations on Europe-wide existing competencies frameworks. Attendees also pointed out the need to make such guidelines very concrete, so that they do not become just another “box to be ticked”.

Also, the concept of transformation has raised a lot of questions in the subgroups. They stressed the need to specify the kind of the transformation is wanted, as some pointed out that far-right parties all over the world also want a transformation in the society. That’s why we need to be more specific on the direction we want to give to that transformation – towards sustainability, balancing out unequal power relations, and establishment of inclusive and democratic societies.

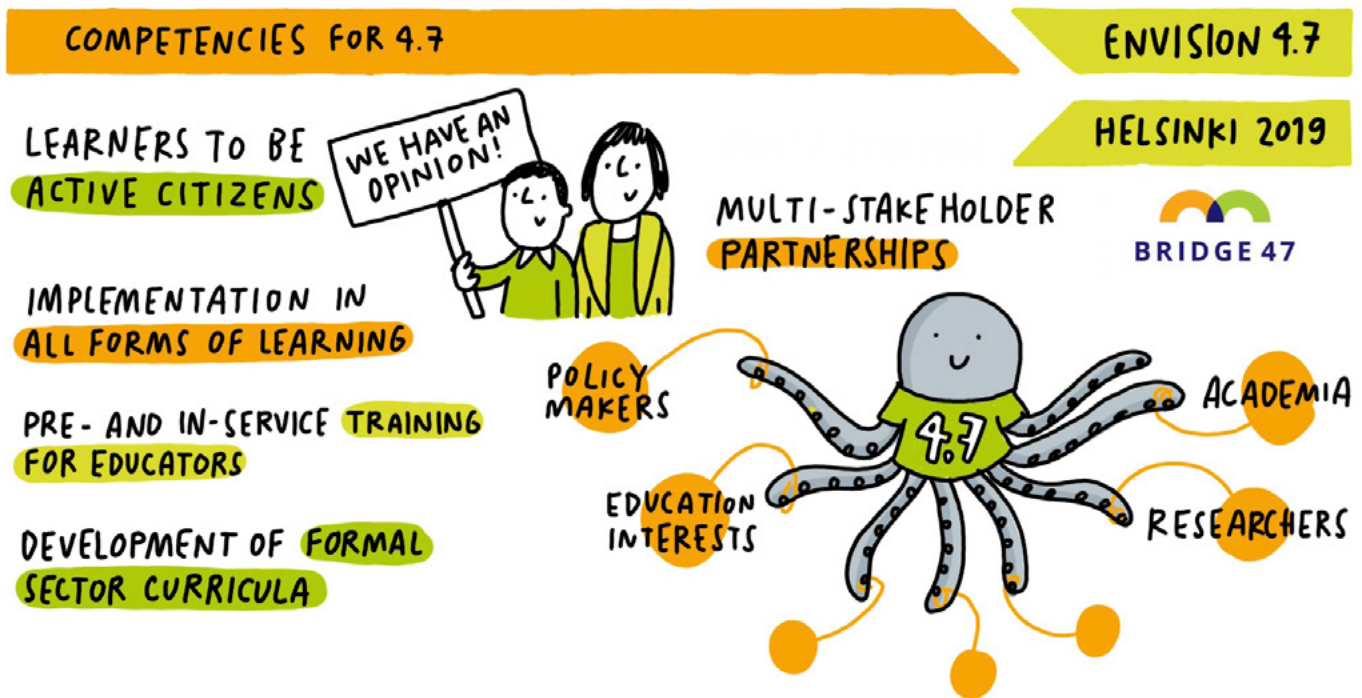
## 2.6 Resources for 4.7

Participants in this group discussed the need to allocate adequate resources for implementing target 4.7. Sufficient funding for 4.7 implementation is necessary, but adequate resources also include, for instance, human ditto, capacities and coordination. Under resources, the group discussed three priority themes and formulated recommendations on the themes for the roadmap, to be achieved by 2023.

First, there was focus on the need for coherent, multi-annual and long-term funding strategies. It is very important to have a long-term vision - otherwise, a strategy to implement 4.7 can prove itself unsustainable. Delivering the achievement of SDG 4.7 should be based on at least 3% of ODA (OECD DAC recommendation) plus other relevant funds at European and national level (e.g. from education and environment budgets) made accessible to small, medium and large actors. When discussing funding, it is important to step out of our bubble, and recognize that while project based funding to civil society is an important channel, all actors need to have a role and long-term commitment in implementing 4.7.

Second, attendees agreed that the EU and, more broadly, European countries should ensure that key stakeholders have the relevant capacities to implement SDG 4.7 and that sufficient resources on capacity building on 4.7 should be allocated. Capacities were defined to include tools, skills, human/material/financial resources, values, knowledge, networks and equal access.

Third, the establishment of national and regional European strategies by key stakeholders at different levels needed to include the allocation of sufficient space (including funding, time, capacity, mental space) to contribute to achieving target 4.7. Often high quality, comprehensive strategies do exist, but there is no time or space to implement them. Participants also discussed how important it is to simplify the language around 4.7 and coordinate efforts related to implementing different elements of the target.





# Conclusions of Envision 4.7

**R**illi Lappalainen introduced the Roadmap document, presenting all the important chapters of the document, which will be still checked by the drafting committee and sent to participants after the Envision 4.7 conference. All participants in the event, and beyond, now have a role to play in the implementation of the final roadmap, in their own organisations, contexts and networks. He also asked participants to make commitments as a follow up of the conference. The following persons have raised their voices and expressed their intentions:

- **Frank Geary** from the Irish Development Education Association (IDEA) said that the Irish representatives agree to further work on the Roadmap document, which will be integrated in the IDEA vision till 2025.
- **Albin Keuc** from SLOGA explained they will continue to work on the Roadmap to be presented at the Slovenian national Forum in 2020 and will try to integrate some of its parts to the strategic documents of the Slovenian Ministry of Education. Sloga will also continue to promote GCE during Slovenian presidency to EU in 2021.
- **Rilli Lappalainen** also added, on behalf of the Finnish government plans to bring the roadmap to UNESCO, and it will be promoted during the Finnish presidency, too. The roadmap will be also promoted within the Nordic manifesto of Adult education.
- **Brikena Xhomaqi** from the Lifelong Learning Platform committed to bringing the roadmap to discussions within the Lifelong Learning Platform and their institutional partners in the European Commission and the European Parliament.
- International Council for Adult Education (ICAE) representatives committed to bringing this strategic document to its regional networks.
- **Miguel Silva** (North-South Centre, CoE) explained that the roadmap will also be presented in different forums of the Council of Europe.
- **Deidre de Burca** from FORUS said that the roadmap will be used as a basis for addressing GCE in the next 5 year strategy of FORUS.

Additionally, every participant was asked to make their personal commitment and post it to the “commitment highway”. After that, graphic harvester presented some of the illustrations capturing the event, which will be shared with conference participants. Final statements were made by Nora Forsbacka (on behalf of Bridge 47) and Rilli Lappalainen, both thanking up to 200 participants from 56 different countries to be actively contributing to the success of the event. If the period leading up to the conference finale had been a thunderstorm, it was only in order to have a sunshine after it.

# ROADMAP-NEXT STEPS

ENVISION 4.7

HELSINKI 2019



YOU ARE  
HERE



1. COMMIT TO ONE OF THE 6 SUBJECTS



THE FIRST STEP IS ALWAYS THE HARDEST.



TOTALLY.



2. CONTACT BRIDGE 47 WHO WILL START THE PROCESS



3. THE FUTURE OF 4.7



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