

ENVISION 4.7 PROGRAMME

Tuesday, 5 November

TIME	ITEM	LOCATION
19.00–21.00	Welcoming Reception Welcoming words by Johanna Sumuvuori , State Secretary to the Minister for Foreign Affairs of Finland	House of Estates, Snellmaninkatu 9–11, 00170 Helsinki

Wednesday, 6 November

TIME	ITEM	LOCATION
8.30–9.00	Registration and coffee	Kallion kortteli
9.00–9.25	Opening remarks by Ms Li Andersson , Minister of Education of Finland	Kallion kortteli, room: Tori
9.25–9.45	Keynote speech by Olof Gränström , Gapminder	
9.45–10.30	Panel discussion ‘What is the state of 4.7 in Europe?’ Ralph Carstens , International Association for the Evaluation of Educational Achievement (IEA) Dace Melbārde , Committee on Culture and Education, European Parliament Robert Napier , European Students’ Union (ESU) Lydia Ruprecht , UNESCO Jady Wang , European Commission, DG DEVCO Facilitator: Camilla Gordon	
10.30–10.45	What is the 4.7. Roadmap? short presentation	
10.45–11.15	Coffee and snacks	Kallion kortteli
11.15–12.30	Seven parallel workshops (see below for more information) 1.1 The European Global Education Peer Review and policy learning in the context of 4.7. 1.2 Making uncomfortable partnerships 1.3 Measuring and Monitoring SDG 4.7 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 1.5 Integrating 4.7 within and across Government Policy 1.6 Innovation in teaching GCE: challenges and solutions 1.7 Building a coalition to support the realisation of SDG 4.7	Kallion kortteli, different rooms, tbc
12.30–13.45	Lunch	Kallion kortteli, restaurant
13.45–15.15	Six parallel working groups – first session <i>Participants are in their “home working group”.</i> 2.1. Recognition of the Value of Life-Long and Life-Wide Learning supported through Formal, Non-formal and Informal Education 2.2. The Contributions of Transformative Education to SDG Target 4.7 2.3. Cross-sectoral Cooperation 2.4. Indicators for 4.7 2.5. Competencies for 4.7 2.6. Resources for 4.7	Kallion kortteli, different rooms, tbc

15.15–15.45	Break	Kallion kortteli
15.45–16.45	Six parallel working groups – second session <i>Participants go to another working group to provide feedback.</i> 2.1. Recognition of the Value of Life-Long and Life-Wide Learning supported through Formal, Non-formal and Informal Education 2.2. The Contributions of Transformative Education to SDG Target 4.7 2.3. Cross-sectoral Cooperation 2.4. Indicators for 4.7 2.5. Competencies for 4.7 2.6. Resources for 4.7	Kallion kortteli, different rooms, tbc
16.45–17.30	Reporting from working groups	Kallion kortteli, room: Tori
19.30–21.30	Dinner	Restaurant Töölönrinta, Helsinginkatu 56, 00260 Helsinki

Thursday, 7 November – where do we go from here?

TIME	ITEM	LOCATION
8.30–9.00	Registration and coffee	Kallion kortteli
9.00–9.15	Check-in on the roadmap Drafting group	Kallion kortteli, room: Tori
9.15–10.00	Panel discussion Where should Europe go from here? 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	
10.00–10.30	Coffee break	Kallion kortteli
10.30–12.00	Six parallel working groups – third session <i>Participants are back in their “home working group”, finalising the work.</i> 2.1. Recognition of the Value of Life-Long and Life-Wide Learning supported through Formal, Non-formal and Informal Education 2.2. The Contributions of Transformative Education to SDG Target 4.7 2.3. Cross-sectoral Cooperation 2.4. Indicators for 4.7 2.5. Competencies for 4.7 2.6. Resources for 4.7	Kallion kortteli, different rooms, tbc
12.00–13.30	Lunch	Kallion kortteli, restaurant
13.30–14.30	Plenary and presentation of roadmap	Kallion kortteli, room: Tori
14.30–15.00	Committing to roadmap and photos	
15.00–16.30	Farewell reception	Kallion kortteli, Lobby

Workshops

WORKSHOP	CONDUCTOR(S)
<p>1.1 The European Global Education Peer Review and policy learning in the context of 4.7. An exploration of policy learning and conceptual trends with the Global Education Network Europe. Participants will have the opportunity to find out about the GENE Peer Review process and how various national concepts and terminologies coexist within the network of policymakers. The workshop will explore and share participants' own understanding and use of terms and concepts.</p>	<p>Jo McAuley and Liam Wegimont, Global Education Network Europe (GENE)</p>
<p>1.2 Making uncomfortable partnerships Bridge 47 partnerships team will lead 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. The session will also share learnings from the experience and knowledge that Bridge 47 has gained from partnership formation over the course of the project.</p>	<p>Maeve Galvin, Bridge 47</p>
<p>1.3 Measuring and Monitoring SDG 4.7 The Bridge 47 Advocacy team will introduce a framework, monitoring tool and indicators for capturing work on SDG Target 4.7 in non-formal and formal learning, developed within the Bridge 47 Network. Participants will have the opportunity to discuss with the researchers if and how data and progress on SDG 4.7 can be collected, assessed and measured.</p>	<p>Rosaria Kunda Marron, Education and Development Solutions</p>
<p>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 This workshop will provide an opportunity to discuss challenges and opportunities all European Member states face in the area of GCE and will aim to identify synergies between GCE researchers and practitioners irrespective of their countries of origins. Using the examples of GCE in Ireland and Poland the workshop will explore commonalities and differences in approaches to GCE in New and Old European Member States. Participants will be engaged in developing a roadmap for GCE that reflects these commonalities and differences, and the contributions that both New and Old Member States bring to GCE.</p>	<p>Galia Chimiak, Institute of Philosophy and Sociology, Polish Academy of Sciences Frank Geary, Irish Development Education Association</p>
<p>1.5 Integrating 4.7 within and across Government Policy This workshop will detail how the SDGs, including SDG Target 4.7, can be formally embedded in government policy. On the example of Scotland, it will look at how SDG integration has provided a strengthened foundation for longstanding work in the fields of both Education and International Development, both of which are supporting progress towards 4.7. It will be 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 the SDGs, including SDG Target 4.7.</p>	<p>Liam Cahill, Scottish Government Paul Bradley, Scottish Council for Voluntary Organisations Tanya Wisely, Oxfam Scotland/ IDEAS</p>
<p>1.6 Innovation in teaching GCE: challenges and solutions This workshop will explore innovative and replicable educational models and resources in teaching GCE and tools to face contemporary world challenges. Participants will discuss 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, for sustainable development on global issues.</p>	<p>Marina Lovato and Gianni Cappellotto, Progettomondo, Start the change Giordana Francia, CISP and Dobrawa Aleksiak, NA STYKU, Get up and Goals</p>
<p>1.7 Building a coalition to support the realisation of SDG 4.7 This workshop will be an opportunity to share ideas on strong coalition building and identify successful ways of working across a broad interest group. Using the example of Oxfam's recent experiences in England, the session will consider constructive approaches to develop a broad, long-term coalition to make SDG 4.7 a reality by 2030. In the workshop participants will share experiences of building coalitions for sector-wide impact, hear from others and together identify effective ways of working across a broad interest group.</p>	<p>Kate Lea, Oxfam Great Britain</p>



Working groups

WORKING GROUP

FACILITATOR

2.1. Recognition of the Value of Life-Long and Life-Wide Learning supported through Formal, Non-formal and Informal Education

Education through lifelong learning plays a central role in addressing the challenges of the 2030 Agenda and the achievement of the SDGs. In this context ‘formal education’ refers to the teaching and learning that takes place through education and training systems and institutions; leading to formal certification or qualification that is recognised by relevant educational authorities. ‘Non-formal education’ refers to any type of structured, organised learning activity (be it through volunteering, through businesses, organisations, communities) that is intentional but does not lead to certification or is recognised by educational authorities. While ‘informal education’ refers to any learning that takes place through social or work related interactions outside of a formal or non-formal education setting. This group will explore and make recommendations on how to strengthen all forms of education in European policy.

Angela Owusu-Boampong,
UNESCO Institute for Lifelong
Learning (UIL)

2.2. The Contributions of Transformative Education to SDG Target 4.7

SDG Target 4.7 captures the transformative power of education when it is value-based and transformative by design, i.e. promotes global citizenship, sustainable development, human rights, gender equality, peace, appreciation of cultural diversity. It is increasingly recognised that transformative educations that address these dimensions are working with similar challenges and have similar end-goals. To effectively achieve SDG Target 4.7, it will be necessary to build on the strengths of each stakeholder group, identify common ground, learn from past and ongoing successes and failures and recognize the specific contribution that each can make to the achievement of the SDG Target 4.7. This group will make recommendations how transformative education can be central to European and regional strategies.

Miguel Carvalho da Silva, North
South Centre, Council of Europe

2.3. Cross-sectoral Cooperation

The scale and ambition of the Agenda 2030 requires a revitalised global partnership to ensure its implementation. We need to bring together governments, private sector, civil society, United Nations system, academics and other actors to mobilize all available resources for better results. Such bringing together will include the need for improved cooperation and coordination at cross-European, national and regional levels. This working group will explore and make recommendations on concrete actions that can be taken to implement cooperative working across Europe.

Massimiliano Tarozzi, UCL
Institute of Education

2.4. Indicators for 4.7

The discussion on which indicators are relevant in order to assess the implementation of 4.7. is important, as what gets measured gets implemented. The current global indicator on 4.7 measures inputs to the education system. It is largely, but not exclusively, related to the formal education system. Further work is required to ensure that education in other settings is also fully recognised. This working group will discuss how we can develop and implement indicators that reflect the full range of work included under SDG 4.7.

Agnes Vungi, Swedish Society
for Nature Conservation

2.5. Competencies for 4.7

Education has a fundamental role in developing the competencies that enable learners to play active roles as citizens in democratic societies and to support their personal development. Education in all its forms plays an essential role in furthering equal opportunities, social inclusion and social cohesion as well as a sustainable future. This group will discuss the different competency frameworks that exist and make recommendations on how they can be taken forward in Europe to advance SDG Target 4.7.

Antonia Wulff, Education
International (EI)

2.6. Resources for 4.7

As SDG Target 4.7. is key to implementation of the 2030 Agenda, sufficient resources need to be devoted to enable and achieve its implementation in and across Europe. Such resources include prioritisation of responses to SDG Target 4.7 amongst key stakeholders, dedicated and adequate funding, the use of technology and the development of relevant understandings, capacities and capabilities. This group will focus on making recommendations that enhance the ways of resourcing SDG Target 4.7 across Europe.

Krista Orama, Ministry for
Foreign Affairs of Finland

