

Global Education in Europe to 2015

Strategy, policies, and
perspectives

Outcomes and Papers of the
Europe-wide Global Education Congress
Maastricht, The Netherlands

15-17 November 2002

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**Editors
Eddie O'Loughlin and Liam Wegimont**

Europe-wide Global Education Congress

The Europe-wide Global Education Congress was held in Maastricht, the Netherlands, from 15th-17th November 2002 and resulted in the adoption of the Maastricht Declaration on Global Education (see appendix 1). The Congress was organised by:

North-South Centre of the Council of Europe

In partnership with

National Committee for International Cooperation and Sustainable Development, the Netherlands (NCDO); Government of Luxembourg; European Centre for Development Policy Management (ECDPM); Learning for Sustainability; Norwegian Ministry of Foreign Affairs; German Federal Ministry for Economic Cooperation and Development (BMZ)

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North-South Centre of the Council of Europe,
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Abbreviations

BMZ	German Federal Ministry for Economic Cooperation and Development
BSR	Baltic Sea Region
CBSS	Council for the Baltic Sea States
CIDAC	Centro de Informação e Documentação Amílcar Cabral (Portugal)
COE	Council of Europe
CRID	Actors for Solidarity (France)
CSD	Commission on Sustainable Development (UN)
CZESHA	Czech Secondary School Heads Association
DAC	OECD Development Assistance Committee
DCI	Development Cooperation Ireland
DE	Development Education
DEA	Development Education Association (United Kingdom)
DEAR	Development Education Association and Resource Centre (Japan)
DEEEP	Development Education Exchange in Europe Project
DeSeCo	Definition and Selection of Competencies (OECD programme)
DFID	Department for International Development (United Kingdom)
EC	European Commission
ECDPM	European Centre for Development Policy Management
ENEAS	National Strategy for Environmental Education on Sustainability (Portugal).
ESD	Education for Sustainable Development
EU	European Union
FEE	Foundation for Environmental Education
GAIA	GAIA Education Centre (Greece)
GE	Global Education
GENE	Global Education Network Europe
GEW	Global Education Week
GNI	Gross National Income
GNP	Gross National Product
ICT	Information Communications Technologies
IBE	International Bureau of Education (UNESCO)
IEA	International Association for the Evaluation of Educational Achievement
IHE	Institution of Higher Education
IMF	International Monetary Fund
InWent	Capacity Building International, Germany.
KEPA	Service Centre for Development Cooperation (Finland).
KommEnt	Society for Communication and Development (Austria)
MDGs	Millennium Development Goals
MoE	Ministry of Education
MFA	Ministry of Foreign Affairs
NCDE	National Committee for Development Education (Ireland)

NCDO	National Committee for International Cooperation and Sustainable Development (Netherlands)
NEPAD	New Partnership for Africa's Development
NGO	Non-governmental Organisation
NORAD	Norwegian Agency for Development Cooperation
NSC	North-South Centre of the Council of Europe
ODA	Overseas Development Assistance
OECD	Organisation for Economic Cooperation and Development
PIPA	Programme on International Policy Attitudes
RORG	Framework Agreement Organisation (Norway)
SD	Sustainable Development
UK	United Kingdom
UN	United Nations
UNECE	United Nations Economic Commission for Europe
UNEP	United Nations Environmental Programme
UNESCO	United Nations Organisation for Education, Science and Culture
UNHCR	United Nations Humanitarian Cooperation Programme
UNICEF	United Nations Children's Fund
US	United States
USA	United States of America
WSSD	World Summit on Sustainable Development (Johannesburg)
WTO	World Trade Organisation
WWF	World Wildlife Fund

Preface

*Mats ÅBERG**

The Europe-wide Global Education Congress, which was held in Maastricht, the Netherlands, on November 15-17, 2002, was a pioneering event.

It brought together key actors and funders, not only from Europe, but – true to the ideals and aims of the North South-Centre of the Council of Europe - from all over the world. While primarily focused on Global Education in Europe, it also initiated a process and dialogue concerning Global Education between the developed North and the developing South, which hopefully will bear fruit in the future.

It also made the best possible use of the "quadrilogue", which is the unique technique of political dialogue typical of the North-South Centre. Representatives of governments, parliaments, regional and local authorities as well as representatives of civil society could each make useful contributions to the discussions.

It produced a final document – the Maastricht Declaration on Global Education – with ideas and commitments which are summed up in such a way that they can be directly translated into policy-making at all levels in order to enhance the understanding of the citizens for challenges and for ways to meet them in order to secure a sustainable future.

The Maastricht Declaration is an encouraging signal for international co-operation in the field, providing a European strategy framework for Global Education or education for sustainable development. Other international initiatives in the UN context - the UNECE in follow-up to the World Summit on Sustainable Development; the UNESCO-led Decade of Education for Sustainable Development; and the Millennium Development Goals Campaign - will be able to make full use of the Maastricht Declaration.

I am convinced that the Maastricht Declaration on Global Education will prove to be a useful political instrument for crucial democratic work up to 2015.

* Ambassador of Sweden to the COE and Vice-Chair of the North-South Centre.

Introduction and outline

This report is based on the proceedings and outcomes of the Europe-wide Global Education Congress held in Maastricht the Netherlands, 15-17 November 2002. It is intended to be:

A record of the proceedings of the Congress

A useful resource for reflection and policy action in the pursuit of improved and increased Global Education agenda in Europe and further afield.

For this reason the report has been divided into three principle parts:

Part 1. Outcomes of the Maastricht Congress is self-contained and through an *Executive Summary* gives the reader a brief overview of the aims of the Congress, who attended, what was discussed, the main outcomes and follow-up. It includes a one-page summary version of the *Maastricht Global Education Declaration* (the full text is contained in Appendix 1). The Declaration was the key outcome of the Congress, providing a *European Strategy Framework for improving and increasing Global Education to the year 2015*. The one-page version of the Declaration is intended for use as a summary resource document for those actively pursuing the furtherance of Global Education at various levels.

Part 2. Global Education in Europe: Contexts & Perspectives provides the reader with the key papers presented at the Congress. These papers explore Global Education issues from the perspective of different actors. They also provide analyses of the political contexts of the Maastricht Declaration; contexts such as Millennium Development Goals and the conclusions of Johannesburg World Summit on Sustainable Development (WSSD). Presentations on how to improve and increase Global Education in Europe are also included. This section provides much food for thought on the situation of, the state of, and future prospects for, global education in Europe to the year 2015.

Part 3. Congress Process gives an overview of the proceedings of the working groups, plenary sessions, discussion and statements from the floor, which took place over the three day Congress, leading to the final redrafted *Maastricht Global Education Declaration*. It also includes the significant Southern statement developed by Southern participants to the Congress.

Appendices: As mentioned above, the full text of the Maastricht Global Education Declaration is contained in the appendices, along with additional background information on the Congress, such as the list of think-tank members, the participants list and an overview of the proceedings of a live video link-up between the Congress and Global Education Week participants in Cyprus, Romania and Sweden.

PART 1

OUTCOMES OF THE MAASTRICHT CONGRESS

Executive Summary

*Eddie O'LOUGHLIN and Liam WEGIMONT**

Introduction

The Europe-wide Global Education Congress was organised by the North-South Centre of the Council of Europe in partnership with a number of organisations and member states, in Maastricht, the Netherlands from 15th- 17th November 2002, under the theme: *Achieving the Millennium Goals, Learning for Sustainability: Increased Commitment to Global Education for Increased Critical Public Support.*

...The purpose of the Europe-wide Congress was to bring together national delegations from the member states of the Council of Europe, to develop, in the context of global political consensus regarding the Millennium Development Goals and the outcomes of the Johannesburg WSSD, a medium-term European framework for increasing and improving Global Education to the year 2015.

The purpose of the Europe-wide Congress was to bring together national delegations from the member states of the Council of Europe, to develop, in the context of global political consensus regarding the Millennium Development Goals and the outcomes of the Johannesburg WSSD, a medium-term European framework for increasing and improving Global Education to the year 2015.

The global political context in which the Congress was framed sought to make clear the relationship between global change in favour of human rights for all and just and sustainable development, and increased political will, critical public support, and critical Global Education.

High-level input and participation

The Congress brought together over 200 delegates from over 50 countries, including 40 of the member states of the Council of Europe, as well as from Africa, Asia and Latin America, together with representatives from COE observer states Japan and the USA. Working on the basis of systematically applying the quadrilogue process¹,

* GE Consultant and Head of GE respectively, North-South Centre of the Council of Europe, Lisbon, Portugal.

¹ The “Quadrilogue“ Process is the 4-way dialogue between the actors mentioned above; which also constitutes the governance structure of the North-South Centre of the Council of Europe.

representatives of parliaments, governments, local and regional authorities and civil society attended.

The Congress included high-level input from political figures, policymakers and experts in the fields of Sustainable Development, Poverty Reduction, and Education, including the participation of Ministers and Secretaries of State of Foreign Affairs, Development Co-operation, Environment and Education. It also included space for networking between national delegations. A strong Council of Europe delegation was present, along with representatives of relevant intergovernmental organisations (UNECE, UNEP, International Bureau of Education of UNESCO, OECD Development Centre).

Adoption of the “Maastricht Global Education Declaration”

The Congress included space for the debate and discussion of an outcomes document “*A European Framework Strategy for Increased and Improved Global Education to the Year 2015*”. During the Congress this document, also known as the “*Maastricht Global Education Declaration*” was negotiated by Governments, debated and owned by Civil Society organisations; while Parliamentarians and Local and Regional Authorities also were engaged in formulating the document.

...During the Congress... the “Maastricht Global Education Declaration” was negotiated by Governments, debated and owned by Civil Society organisations; while Parliamentarians and Local and Regional Authorities also were engaged in formulating the document.

Under the Chairmanship of Ambassador Mats Åberg (Sweden) a Drafting Committee re-worked the document, which was acclaimed in final plenary. A copy of the Declaration is included in this report along with a one-page summary version which highlights key points from the Declaration.

Follow-up process

As a result of the Congress, national processes are already ongoing in a number of Council of Europe member states. The Congress requested the North-South Centre to further refine the definition of Global Education, to ensure follow-up to the Congress, to engage in North/South dialogue and to strengthen Southern perspectives in European Global Education; and to test the feasibility of developing a process of national peer monitoring, peer support and national review reports on the state of Global Education in member states of the COE.

...Some specific plans are already underway, including the development, in 2003, of a feasibility study to determine the possible framework of a

Europe-wide process of peer-monitoring and peer support for Global Education to 2015.

Some specific plans are already underway, including the development, in 2003, of a feasibility study to determine the possible framework of a Europe-wide process of peer-monitoring and peer support for Global Education to 2015. This may provide practical, comparative assistance at national level in the work of improving and increasing Global Education².

...In January 2003, the Parliamentary Assembly of the Council of Europe, which brings together parliamentarians from the 44 member states of the Council, passed Resolution 1318 (2003) on Globalisation...

At a European political level, there have also been some encouraging signs of determined follow-up. In January 2003, the Parliamentary Assembly of the Council of Europe, which brings together parliamentarians from the 44 member states of the Council, passed Resolution 1318 (2003) on Globalisation, informed by the outcomes and language of the Maastricht Declaration, called on member states of the Council of Europe to

....."promote global education to strengthen public awareness of sustainable development, bearing in mind that global education is essential for all citizens to acquire the knowledge and skills to understand, participate in and interact critically with our global society as empowered citizens".

However, the real test of the usefulness of the Congress will be the use to which the Maastricht Declaration is put at national level, and the ways that intergovernmental organizations like the Council of Europe, and dialogue processes between member states and varieties of constituencies such as those facilitated by the North-South Centre, can share the learning from national strategies, throughout Europe. The GENE (Global Education Network Europe) and Global Education Week networks are committed to moving this process forward.

Through such modest steps might Europe, through Global Education, contribute to bringing about a world of greater peace, human security and global social cohesion.

A Congress of Partnership

The Congress was made possible through the financial support and partnership of the National Committee for International Cooperation and Sustainable Development, Netherlands (NCDO), Learning for Sustainability (Netherlands), the Government of

² In 2003 this feasibility study has led to a national report on Cyprus and a national review of GE in Finland is underway; based on current findings at time of publication, it is foreseen in 2004 and subsequent years a further 4 COE member states will be engaged in the process annually, to 2015. For further information on this process see www.nscentre.org

Luxembourg, the European Centre for Development Policy Management (ECDPM), the Norwegian Ministry for Foreign Affairs, the German Federal Ministry for Economic Co-operation and Development (BMZ), the Integrated Projects Initiative of the Council of Europe; by Austrian Development Co-operation, the Ministry of Foreign Affairs, Sweden; the Foundation for Environmental Education (FEE), and the OECD Development Centre. The contribution of the North-South Centre of the Council of Europe was made possible through the support of its members states and of the European Commission.

Key Outcomes of the Maastricht Congress on Global Education

Among the results achieved by the Congress, the following useful outcomes might be mentioned.

1. For the first time there is an agreed framework or “starting point” statement on the importance of Global Education in Europe to global agendas for poverty eradication, global social cohesion and sustainable development – the “Maastricht Global Education Declaration”. Broad consensus has been achieved on the need to strengthen Global Education, with the participation of quadrilogue constituents from a majority (40) of member states of the COE.
2. Political statements by a number of key figures during plenary inputs have also added to the consensus regarding the importance and centrality of Global Education in Europe to the achievement of multilaterally agreed goals in global poverty eradication and sustainable development.
3. The concept of Global Education (see below) was debated and, with divergent viewpoints, generally accepted as a useful umbrella term. At the same time, the North-South Centre has been requested to continue leading reflection regarding the content, the nature and the role of Global Education, in order to ensure that the definition of Global Education is both inclusive and at the same time specific.
4. There is a commitment by Southern participants, on the basis of a South statement, to establish a “South Caucus on Global Education” and to engage in further dialogue, both North-South and South-South.

Global Education

Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.

Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.

Source: As contained in the Maastricht Declaration on Global Education 2002; developed at the international meeting of Global Education Week national coordinators in Cyprus 2001.

Summary of the “Maastricht Global Education Declaration”³

A European Strategy Framework

For Improving and Increasing Global Education in Europe to the Year 2015.

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th – 17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, desiring to contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations’ Decade for Education for Sustainable Development (ESD).

1. Recalling:

International commitments to global sustainable development (including the Millennium Development Goals and the World Summit on Sustainable Development (WSSD), international regional and national commitments to increase and improve support for Global Education (G.E.), and the Council of Europe’s North South Centres definition of G.E.⁴).

2. Profoundly aware of the fact that:

Vast global inequalities persist; sustainable development can be achieved through informed choices of empowered citizens; GE can contribute to this process.

3. Recognising that:

Europe is diverse; existing in a globalised world where multilateral responses are required. Challenges to international solidarity must be met with firm resolve. GE can contribute to strengthening international solidarity, empowering active global citizens, through active and reflective educational practices that celebrate diversity.

4. Agreeing that:

Access to GE is a necessity and a right. This requires increased co-operation at all levels, follow-up work with all actors; significantly increased funding and support/co-ordination mechanisms at national and international levels; increased support across Ministries to ensure integration into curricula.

5. Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures & local & regional authorities that we represent to....

- 5.1 Continue the process of defining Global Education in an inclusive fashion.
- 5.2 Develop (or build on existing) national action plans for more and better GE to 2015.
- 5.3 Increase funding for Global Education.
- 5.4 Secure the integration of Global Education into education systems at all levels.
- 5.5 Develop/improve appropriate national structures for funding of GE in member states.
- 5.6 Develop/improve strategies for raising and assuring quality in GE.
- 5.7 Increase support for networking of Regional, European and International strategies.
- 5.8 Develop a system of regular peer review, monitoring and national GE reporting.
- 5.9 Contribute to the WSSD follow-up and preparations for the UN Decade for ESD.

And to ongoing dialogue with the South on the content and form of Global Education.

³ The full text of the document is available in Appendix 1 and at the Maastricht Congress website www.globaleducationeurope.net. It is available in the English, French and German languages.

⁴ Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship. **Abbreviations: GE= Global Education; ESD= Education for Sustainable Development; WSSD = World Summit on Sustainable Development**

PART 2

GLOBAL EDUCATION IN EUROPE: CONTEXTS & PERSPECTIVES

2.1 INTRODUCTORY PAPERS

Global Education in Europe: Challenges and Opportunities

*Bendik RUGAAS **

Excellencies, Ladies and Gentlemen,

It is a great pleasure for me to have the privilege of welcoming you to this Congress on behalf of the Council of Europe and, in particular, its North-South Centre.

I should like to extend my warmest welcome to all the Ministers, Deputy Ministers, Secretaries of State for Education, Environment and Development, of the member states of the Council of Europe, as well as members of national parliaments and of the European Parliament, who are honouring the Congress with their presence.

My special thanks and welcome go to the funding partners of the Congress from the NCDO (National Committee for International Co-operation and Sustainable Development), Netherlands; the Minister of Foreign Affairs, Luxembourg; the European Centre for Development Policy Management (ECDPM) – our local logistics partner; the Learning for Sustainability initiative of the Dutch government; the Norwegian Ministry of Foreign Affairs, in particular its Secretary of State for Development Co-operation; the German Federal Ministry for Economic Co-operation and Development (BMZ); and other supporting bodies including Austrian Development Co-operation, the Swedish Ministry of Foreign Affairs, the OECD Development Centre and the Foundation for Environmental Education.

Last but not least, let me welcome all the participants, representatives of governments, civil society, local and regional authorities and parliamentarians from the member states of the Council of Europe. A particular welcome to Southern educationalists and other representatives from African, Asian and Latin American countries; as well as observers from the non-European G-8 countries, of Japan and the USA; representatives from sister intergovernmental organisations including the UN Economic Commission for Europe, the International Bureau for Education of UNESCO, UNEP; not forgetting friends from the media and from academia.

* Director General, DG IV - Education, Culture and Heritage, Youth and Sports, Council of Europe.

The Background to the Congress

The French Philosopher Paul Ricoeur once wrote “*To give people back a history is to give people back a future.*” I should like to begin by giving you a short history of this first Europe-wide Global Education Congress and how we got to this day, before I tell you where the Council of Europe hopes our deliberations over the next few days will take us. Finally, I would like to give you some ideas about how it might be possible to increase and improve Global Education together over the next few years.

For some years now, the concept of Global Education – that is, education for greater justice, democracy and human rights, with a global perspective – has been gaining credence and momentum.

...The types of educations which make up Global Education are at the heart of many of the worlds religions and of movements for social change and increased human dignity.

However, the ideas and actions behind the concept are certainly not new. Many in Europe and elsewhere have been engaged in those constituent types of education that go together to make up Global Education – development education, human rights education, intercultural learning, education for peace and conflict resolution, environmental education and education for sustainability. Indeed, the NCDO here in the Netherlands has been engaged for over 30 years in such education. The types of educations which make up Global Education are at the heart of many of the worlds religions and of movements for social change and increased human dignity. It is in this vein that the Directorate of Education of the Council of Europe has, for many years, conducted an important project on “Education for Democratic Citizenship and Human Rights Education”. One of the recent outcomes of this project was the adoption by the Committee of Ministers of the Council of Europe of ***Recommendation Rec (2002) 12 to member states on education for democratic citizenship*** on 16 October 2002 . This text is available here at the Congress.

What is relatively new, however, is the notion that these types of education – set out at the beginning of our programme for the coming days – might be brought together internationally through the umbrella term of Global Education. Such an approach enables sharing of strategies across differing but similar types of education for greater human dignity that share a critical global perspective. The North-South Centre has advocated this Global Education approach since 1992.

Over the last few years, recognition of Global Education has been slowly growing. It is recognised by many of those actors that we understand to be crucial to the process of securing sustained European public and political support for greater global social cohesion and public participation in building a sustainable world. The North-South Centre of the Council of Europe, although an intergovernmental body, makes it possible for a quadripartite conversation to take place between parliamentarians, governments, local and regional authorities and civil society actors. While, of course, other actors are necessary for achieving greater global social cohesion and global sustainability, the North-South Centre was established by the Council of Europe to enhance co-operation between these four sets of political actors. They are represented

here today to ensure strengthened European policies of solidarity, which can only be achieved through critical public awareness of global realities. That is, through Global Education.

At the Bonn Congress on Global Learning, which brought together similar German actors in September 2000, the North-South Centre announced its intention to convene a Europe-wide Congress on Global Education to bring together the relevant actors. This was backed up by national Global Education Congresses in Vels, Austria and Strasbourg, by the initiative of the GENE (Global Education Network Europe) a network that brings together national Global Education co-ordinating structures from 8 member states, complemented by the increase to 35 countries of the Global Education Week network. Many of those who initially inspired the process are here today. Planning was given further impetus by the generous support of the NCDO and the Learning for Sustainability initiative here in the Netherlands, and by the equally generous support of the government of Luxembourg, the German Federal Ministry for Economic Co-operation and Development (BMZ) and the Norwegian Ministry of Foreign Affairs. Other funding supporters joined the process, bringing not just finances but also commitment to a preparatory process; and by the European Centre for Development Policy Management (ECDPM), who have made the Congress possible; and whose staff, along with that of the North South Centre, you will get to know very well in the coming days.

The Challenge of the Congress

It is hoped that the Congress will provide some signposting. An important objective is to define where we have come from and where we are going. In order to make this happen, we need to share strategies among all Council of Europe countries and beyond, and develop long-term strategies with the essential input of our partners from the South.

...An important objective is to define where we have come from and where we are going.

This is a crucial time to consider Global Education. While recent news might suggest a growth in global unilateralism, there are also important positive possibilities in the global political context. The United Nations Millennium Development Goals (MDGs) and the results of the World Summit on Sustainable Development in Johannesburg last September are not the only solutions to the world's problems. Some might argue that the Millennium Development Goals do not go far enough when they seek to halve the proportion of those who live in the world on less than a dollar a day. And the outcomes of the Johannesburg Summit might be a disappointment to some.

Nevertheless, both the MDGs and the Plan of Implementation of Johannesburg suggest a growing recognition of the fact that not only are the problems known to us, we also know the solutions. The main problem is political will. Political will cannot be maintained or encouraged without strong public participation, public knowledge, and critical public engagement, achievable through increased and improved Global Education. Consequently, another objective of this conference is to look into how to

create this political will, to look at the perspectives of the different actors on the content and role of Global Education.

...Political will cannot be maintained or encouraged without strong public participation, public knowledge, and critical public engagement, achievable through increased and improved Global Education.

The educational context in which we work is crucial. In many Council of Europe member states – and elsewhere – there is a growing acceptance of the need for an educational response to globalisation. This includes the recognition of a global dimension to citizenship or civic education; the need for systematic Global Education for sustainability; the need to co-ordinate efforts in the diverse but overlapping fields of human rights education, development education, education for sustainable development, intercultural learning and education for peace and conflict resolution. It is no coincidence that the Council of Europe project on Education for Democratic Citizenship has been one of our most popular projects over the last few years, and is unanimously supported by member states. This acceptance and recognition of the need for Global Education at this very moment in time means that the Congress must study a Global Education strategy framework with a view to set out clear recommendations.

I am pleased that the Congress organisers have a long-term agenda in mind. 2015 is the target date of the Millennium Development Goals – and of the outcomes of this Congress. It provides us with a medium-term view with which to shape work at national and European level, and to give added impetus to the necessary task of increasing and improving Global Education.

The organisation and outcomes of the Congress

The Congress organisers have brought together here in Maastricht a gathering of the most eminent persons in the field of Global Education. They are expected to develop an agenda which might, we hope, do justice to the rich content and differing contexts of different types of Global Education being pursued at national level in Council of Europe member states.

Four key questions will be addressed over the coming days:

- what is the content of Global Education?
- what is the role of Global Education?
- how do we improve Global Education? and
- how do we increase Global Education?

These questions are wide, deep and stimulating. They cover everything from the political context of and philosophy behind such education, national strategies for implementation, the relationship between education, public opinion, social change, public support and policy change. They deal with issues of quality, evaluation and improvement, and issues such as national co-ordination, national support structures, international networking, and adequate levels of funding support.

Through the variety of your stimulating inputs, through working groups organized according to different roles - some allowing governments to talk to governments, others allowing NGOs to talk to NGOs, and parliamentarians and local and regional authorities to talk together - the organisers hope that like-mindedness can emerge amid diversity. National delegations will also have the opportunity to co-ordinate and develop national initiatives or positions. As for our Southern partners, they will be able to join the working groups, and have “South-South” moments when they can develop their own agendas together.

...through working groups organized according to different roles - some allowing governments to talk to governments, others allowing NGOs to talk to NGOs, and parliamentarians and local and regional authorities to talk together - the organisers hope that like-mindedness can emerge amid diversity.

I should like to emphasise that the Congress is not intended to be a talking shop. While experiences shared will hopefully lead to new national strategies – both those existing and those emerging - it is also the intention of the organisers, and the commitment of partner organisations to the process, that this Congress will lead to a common statement or European strategy framework for Global Education. The draft elements have already been circulated for your consideration, discussion, adaptation, and we hope, final adoption following detailed discussion, disagreement and agreement.

The major challenge of the Congress is to devise, in ways that do justice to the diversity of experience in the North, South, East and West of Europe and in dialogue with our Southern partners, a common and agreed impetus to increase and improve Global Education by the Year 2015. The Council of Europe will be most attentive to the results achieved here, and will do its utmost to follow them up in the coming years.

...The Council of Europe will be most attentive to the results achieved here, and will do its utmost to follow them up in the coming years.

Concluding remarks

The Irish poet, Patrick Kavanagh, himself something of a global educator who wrote much about the relationship between the local and the global – between the provincial and the parochial, between his parish and the wider world - once suggested that

*“To be dead is to stop believing
In the masterpieces we will create tomorrow”.*

I wish you well in the masterpiece that I hope will come from your deliberations, in the form of a European Strategy Framework For Improved and Increased Global Education to the Year 2015. Beyond that, I wish you all success in the daily creation,

at national level, and through Europe-wide co-operation, of the ultimate masterpiece: Global Education for all Europeans, in support of human rights and human dignity for all citizens of the world.

*....Global Education for all Europeans, in support of
human rights and human dignity for all citizens of the
world.*

Increasing Commitment to Global Education

Karel VAN KESTEREN *

On behalf of the Government of the Netherlands and the Ministry of Foreign Affairs, Mr. Van Kesteren welcomed delegates to Maastricht and the Congress. Maastricht is a beautiful and international town which has strong interactions with neighbouring countries. It is well known for the Maastricht Treaty, the benefit of which we now see in the Europe-wide currency – the Euro.

Of course Maastricht's international orientation is not unique in the Netherlands, where there is generally a big interest in global issues and events. In particular there is an awareness of poverty globally and a desire that this issue is addressed. Mr. Van Kesteren emphasised that education and public information play a vital role in this regard. Greater awareness leads to feelings of solidarity with others and a willingness to take action.

In the Netherlands, the UN Target of 0.7% of GNP to ODA, has been met and indeed has reached 0.8%. The recent political situation in the Netherlands, where the late Pim Fortyn's party had a great deal of support in the elections, has seen international issues overtaken by domestic issues such as asylum seekers, crime and failures in health and education. However, this does not mean that the Dutch people are now inward looking only. The Netherlands is still very much committed to global issues and to maintaining and surpassing the UN target of 0.7%. There is also a growing commitment to Global Education at all levels, including funding.

...There is ... a growing commitment to Global Education at all levels, including funding.

The Millennium Development Goals (MDGs), agreed at the Millennium Summit in 2000 showed the great support and commitment of Kofi Annan in this area. The MDGs have created internationally accepted goals for development. This will lead to programmes that can be used by Governments and international institutions. The MDGs are a battle cry for development and provide tools for monitoring implementation and measuring real progress. They also provide a clear focus for Global Education.

Finally, Karel Van Kesteren wished the delegates a pleasant stay in Maastricht and the Netherlands and hoped they had a fruitful Congress moving forward the agenda of Global Education.

* Director of Section for International Organisations, Ministry of Foreign Affairs, Netherlands.

2.2 POLITICAL CONTEXTS FOR GLOBAL EDUCATION

Global Education by Governments

Charles GOERENS *

Introduction

In his introduction Mr. Goerens emphasised his wholehearted support for this timely Congress on Global Education. He congratulated the North-South Centre of the Council of Europe for organising this initiative, supported by Luxembourg along with a number of other countries and organisations.

Educating Governments

The title of his speech was: ‘Global Education by Governments’ and he asked – should we not ask ourselves to focus on ‘Global Education *for* Governments’ first? Engaging in multilateral cooperation by governments proves to be of added value for Global Education. Also at the European level, support to multilateralism meant that the Council of Europe developed into a driving force for Global Education. It took a lead, and showed courage to go ahead with promoting the concept.

It is important that development education does not remain an isolated issue for individual countries. There is a need to take a common stand at the European level. The Development Council, which was an important tool, underlined the importance of the issue in its resolution on development education on 8 November 2001. The EC decided to abolish the Development Council, which means that we have less tools and possibilities which enable us to talk about the substance of the matter. Therefore, the issue needs to be discussed with the members of the Council of Europe, again.

On the development aid of Luxembourg

There are plans to increase Luxembourg’s ODA level to 1% of GNP (from its present 0.82%). Luxembourg currently works in 10 target countries, focusing on the social sectors. The Luxembourg government aims to convince the public that 1% needs to be spent on development aid. Luxembourg spends approximately 1% of its ODA on Global Education; half of this amount is spent through NGOs, the rest is spent on other awareness campaigns and youth education in Luxembourg.

* Minister for Development Cooperation and Humanitarian Aid, Luxembourg.

The support to NGOs goes primarily via a specific project which has been created: “Le service d’appui à l’éducation au développement”. This service organises all activities relating to development education in order to create awareness and understanding, primarily among the youth.

Why do we need to educate the public, why do we need to get the message to the population in the street?

In looking at ODA contributions, we see that Norway, Denmark, Sweden, the Netherlands and Luxembourg are the top five in terms of percentage of GNP. These countries also rate high on human well-being and in-country solidarity. There is a need to share this generosity with those who are outside of our borders. Solidarity only works if it is practiced inside and outside our borders.

What does Education mean?

Education means provision of information, but it also means more: changing behaviour, changing of opinion. The public all-over the globe needs to be educated about why we are aiming at least at a 0.7% of GNP contribution to development cooperation.

...Education means provision of information, but it also means more: changing behaviour, changing of opinion. The public all-over the globe needs to be educated about why we are aiming at least at a 0.7% of GNP contribution to development cooperation.

This is the only way to go beyond the Millennium Development Goals (MDG) which Kofi Annan has announced. There are 50 billion dollars missing to eradicate extreme poverty by 50%. But we have to aim for reducing poverty not by 50%, but by 100%.

We should realise that the current spending on development aid is not sufficient. There is a gap of financing the bill and we – the governments – should make all efforts to bridge the funding deficits. All governments should realise at least the 0.7% target which would allow us to significantly reduce global poverty. The Netherlands has shown that even more is possible.

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What can be done?

We can improve the way we get messages across. We can learn from Civil Society, just see for example how they campaigned successfully against international pharmaceutical companies. They put an end to the absurd distribution and marketing of crucial anti-AIDS medicines.

We also can learn from initiatives which are going on in the education sector, for example how the low school attendance rate of children in Brazil was addressed. The government took a pro-active role in responding to public outcries about this situation and measures were taken to bring children back into school.

We also can stimulate South-South cooperation and involve the South more in service provision.

In Europe, it is finally time to change our views on the capacities of our Eastern partners - the wall which exists inside our heads needs to be torn down. A more effective North-North cooperation could make that, for example the Baltic states can provide qualified medical staff to train persons in the South. There need to be greater efforts made to include our Eastern partners into North-South cooperation.

Do we have ambitious objectives?

Yes, they are ambitious, but they are also informed by reality. Short-term investments in Global Education will lead to long-term benefits in poverty eradication – a key message which needs to be put across to the people.

The Millennium Development Goals: a Challenge to Global Education to 2015

Olav KJØRVEN *

Mr. Chairman, Honourable Ministers, Excellencies, ladies and gentlemen.

It is a great honor and pleasure to meet with you here today to discuss strategies for the support, improvement and growth of Global Education in order to move towards the realization of the Millennium Development Goals. Poverty is the greatest challenge of our time. The world community has agreed in principle to address this shameful scourge against humanity, by agreeing on the Millennium Development Goals. However, so far performance is falling short in too many countries, both in the North and South. The question to ask in this forum is therefore - *How can Global Education make a difference?*

This Congress is important for many reasons. It comes at a time after the Johannesburg Summit when it is crucial to ask critical questions regarding the traditional practice of Global Education, its form, content, role and how we can cooperate to make education for a sustainable world into a more effective and efficient tool. One factor is evident - a prerequisite for achieving the Millennium Development Goals is dialogue, that is dialogue between major change agents in the North and in the South. I am therefore particularly pleased to see so many representatives from developing countries at this Congress. I sincerely hope we in the North are also in some ways still developing. That we are going somewhere.

...Drawing on the conclusions of the Johannesburg Summit, this Congress is based on the premise that the Millennium Development Goals only can be achieved through increased and improved Global Education.

Global Education and achieving the MDGs

Drawing on the conclusions of the Johannesburg Summit, this Congress is based on the premise that the Millennium Development Goals only can be achieved through increased and improved Global Education. This premise however needs to be nuanced - more and improved Global Education does not automatically lead to more effective poverty eradication. It depends both on the contents of and the approach to Global Education.

* State Secretary for International Development, Norway.

Paolo Freire once pointed out his difficulty in seeing education as the fundamental factor of social change. In his opinion it is not education that in the last analysis shapes society, it is vice versa. I agree with Freire when he underlines that we should not think about education without thinking about concrete power structures, concrete dominance relationships, concrete patterns of production and distribution of resources of all kinds within a given society. To sound like a Marxist...I happen to think that Marx remains interesting ...not least his understanding of how and why the market economy works.

...Education is also a political reality - there is no politically neutral education. Without changing social arrangements which prevent the great majority of human beings from being fully human beings, we will never get rid of poverty.

Education is also a political reality - there is no politically neutral education. Without changing social arrangements which prevent the great majority of human beings from being fully human beings, we will never get rid of poverty. Think of the largely feudal systems still prevailing in so many countries. Think of the hundreds of millions, no billions in the world today without any real or meaningful rights to property, to legal protections, to basic health and education. Think of the debt crisis and unfair trading regimes. Without making Global Education on the Millennium goals part of a concrete process of socio/political action towards progressive change, we will never have real and true Global Education. More important, neither will the ambitious goals be realized. In other words, Global Education must connect with the realities of poverty.

...Without making Global Education on the Millennium goals part of a concrete process of socio/political action towards progressive change, we will never have real and true Global Education. More important, neither will the ambitious goals be realized.

In the last analysis, as Paolo Freire explains, education is a certain theory of knowledge put into practice. If knowledge is taken as something static which we possess, it is easy to think of education as the transfer of knowledge from those who possess it, to those who do not. Thus the act of knowledge stops being creative. It is changed into a sort of digestive act - knowing becomes to eat knowledge. By giving knowledge to the poor or to anybody, instead of challenging them to know by the act of unveiling reality themselves, we are simply manipulating them, not helping them to realize their capacity for acquiring consciousness by themselves.

Thus it is the poor themselves through their representative organizations that will have to participate actively and directly in shaping future Global Education as a tool to conscientize the global public and through them the politicians. It is the role of governments and particularly civil society all over the world to facilitate such processes in order to realize the Millennium Development Goals by 2015.

...Global poverty is a result of injustice.

Global poverty is a result of injustice. During the development assistance era service delivery proved its limitations when it comes to reducing poverty. Development for the poorest through service delivery has failed as a stand alone strategy. Political empowerment must be given more priority. The formulation of poverty reduction strategies in many countries and coordinated donor support to these strategies represent steps in the right direction. But success in meeting the Millennium Development Goals will depend fundamentally on improving democratic governance for real empowerment for the poor. For all citizens it is about expanding opportunities and freedoms. Civil society pursuing human rights as the engine and instrument of change has a crucial role to play. Partnership and networking between progressive change agents in the North and the South, the East and the West thus needs to be strengthened. Global Education on the Millennium Development Goals towards 2015 should have the rights approach as one of its starting points and civil society and the poor as important contributors to shaping its content.

...Global Education on the Millennium Development Goals towards 2015 should have the rights approach as one of its starting points and civil society and the poor as important contributors to shaping its content.

Norway and Global Education

Now a few words about how we have interpreted to take this agenda forward in Norway.

It would be preposterous to claim that Norway has a comprehensive national strategy for Global Education. We are however from the Governments side in the process of developing at least some elements of such a strategy and we are trying to do something.

The starting point has in many ways been this years 50th anniversary of Norwegian development assistance. We have launched a nationwide popular education campaign to commemorate this anniversary initiating a number of events and processes at the international, national, regional and local levels. In addition to the quadrilogue players we also involved market representatives, that is companies, employer and employee associations. The focus has been on the Millennium Development Goals with the Minister of Development Cooperation as a lead figure. We started a campaign where all Norwegians are encouraged to sign on to the Millennium Development Goals.

...In addition to the quadrilogue players we also involved market representatives, that is companies, employer and employee associations.

The aim has been to encourage individual citizens to dig where they stand in relation to poverty and international development problems. The implication is that each individual should be encouraged to analyze his or her own functions in relation to poverty and international development issues and try to influence the respective and relevant decision makers. Through “International Weeks“ in two major cities we have particularly tried to involve the young generations and to avoid preaching to those already converted. But also refugees, asylum seekers and migrant workers have been stimulated to present their cultures as well as voicing their criticisms in relation to aspects of Norwegian society.

Some of the basic, underlying assumptions of the campaign have been -

1. The Norwegian public support for international development cooperation and the struggle against poverty is more passive and fragile than before. The general knowledge related to cooperation principles, forms, channels and partner countries are limited as well as the understanding of the causes of poverty.
2. Emergency aid and the short term efforts of NGOs often overshadow the long term cooperation efforts of governments.
3. The Norwegian North-South engagement is starting to pursue its own course independently of development cooperation. Globalisation and trade issues, debt, tax on financial transactions are today attracting greater interest and attention than traditional development cooperation. This is a positive trend. The Government has responded by making an Action Plan against Poverty which is comprehensive and covers many areas.
4. De-ideologised and professional media encounter development issues with professional news related demands.
5. Education activities and public relations efforts give greater public effect than advertising and should be the main approach.
6. The same development congregation should not be saved over and over again, Uninformed strata such as the youth sector should be both the main target group and the engine in future Global Education activities. We have also created a Youth Panel that will monitor and criticize our development efforts.
7. There is a need for stronger alliances with major non-governmental organizations, the media and well qualified media workers and their organizations, not only nationally but also globally.
8. The focus should be on future challenges and mobilization of Norwegian society with the Millennium Development Goals and the Governments Action Plan against poverty as the basis.
9. Research, evaluation and monitoring of what works and what does not in relation to public opinion needs to be prioritized.
10. I would like to add a final point as there must be 10, right, which I believe we should insert into our future efforts. We need to link up better to what is going on outside our borders. This is why this meeting is so important.

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...We need to link up better to what is going on outside our borders. This is why this meeting is so important.

Towards a more benign future

A global ecumene, a universal humanism, a shared planet, a cosmopolitan democracy, these idealistic notions are not realities but possibilities and aspirations. It will take bold political action both in the North and the South to defeat the scourge of poverty. Global Education can bring us closer to realizing our grand hopes for the future, by preparing the grounds for such political action. So that the issue does not become ...can we afford to give all this aid, could we not scale down and save money in the process. A vibrant civil society and active global social movements provide far off glimpses of a more benign future. Global Education might bring us closer to that silvery thing. Good luck with your deliberations.

... It will take bold political action both in the North and the South to defeat the scourge of poverty. Global Education can bring us closer to realizing our grand hopes for the future, by preparing the grounds for such political action.

The Outcomes of the World Summit on Sustainable Development (WSSD) and Global Education

*Bedřich MOLDAN**

Professor Molden emphasised the importance of the Millennium Development Goals, and in particular made reference to Paragraph 109a of the Plan of Implementation:

“Ensure that children everywhere – boys and girls alike - complete by 2015 a full course of primary education.”

He acknowledged that there have been some positive developments. In particular Worldwide primary school enrollment has been improving, rising from 80% in 1990 to 84% in 1998. But 113 million (16% of the children of school-going age) are still not in school, and 97% of these are in developing countries.

There has been an increase in literacy levels since 1975. In East Asia, Latin America, and the Caribbean, there is already 90% adult literacy. But in sub-Saharan Africa, South Asia and the Arab States, there is only 60% adult literacy.

Functional Literacy is the ability to understand and use common channels of communication in an everyday context (from newspapers and books to pamphlets and instructions on medicine bottles). In most OECD countries 10 – 20% people are functionally illiterate, for example 8% in Sweden and Norway; while it is 20% in the United Kingdom, Ireland, and the United States.

It is important to remember that Education is an important prerequisite for achieving practically all goals of the Plan of Implementation.

...It is important to remember that Education is an important prerequisite for achieving practically all goals of the Plan of Implementation.

The role of education is emphasised in Paragraphs 109 to 118 of the Millennium Goals Plan of Implementation:

“Education is critical for promoting sustainable development. It is therefore essential to mobilize necessary resources, including financial resources at all levels, by bilateral and multilateral donors, including the World Bank and the

* Professor; Chairperson, Commission on Sustainable Development 9 (CSD 9) and former Minister of Environment, Czech Republic.

regional development banks, by civil society and by foundations, to complete the efforts by national governments to pursue the goals.“

He stressed the importance of paragraph 114 of the Millennium Development Goals. It seems to be a rather simple statement, but it should not be underestimated since it poses enormous challenges to educators at all levels.

“integrate sustainable development into education systems at all levels of education in order to promote education as a key agent for change.“

“...integrate sustainable development into education systems at all levels of education in order to promote education as a key agent for change.“

Paragraph 114 Millennium Development Goals.

He also emphasised how education for a sustainable future has an essential ethical dimension. As paragraph 5b of the Plan of Implementation states:

“We acknowledge the importance of ethics for sustainable development, and therefore we emphasize the need to consider ethics in the implementation of Agenda 21.“

Other big challenges include the reference to the Earth Charter and the keeping in balance of the three pillars (people, planet and prosperity).

Sustainable Development means many things to different people. There is therefore a need to reach agreement on the lowest common denominator; to identify what the global minimum constitutes (in particular the ecosystem services – which are part of the global minimum – need to be preserved at all costs); also agreement on a local maximum needs to be reached.

Professor Molden emphasised that Global Education needs to deal with the current challenge of the contemporary globalised world. In his conclusions, he recommended to the Congress, to support the call for a UN-decade of Education for Sustainable Development (ESD); there is a need to join forces in this regard; the Congress would provide a good platform to bring wider European support to this initiative (next to initiatives which are already taking place at a number of national levels).

...recommended to the Congress, to support the call for a UN-decade of Education for Sustainable Development (ESD)...

Global Education in Europe: Some Southern Perspectives

Naty BERNARDINO *

First, I would like to thank the organizers of this conference for inviting me and fellow participants from the South and giving us the space to participate and engage in your process.

I will not deny that before coming here, some of us have been apprehensive as to whether or not the space given to South participants in this Congress would indeed result into a meaningful engagement. Such sentiment is not surprising because our past experience in many intergovernmental meetings including those of the UN has not been so encouraging. Despite the formal recognition given to the role of civil society in many UN summits for example, there is an observable trend that this role is being diminished or has become tokenistic, reducing our presence to an adjunct of the official process albeit necessary so as to project a semblance of participatory democracy. It is therefore our fervent hope that this meeting would prove otherwise and indeed lead to a constructive debate and meaningful engagement.

Achieving the Millennium Development Goals and learning for sustainability is the theme and long-term objectives set by this Congress for Global Education in Europe in the next 13 years. The MDGs, as they are, represent concrete and time-bound targets on critical areas of human development and could be a very good campaign platform for people's education and mobilization.

...The MDGs, as they are, represent concrete and time-bound targets on critical areas of human development and could be a very good campaign platform for people's education and mobilization.

A basic critique of the MDGs

A basic critique however of the MDGs that many groups in the South have voiced, lies in the policy framework that governs how the MDGs will be achieved. It sticks to the neo-liberal doctrine of economic growth based on open markets for trade and investments. Yet it is this same doctrine, which many developing countries have religiously followed in the last two decades that have made our economies more

* Senior Researcher at the Resource Centre for People's Development (RCPD), and Secretariat of the International South Group Network; the Philippines.

susceptible to sudden shocks of severe crisis as a result of accumulated dependence on external debt and vulnerability to volatile markets.

Economic integration under neo-liberal globalization has been a lop-sided process that has favored the corporate giants of the North and constricted the options left for developing countries to determine their own alternative path of development. This is further made difficult under the rules set by the regime of the World Trade Organisation (WTO) and structural reforms of the International Monetary Fund (IMF). The much-vaunted periods of macro-economic growth in the so-called emerging markets, in Asia or Latin America for example, have not really translated into improved lives for the poor. Moreover, these growth periods proved to be short-lived artificial bloats, which at any sign of an impending crisis, economies collapse like domino, affecting whole populations and aggravating poverty. And then comes the IMF's prescriptive remedy to crisis-stricken economies, which is but a recycling of the same neo-liberal policies underlying structural reforms.

While the means for achieving the MDGs emphasize the need to translate economic growth into an improvement in the lives of the poor, there are no guarantees to this, as long as the policy framework remains dogmatically hinged on a flawed paradigm.

...While the means for achieving the MDGs emphasize the need to translate economic growth into an improvement in the lives of the poor, there are no guarantees to this, as long as the policy framework remains dogmatically hinged on a flawed paradigm.

Good governance is another prerequisite defined for achieving the MDGs through effective and equitable use of resources. Corrupt and undemocratic governments have always been impediments to real growth and development. While this is a good and valid advocacy for all, let us not also oversimplify the problem by putting the sole blame on corrupt governments in the South. Afterall, it always takes two to tango and the Suhartos or Marcoses of the world could not have been so without the complicity of foreign investors and creditors and a supportive policy by the global powers-that-be. Besides, with the string of news exposing the extent of corporate corruption practiced by giant companies in the North, corruption has become endemic in a global system that supposedly professes free market economics, transparency and democracy.

The new global politico-military situation

Aside from the above-mentioned infirmities in the policy framework of the MDGs, the new global politico-military situation following the events of September 11 has all the more made the MDGs a formidable task, relegating it to the backseat of policy concerns. Even the agenda of sustainable development reached a dead end in Johannesburg, with the outcome of the summit reversing many of the important achievements of Rio de Janeiro ten years ago. And while the US delegation was busy blocking all attempts in the summit to agree on time-bound targets and diluting major

principles already agreed in Rio, the world attention was on President Bush's threat of a unilateral attack on Iraq.

The Bush administration has indeed become "well-known" for its distinctive style of diplomacy. Despite the fact that it is the world's biggest polluter, the US continues to refuse signing the Kyoto Protocol including the Biosafety Protocol. It has renounced its obligation as signatory to the Rome Treaty establishing the International Criminal Court and has also abandoned the 1972 Anti-Ballistic Missile Treaty. And while it preaches free trade to the rest of the world, it has violated WTO agreements by employing protectionist trade measures such as increasing its agricultural subsidies and certain industrial tariffs.

Since September 11, the Bush administration has transformed the global state of affairs into something similar to a "Wild, Wild West" episode, punctuated by thrilling sound bytes like "it's either you're with us or against us". And in the past 12 weeks, the whole world was again treated to another high point in the story, leaving us all quivering at the thought of an American unilateral attack on Iraq (with UK in the supporting cast of course). Many analysts think that the war in the Middle East is certain to happen and may just be a matter of time whichever way the UN Security Council could have agreed on the US proposal.

Now, why should the role and content of Global Education in Europe be concerned about Bush's idiosyncrasy? Or is it simply one of idiosyncrasy? In my view, the current global state of affairs whereby the single most dominant superpower in the world is aggressively brandishing its politico-military hegemony and eroding the basic principles of multilateralism, sovereignty of nations, human rights and even that of liberal democracy should be a concern of global or development education. As professed in the documents of this meeting, "Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all".

...In my view, the current global state of affairs whereby the single most dominant superpower in the world is aggressively brandishing its politico-military hegemony and eroding the basic principles of multilateralism, sovereignty of nations, human rights and even that of liberal democracy should be a concern of global or development education.

The threat to global peace and security is increasingly becoming the more immediate and graver concern, with the US “war on terrorism” evolving into a bigger threat to world peace than the terrorism it seeks to contain. The events of September 11 gave the Bush administration a political justification to redefine international relations in accordance with American hegemonic designs. It has re-organized American foreign and military policy along “anti-terrorism” lines with the ultimate objective of pursuing American economic, political and military supremacy at the world strategic level and in every region. It insists on unilateral and preemptive use of force against all perceived challenges to US dominance. It is foisting upon all nations and peoples of the world the might of the US military forces, the most powerful in the world and the only one capable of engagement anywhere at anytime, in the name of real or imagined threats to America.

War and armed conflict aggravate poverty and social insecurity. A war in the Middle East, according to economist Jeffrey Sachs, will bear serious economic consequences not only in the Middle East but also globally as oil prices tend to increase and normal trading is disrupted. And as is always the case, the poorest populations take the heaviest toll from the crisis.

In my country, the Philippines, the US-led campaign against terrorism has brought thousands of American soldiers back onto our soil, more than ten years after the Philippine Senate voted to abrogate the US military bases treaty. An anti-terrorism bill is pending in Congress, basically patterned after the US Patriot Act, which many human rights activists fear as a blank check to curtail civil and political liberties. Government peace negotiations with communist rebels have been forestalled and the current peace agreement with the Moro Islamic Liberation Front may also be revoked as more and more rebel groups are included in the US black list of terrorists. The result is an escalation of armed conflict in the rural areas, disrupting regular classes of children in school, dislocating farmers’ livelihoods and draining government resources for military spending at the expense of much-needed basic social services.

Summary and conclusion

In sum, I would like to posit the following points for consideration and study in terms of defining the role and content of Global Education in Europe in the next 13 years:

1. The MDGs and sustainable development, I agree, are good themes for Global Education in Europe until 2015 because they represent more or less the general global consensus on eradicating poverty and achieving a better and sustainable world for all. We should however formulate our education program and campaign on a critical understanding of the MDGs’ policy framework and put forward the need for flexibility in adapting paradigms for development that are not dogmatic but more attuned to the experience and needs of many developing countries;
2. We should take stock of the deficiencies and failures of the WSSD outcome in Johannesburg and actively campaign to achieve concrete progress in areas like climate change, energy, water, biosafety, corporate accountability and resource allocation for sustainable development; and make substantive input towards supporting the UN Decade for Education for Sustainable Development:

3. Under the current precarious politico-military situation, we have an urgent task to work for global peace and security, defend human rights and sovereignty of nations and oppose American unilateralism and militarism that today poses a grave danger to these principles and values, not to mention that war means loss of human lives and massive destruction; and
4. Lastly, to continue a process of dialogue and engagement between government and civil society and between North and South in order to promote a broad-based consensus on the role and content of Global Education and arrive at more effective strategies of educating our people towards proactive mobilization and making the role of governmental bodies more responsive to the needs and goals of Global Education.

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2.3 PERSPECTIVES ON THE CONTENT AND ROLE OF GLOBAL EDUCATION

The role and content of Global Education: implications for global citizenship, sustainable development and educational reform

Klaus SEITZ *

This Congress bears impressive witness to the fact that there is a growing consensus in Europe regarding the necessity of Global Education. Who at this point would deny that global perspectives must be integrated into the curriculum at all levels of education, or that our current education systems, which still bear the stamp of the now declining era of the nation state, must adapt themselves to a changing, post-national world?

...This congress bears impressive witness to the fact that there is a growing consensus in Europe regarding the necessity of Global Education. Who at this point would deny that global perspectives must be integrated into the curriculum at all levels of education...

What kind of global vision?

This being so, I would like to refrain from pleading the case for Global Education: my concern here is less with the "Why?" than with the "How?" What matters most is not so much that we *think globally* and *learn globally*; but rather what kind of global vision we wish to develop and impart. Indeed, there are many different ways in which we can grapple with global development issues under the heading of learning - yet not all of these serve to promote understanding, peace, and justice in our endangered world.

I would like to give an example. Twenty years ago a textbook was still used in Germany dealing with the Third World in which pupils were confronted with the following challenging assignment: *"Here you will learn, using the example of a region in Africa, how an underdeveloped area can be changed, so that its population must no longer live in poverty."*

* Dr; epd-Entwicklungspolitik, Germany.

The learning program begins with this "map of a country in which people live in poverty. Using the drawing, find out the reasons that people here live in poverty" (a transparency was displayed). When the pupils have found the correct answer, they are allowed to proceed to the next level of the program; otherwise, they must start over again at the beginning.

Would you have solved the problem correctly? The correct answer is that this region is underdeveloped because neither industry nor agriculture can be found on the map. At the end of this instructional program, pupils are to have finally grasped how the principles of European capitalist economic enterprise can be transplanted to this dry savannah, thus freeing Africa from underdevelopment once and for all.

Here we see a neo-colonial, technocratic understanding of development being linked in an altogether breathtaking manner with a technocratic take-off point for learning. We can be glad that textbooks such as these have, meanwhile, disappeared from the market - nevertheless, I am afraid that this kind of colonial thinking, in which the developmental model of the North is held up uncritically as a yardstick for the rest of the world, still resounds in many a classroom.

A powerful rival

With the concept of education for sustainable development in global partnership, as proposed in Agenda 21, a powerful rival to such misguided efforts entered the arena. Nevertheless, in its report presented to the world summit in Johannesburg, UNESCO was forced to admit that the goal - set ten years before - of implementing 'sustainable development' at all levels of the education system had not been realized by any country. Yet, while we are still busy fighting for the goals set in "Rio" to be honoured in the area of education, a third, completely different concept looms, which threatens to dominate the direction of educational reform worldwide.

Powerful agents, such as the World Bank, the G-8, and the OECD, are calling for a new Global Education offensive under the title of "lifelong learning for the global knowledge economy." And, moreover, the governing leaders of the European Union, with their resolution to make it the most competitive and dynamic knowledge-based economic area in the world by the year 2010, have assigned education a new key role in meeting the demands of the so-called "knowledge society".

...The educational standards and competency profiles currently being developed by the World Bank, OECD, and the EU Commission do indeed aim at internationalisation and global open-mindedness in matters of education, thus incorporating elements of Global Education; however, in the end, these aims are subordinate to the adaptation of learners to the new demands of the international labour market.

A few days ago at the opening of a World-Bank-conference on education, I heard president James Wolfensohn proclaim, "Now education is on the top of the development agenda." Of course, this new enthusiasm for education, so long neglected by policy makers, gave my educator's heart a momentary thrill; however, a closer look at the guidelines that have been issued for this new education offensive quickly leads to disillusionment. The educational standards and competency profiles currently being developed by the World Bank, OECD, and the EU Commission do indeed aim at internationalisation and global open-mindedness in matters of education, thus incorporating elements of Global Education; however, in the end, these aims are subordinate to the adaptation of learners to the new demands of the international labour market. The point is to mobilize human capital to serve the needs of the knowledge economy, as is demonstrated in the following selected examples of key competencies:

Key Competencies

Lifelong Learning in the Global Knowledge Economy

- employability
- a lifelong basic creativity
- flexibility, adaptability, the ability to "learn to learn" and to solve problems
- IT-literacy
- foreign language skills

OECD 2001, World Bank 2002, EU-Commission 1995

The economic one-sidedness of the learning goals stipulated here comes into sharp focus when they are contrasted with key competencies that emphasize an attitude toward Global Education which is committed to Education for Global Citizenship (such as those of David Selby – see below - or of the North South Centre).

Global Education/Education for Global Citizenship: Key competencies

- knowledge of sustainable development
- sense of solidarity with other people
- empathy with other people and cultures
- commitment to personal and social action

David Selby 2000

...The cross-curricular competencies tested by the PISA study also represent only a limited, employment-related spectrum of the human abilities.... Why are cultural, artistic, and ethical competencies ignored?

The cross-curricular competencies tested by the PISA study also represent only a limited, employment-related spectrum of the human abilities, which the next generation will require in order to lead successful and responsible lives in our new global society. Why are cultural, artistic, and ethical competencies ignored? And why is PISA not additionally more interested in social competencies, such as willingness to take political action, as tested, for example, by the civic-education study of the IEA? I am dismayed that the poor ranking accorded the German school system by the PISA

study was cause for a huge political uproar, whereas the results of the civic-education study, which by right should shock and distress every democratically minded person, were barely noticed.

The program "Definition and Selection of Competencies" (DeSeCo) was launched under the auspices of OECD. DeSeCo is led by Switzerland. Its focus is on an alternative set of competencies that matter in working life as well as life outside of work:

Key competencies for a successful life and well-functioning society

- acting autonomously
- using tools interactively
- functioning in socially heterogeneous groups

DeSeCo 2002

But there is little evidence that this alternative set will really succeed to become a reference point for international educational indicators in the future.

Global Education, but what type of GE will dominate?

As you see, we must consider several very different pedagogical answers to the global challenge. There is, for example, as previously mentioned, the time-honoured colonial variant; there is the idealistic concept of an "education for global citizenship;" and there is the economic concept of learning in the service of the knowledge economy. If one considers that at this time, within the framework of the General Agreement on Trade in Services, a worldwide liberalization of the educational marketplace is in preparation, and that this will bring with it a commercialisation of educational services, then one must fear that the variant of education reform which will dominate, will be the one whose goal is to adapt people to the changing needs of the global economy.

I would in no way dispute that Global Education must take into account the requirements of the labour market. Yet the dominant reform trends in international education at this time promote only a restricted kind of human reason, and the ideas they present about global knowledge workers are restricted to a global middle class: that narrow segment of about one fifth of the world's population - in the north, south, east, and west - which has at its disposal a bank account, a telephone, and a car.

...The more education is valued, the greater is the political challenge to guarantee access and participation, and the more important it becomes to redress any inequality.

The knowledge, attitudes, and abilities acquired through education are reckoned among the most valuable assets that a person or a society can possess. Yet to the extent that educational levels more and more determine societal and individual chances, so the risk increases that unsatisfactory opportunities for education will lead to individual biographical failures and to social exclusion. The more education is valued, the greater is the political challenge to guarantee access and participation, and the more important it becomes to redress any inequality. However, global disparities

in education continue to grow; worldwide almost one fifth of all six- to eleven-year-olds are excluded from any schooling. If we, here at this symposium, are looking for ways by which education in Europe can become more world-oriented, we must not forget this question of how the human right to education can be provided for all.

...In Germany in the past few years, the non-governmental organizations have agreed upon a common outline for the practical application of Global Education.

Global Education: the Case of Germany

For which variation on the theme of Global Education shall we decide? In Germany in the past few years, the non-governmental organizations have agreed upon a common outline for the practical application of Global Education. It should be noted that in Germany, more so than in most European countries, impulses in the area of Global Education have to a large extent come from practical experience gathered by self-organized learning within a social movement. Very few impulses have been inspired by educational science or by educational policy makers.

According to our understanding, essential components of Global Education are as follows:

- a) At the level of content ...* discussion and analysis of global issues; the inclusion of global aspects for every subject included in the curriculum; the application in the classroom of approaches which emphasize multiple perspectives.
- b) With respect to methodology ...* a holistic and interdisciplinary kind of learning, which emphasizes interrelatedness, the integration of various areas of knowledge, and the cultivation of a "learning culture" that addresses all dimensions of human experience.
- c) With a view to pedagogical intentions ...* formation of personality in a global context; pedagogical contributions toward furthering the development of a world society with a viable future.
- d) Regarding the political-institutional context ...* realization of transnational educational goals through educational cooperation across borders; the creation of new alliances and of a network of places and partners in learning both within and outside of the formal school system.

Viewed in this way, Global Education is conceived mainly in terms of social learning, and thus cannot limit itself to the transmission of knowledge about globalisation or to encouraging the acquisition of formal learning competencies and employment qualifications.

Global Education should not be reduced to a pedagogy of world problems; it would be a complete misunderstanding to reduce it to a mere vehicle for strengthening public support for development policies or for the realization of millennium goals. Global Education means first and above all personality development in a world context and is

thus oriented toward the guiding question: What skills does a person need in order to lead a fruitful life under the current critical conditions and at the same time show solidarity with the global community?

...Global Education means first and above all personality development in a world context and is thus oriented toward the guiding question: What skills does a person need in order to lead a fruitful life under the current critical conditions and at the same time show solidarity with the global community?

Global Education is above all a concept for fundamental renewal in the area of education in the age of globalisation.

Call for a new education offensive

We call for a new education offensive in the hope that it will channel the trend towards globalisation into more humane paths of development. But such an education offensive cannot be limited to a mere expansion of our traditional attempts at teaching. It may well be that the way in which our educational establishments are organized is a contributory factor in the development of the mind-set that has led to the global problems facing the world. Paradoxically, the greatest potential for ecological disasters is to be found in the rich societies of the north, which have the best-equipped education systems and the most teachers, scientists, and professors. Education has never yet prevented us from pursuing unsustainable development.

...On the threshold of a global age we need a far-reaching revision of our concepts of learning - a new direction leading to innovative types of sustainable learning, which promote an open-minded world perspective. We do not need more education, but different education. We need a new direction, which requires fundamental changes in the contents, methods, and structures of learning.

Traditional methods and contents of learning are not capable of responding to the new complexity of our ever more closely-knit world. The education of yesterday is no longer adequate for the tasks of tomorrow. On the threshold of a global age we need a far-reaching revision of our concepts of learning - a new direction leading to innovative types of sustainable learning, which promote an open-minded world perspective. We do not need more education, but different education. We need a new direction, which requires fundamental changes in the contents, methods, and structures of learning.

The change of direction in education called for here is a necessary but not sufficient condition for setting the course toward sustainable development. Those learning processes which are relevant to societal change are only to a very small degree the result of pedagogically staged educational arrangements. In the end, political participation and an awareness of one's responsibility for the common good cannot be taught. They must be inherent in the social structures themselves, and it is through these structures that they must be made possible, experienced, and practiced.

Conclusion

History shows that social renewal is often prepared in the niches of society: there on the edges where a few iconoclastic thinkers, often laughed at, often with their backs to the wall, try out new ways of life and alternative cultures of learning, cultivate new world views, and develop a new ethos. It is here that the learning experiences that point the way to the future are born. Society falls back on these ideas when the time is ripe; thus let us not overload education with political and economic agendas.

If educational policy makers and educators truly wish to make a contribution to bettering the condition of humanity, then they should first of all promote a learning environment characterized by respect and open-minded curiosity about the world; one which encourages the flourishing of self-confidence, solidarity, and the capacity for peace. They must fight for the kind of education that will help the coming generation to attain the insight that their own prosperity is dependant upon the prosperity of their fellow-beings and upon the health of their natural environment. It's a long way from here to there.

...If educational policy makers and educators truly wish to make a contribution to bettering the condition of humanity, then they should first of all promote a learning environment characterized by respect and open-minded curiosity about the world; one which encourages the flourishing of self-confidence, solidarity, and the capacity for peace.

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Education for Development in the South, and Global Education in the North: the role of Parliamentarians

*Max VAN DER BERG **

Introduction

Education is the key to poverty reduction. Literacy breaks the vicious circle of poverty in which many families have been caught for generations. Through education people can develop themselves. In order to develop, countries need an adequately educated population. Education is also the key to improving the position of women. Educated women have more opportunities, for example in their choice of husbands or in making use of their own economic opportunities. The education of women will also lead to a decrease in infant mortality. Unfortunately, attending school in Africa is still no guarantee for really learning to read and write, particularly not for the poor who have to make do with a poor standard of education. As a result of structural adjustment programmes the standard of education has decreased in many countries. To be able to pay off their debts, governments often cut their budgets for the social sectors. Niger for example is spending twice as much on repayments of debts than on primary education.

Financing of education in developing countries

In Africa alone 45 million children have never entered a classroom. In this light it is unacceptable that in 2001 the European Development Fund, one-fifth of the total official development aid of the fifteen EU-member states, spent only 3.88% on basic education and 4.41% on basic healthcare. But it is not just the European Union that gives little priority to basic services. The Dutch budget for development co-operation, for instance, used to have little room for basic services. Drastic changes were needed. The Dutch minister for Development Co-operation has raised the amount for basic education up to 15% of her total budget. But this is still insufficient.

*...To comply in 2015 with the Millennium
Development Goal for education - Universal Primary
Education - an additional € 8 billion is needed
yearly, worldwide.*

When I was director of Oxfam The Netherlands I fought, together with other NGOs, for the Millennium Development Goals, especially the one on education. In 2000 I

* MEP, Rapporteur on Education/Development, European Parliament.

was rapporteur - spokesman - on behalf of the European Parliament on the budget for development co-operation for the year 2001. I, then, emphasised the need to double the budget for education. To comply in 2015 with the Millennium Development Goal for education - Universal Primary Education - an additional € 8 billion is needed yearly, worldwide. On top of that, more money needs to be reserved for the Least Developed Countries. This means about € 450 million per year. This may sound like an enormous amount of money, but the EU spends the same amount monthly on export subsidies for European farmers that want to sell their products on the world market. This shows the importance of fair market access for developing countries.

...without fair market access it is impossible for developing countries to develop themselves.

Tariff barriers are one of the main reasons why developing countries do not have the same chances. They are confronted with all sorts of trade-limitations, which makes it difficult for them to sell their products in Europe. This situation is badly in need of change: without fair market access it is impossible for developing countries to develop themselves. In other words, coherence of policy is needed. A concept that is agreed upon in different European treaties, but in reality this needs more, than has been done so far. In the end this situation will backfire, when we do not show enough solidarity with developing countries. In the present globalising world, people, countries and economies are so much intertwined that we cannot permit ourselves looking solely at our own interests. Peace, stability and development in other parts of the world are in our own interest as well.

What the European Union can do

In its resolution on the 2001 EU-Budget the European Parliament called on the EU to target their budget towards education and healthcare, so that 35% would be spent on these basic services. In March of this year the international donor community agreed, in Monterrey at the conference Financing for Development, to set aside an extra \$12 million - about the same in euros - a year for, amongst other things, education. This is still less than needed in order to comply with the Millennium Development Goals. In June 2002, the World Bank announced they invited 23 countries to join the Education for All Fast Track. These countries will receive additional financing to support their primary education systems. I very much welcome this initiative. The time has really come now for the European Union to put the money where its mouth is. To take it away from defence programs and transportation, and towards education. Not only for the development of education in the South, but also for development education here in the North. For it is necessary that in our European curricula children, adolescents and adults are educated on global development issues; such as poverty reduction, sustainable development, human rights and gender.

...it is necessary that in our European curricula children, adolescents and adults are educated on global development issues; such as poverty reduction, sustainable development, human rights and gender.

That is why I want to achieve the goal that in 2015 all children will attend school. As rapporteur for the communication of the European Commission on *Education and Training in the Context of Poverty Reduction in Developing Countries* I have two specific goals in mind: a higher quantity and a better quality of education. With quantity I focus on the number of children, especially girls, attending school. Quality means access to schools by means of roads, free education, qualified teachers, the involvement of parents, enough teaching materials, and a lower number of teachers infected with HIV-AIDS. Looking at Asia, it is likely that they will reach many of these goals. In Africa, on the other hand this is very unlikely and a lot of work still needs to be done. In the past few years we have seen rising enrolments, but still too many children are out of school.

I am thoroughly aware that this Congress focuses on education about global issues, like poverty reduction and sustainable development. In the European Parliament as a rapporteur, one can solely react to a communication by the Commission. A communication that states the obvious about the connection between educating people and reducing poverty, but doesn't really make a commitment towards targets or other indicators. On top of that Global Education is completely ignored. That is why I have linked my report on the communication to a wider campaign I will organise together with NGOs and teachers unions. This campaign *will* be about Global Education in Europe, focusing on education on development and poverty reduction.

...Global Education is completely ignored.

One important aspect of my campaign is to involve all European primary schools in order to raise awareness on how education is one of the driving forces for development. Educating people is bringing progress to society. In the South it may be primarily aimed on economic progress, in Europe its character is far more focused on international solidarity. The aim is to get teachers, students and parents from schools in the North and the South exchanging experiences and views on education. We will call upon the children, their teachers and their parents to build websites, send letters, e-mails and postcards to the European Commission and the European Council to set aside more money for education in developing countries. Think of the way Amnesty International uses this method to put pressure on governments. In the same way we aim to put pressure on the European governments to make education a primary goal for the next twelve years - on our way to 2015. Hopefully a campaign like ours, will be taken up by the European Union as part of their own Global Education programme on Europe in the world.

Conclusion

Education is a necessary way to come out of the vicious circle of poverty. In the context of the worldwide campaign on *Education for All* we need global action from all stakeholders. The European Parliament plays an essential role in the decision making in this field and I will do my best to assure that Europe delivers to the necessary international solidarity. By raising awareness amongst, and working together with children and schools from all over Europe, Africa, Latin America and Asia, we are one step closer to this goal.

Global Education as a right and a necessity: the role of different quadrilogue actors

Michael McGOWAN *

Mr. McGowan's presentation drew on his long experience of serving on local authorities, having served on three, and now currently on Leeds City Council. In particular he made reference to the involvement of Leeds City Council in the area of peace education. In 1980, the City Council agreed a resolution expressing concern on the build-up of nuclear weapons, and approached other cities with their concerns.

In 1981, Leeds became a nuclear free zone and got involved in peace education and awareness raising activities. As a consequence, a peace movement started in Leeds, attracting international personalities such as a series of peace lectures with the Swedish Prime-Minister at the time, Olof Palme, and other distinguished guest speakers. This form of local authorities-led Global Education is crucial because it starts where people are at, locals, and moves out in waves to take in national, regional and international areas.

He emphasized that we are now in a similar situation as in the 1980s in the post-September 11 era, with a renewed threat of war. He also reminded us that apart from September 11, another important date in history was August 6, 1945 when the Hiroshima catastrophe occurred.

Civic and peace education is at the heart of the City of Leeds concerns, with a very multicultural population from the Asian subcontinent, the Caribbean, and more recently a large number of asylum-seekers. The Jewish population is also important in Leeds, and the Holocaust Association is very active in schools. With a very multicultural set-up, the city is concerned about the dangerous world in which we live and in the history of war in Europe. Far right politics and racism effects all European countries and also effects Leeds in the last elections. In the UK, there is still an inward-looking and conservative approach to European cooperation and integration. However, an increasing regionalism causes optimism with increased opportunities to relate more to a Europe of the regions.

Mr. McGowan referred to the recent introduction of race-relations legislation in the UK. Citizenship education has been introduced in schools, and is taken seriously, but it is early days. This Citizenship education is also a fantastic opportunity for Global Education, even though it was first introduced in reaction to the low turn out in local elections. The goal is to involve young people actively, especially in primary schools.

* Leeds City Council and the Network of Nuclear-Free Local Authorities.

...Citizenship education has been introduced in schools, and is taken seriously, but it is early days. This citizenship education is also a fantastic opportunity for Global Education....

There are also resources available for relevant education initiatives, partly in the health area. The national health service has set up primary care trusts working with communities in 26 parts of the country, and also working closely with local authorities. They have developed educational components for all health projects. This creates real opportunities for positively involving people in self-help practices and to take primary health care away from hospitals and into local communities.

During youth week, local broadcasting was used, with children in the city making their own programmes. There are opportunities for developing listening groups in local communities and more localized media. The North-South Centre and the Council of Europe have proved helpful resources on North-South matters. We need to build a Global Education strategy that ensures that resources go to grassroots level and that recognizes Europe as an important multicultural centre.

It is also very important to take action against the US threat of endangering peace in the world through unilateral interventions. Europe needs to fulfill its role of mobilizing solidarity. We have to be practical, also in terms of seeking funds. In the UK, DFID is now funding regional projects for local authorities. It is now on the DFID agenda, and we can build on this with regard to Global Education.

Global Education for Sustainability: towards Change

*José Eduardo MARTINS **

First of all I would like to thank the organisers for the invitation and opportunity to address you here today on the subject of ‘*Environmental Education for Sustainability: towards Change*’.

I would like to use environmental education’s objective as the starting point - to supply to citizens information and knowledge on their closest environment and the hazards associated as a result of human activities, establishing and clarifying cause-effect relations between them. Environmental education should therefore be oriented towards an active citizenship, covering all age groups and social strata of population, giving them tools, which will enable them to understand and act in the various fields of environmental and social intervention.

...Environmental education should therefore be oriented towards an active citizenship, covering all age groups and social strata of population, giving them tools, which will enable them to understand and act in the various fields of environmental and social intervention.

Environmental education thus appears as a pre-requisite for the exercise of the three pillars of the Aarhus Convention (information, participation, access to justice), consubstantiating democratic discussion - feature of the Western societies – and leading to a better decision-making process, one of the core elements for sustainable development to come to life.

From the above, two main guidelines should be pointed out:

- Environmental education should be seen in a global and transversal way and not within one segment only – the school – as is usually the case;
- Environmental education should be based on local experiences and knowledge. This means that it is at this level - experiences and daily intervention domains of citizens – that change in behaviours and choices may be carried out.

* Dr; Secretary of State for Environment, Portugal.

National Strategy for Environmental Education on Sustainability

Bearing in mind these two guidelines, and also the contents of the Proposal of the National Strategy for Sustainable Development (ENDS), namely its main strategic guidelines, the Portuguese Government is at present preparing the National Strategy for Environmental Education on Sustainability (ENEAS).

This strategy will be based on the principles already laid down in ENDS and which we would like to call to mind here, namely those contained in the tenth guideline: develop education, awareness raising, information, participation, and access to justice, as well as responsibility as far as sustainable development is concerned.

- Consider education for sustainable development within a context of education for citizenship, reinforcing civic education elements, human rights, interest for cultural fruition and creation, environmental and health education, by developing and passing on cognitive tools which will enable autonomous processes of knowledge and behaviour acquisition.
- Develop and reinforce the use of information and communication technologies (ICT) in the teaching-learning process, by recognizing the importance and scope of several contexts – formal, non-formal and informal.
- Reinforce, integrate, and simplify procedures and assess the efficacy of Patronage rules (environmental, social, cultural, scientific, technological, sporting and educational), aiming at the reinforcement to the creation of associations, strengthening civil society and the creation of information and participation platforms for the public.
- Involve citizens, from school to community and from community to school, allowing for the emergence of public opinion and have it play an important role in the creation of an environmentally oriented demand, both in the goods and services domain and in the support to environmental protection measures. In this respect, to note that a significant part of the Community Funding will be directly used in investment expenditure in human resources, namely in the Education, Training, Technology and Innovation areas.
- Regard environmental education for sustainability as integrating a life long process of learning, as a paradigm of the information and knowledge society, and as an essential factor to put in motion changes in behaviour and attitude, taking into account the political guidelines of the Lisbon and Santa Maria da Feira European Councils.
- Consider environmental education for sustainability as a crucial factor for the development of knowledge, competences and qualifications, within the formal, non-formal and informal contexts adequate to the labour market and the changes in course, so that employability, adaptability and social inclusion are ensured.

Underlying principles

Within the development of the aforementioned points, some underlying principles, which might be considered as fundamental, should be referred to:

- **Living memory of communities** – inviting information and experiences sharing between the elderly and youth.

- **Foreign culture vs. local culture** – discussing cultural identity and civic participation issues.
- **Environmental ethics** – reconstructing a code of environmental ethics, based on ethical values socially accepted.
- **Family environment** – influencing daily habits and activities within one's family.
- **Evolution of communities and their health** – reflect over the individual micro cosmos of communities by connecting their health with environmental causes.
- **Diets** – natural resources and cooking, medicinal plants, by recognizing the close relation between culture and its natural surroundings.
- **Community and heritage** – drawing them to its preservation.
- **Community spaces** – libraries or vegetable gardens – generating grounds for collective labour and giving rise to participation through practice.

Guidelines for change

These are just some ideas. The main task at the moment is: how to generate such changes? Organizations and societies change mainly through processes that are consciously or unconsciously directed and assumed. A movement towards change should therefore be generated, for which the forces and actors in the system should be identified and understood, so that the desired changes may come about. The following aspects will be the main guidelines of the ENEAS:

- **Strategic vision** – having the present in mind, establish a vision which goes farther than the context in which our Ministry acts, thus allowing for actions that integrate efforts and reinforcing synergies of the various actors.
- **Competencies and motivation** – Changes happen due to individual and collective actions, both socially and professionally. The reinforcement of individual and group competencies, within organizations, increases the level of action and the demands on strategic development, resulting in a fundamental vector to the expansion of results.
- **Boundary conditions** – the use of awareness raising tools, both at the social and economic/financial level, generating conditions for the organizations and communities to intervene in the process of change. The integrated information and the comprehensive knowledge of such conditions will induce actions, and strengthen social dynamics at the different levels.
- **Actors and resources** - survey of capacities and competencies, in order to respond to the action lines outlined, having in mind the necessary social and psychological autonomy of the actors in this area.
- **Technological innovation** - fundamental for the evolution of (information, participation, dissemination of good practices) processes, as well as of values, ideas, services and products. The use of new technologies will also allow for actions to be taken in the four previously mentioned vectors: by creating new perceptions on ways of development and by communicating in a widespread manner the knowledge generated in the system.

Global Education: the key to reforming educational curricula and implementing sustainable development

*Maria ARSENIO NUNES on behalf of Mariana CASCAIS**

Human development is not just about higher incomes. It is a process of changing the population's living conditions and depends on a country's ability to satisfy its people's basic needs (food, housing, education, health care...) and to create the right conditions for improving the way they live.

"The goal of development is creating an enabling environment for people to enjoy a long, healthy, creative life." (Human Development Report, UNDP, 1999)

Sustainable development means reconciling human activities and the environment, and guaranteeing that future generations will be able to satisfy their needs. The forms of production and consumption in the West have been jeopardising this objective. In spite of some improvements, the different countries of the world have to join forces to reconcile long-term economic, social and environmental factors and reduce the gaps between rich and poor countries.

Putting sustainability on the agenda

The issue of sustainable development was placed on the world political agenda by the United Nations Conference on Environment and Development (UNCED), held in Rio de Janeiro in 1992, also known as the Earth Summit. One of the key documents of this summit, Agenda 21, was the first to address the need to define strategies for sustainable development at several levels. This summit restated the concept of sustainable development put forward in 1987 by the Brundtland Report, also known as "Our Common Future". In this initial phase, the implementation of sustainable development was based on two fundamental pillars: economic development and protection of the environment.

At the World Summit for Social Development in Copenhagen in 1995, the social factor was added and became the third pillar supporting the concept of sustainable development. So the implementation of sustainable development was now based on three essential pillars: economic development, social cohesion and environmental protection.

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At the UN General Assembly in 2000, the heads of state drew up an inventory of the main inequalities of human development in the world and recognised their “*collective responsibility to uphold the principles of human dignity, equality and equity at the global level*”. In addition to announcing their support for freedom, democracy and human rights, they set eight objectives for development and the eradication of poverty by 2015:

1. To eradicate extreme poverty and hunger
2. To achieve universal primary education
3. To achieve sexual equality and empowerment of women
4. To reduce infant mortality
5. To improve maternal health
6. To combat HIV/AIDS, malaria and other diseases
7. To guarantee the sustainability of the environment
8. To set up a world partnership for development

In the European Union, since the Cardiff European Council in 1998, guidelines have been laid down for sustainable development in national policies. The main goal set by the *Lisbon Strategy* was the inclusion of social cohesion in strategies for sustainable economic development. At the Stockholm European Council in 2001 an environmental dimension was added and the three factors of sustainable development had thus been identified at a political level: economic growth, social cohesion and the environment – as mentioned at the Copenhagen Summit.

...In Portugal, the document defining the framework for the national sustainable development strategy for 2002 stresses the need for the involvement of all sectors of society in the implementation of sustainable development in our country...

In Portugal, the document defining the framework for the national sustainable development strategy for 2002 stresses the need for the involvement of all sectors of society in the implementation of sustainable development in our country: “*We should add to these three pillars of sustainable development the institutional dimension, which draws attention to the issues of governance, institutions and legislative systems (flexibility, transparency and democracy), the participation of interest groups (trade unions and companies) and civil society (non-governmental organisations - NGOs), which are considered essential partners in the promotion of the goals of sustainable development*” (2002). *National Sustainable Development Strategy. Report on the Public Debate. Ministry of Cities, Spatial Planning and the Environment*

Education & sustainable development

In its communication entitled “A Sustainable Europe for a Better World – A European Union Strategy”, the European Commission stresses the importance of education and appeals to Member States to consider “...how their education systems can help develop wider understanding of sustainable development”.

Uncertainty is a characteristic of modern society and so it is necessary for schools to provide good-quality basic education for all and regard it as the beginning of a lifelong education and training process.

To quote Roberto Carneiro, *Fundamentos da Education e da Aprendizagem*,(2001):

"Education can help us to understand what humanity has learnt about itself. It can help us to contextualise our existence. It can help us to prepare ourselves for change and to decide about our own future."

"(...) No world leader or respected thinker seems to underestimate the importance of education for the future. On the contrary, education today is proclaimed as essential to general policy. It is fundamental to social cohesion, economic development, sustainable competition, human progress and the construction of world peace."

Education is a fundamental factor in development and is a purpose of that same process of development in societies. It is only with solid bases that education can promote social cohesion, help consolidate personal and social values, strengthen democratic institutions, create the right conditions for citizens' effective civic, economic, cultural, social and institutional participation, question and debate the problems of exclusion and marginalisation and of the chain of poverty and face up to the new demands of economic processes in modern society.

Curricular change in Portugal

Portugal is going through a process of curricular change, which is intended to find the right answers for the students and for the specific setting of school:

- Flexible syllabuses to suit the cultural and social diversity of the students
- School-centred syllabus management
- The introduction of three extra-syllabus subjects, student project, monitored study and civic education, which are areas for reflection and questions on and contextualisation of students' knowledge, developing the skill of *learning to learn*, from the point of view of local, national and global participation
- Projects for intervention in the context itself, encouraging students and society to develop a critical awareness of the problems facing today's world
- The construction of a school system producing citizens that are aware of the world they live in, developing a sense of responsibility in the construction of peace and of fairer, more equitable societies.

School should be a special place for the exercise of citizenship, for intercultural contact, and for respect for human rights and the environment. Under the School Educational Project, schools have formed partnerships with sectors of civil society, such as NGOs, which have been particularly active in the development of teaching materials, teacher training and the involvement of students in projects aimed at Global Education.

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society, such as NGOs, which have been particularly active in the development of teaching materials, teacher training and the involvement of students in projects aimed at Global Education.

Subjects related to sustainable development fall under the heading of Education for Citizenship, which is a transversal part of the syllabus in all the cycles of basic education. Its central goal is to help build the students' identity and develop their civic awareness. Problems such as the eradication of poverty, sustainable patterns of production and consumption, management and conservation of natural resources, the environment and health, governance and democracy, interculturality, education, science and technology, are transversal to all the subject areas in basic education.

The contents of the transversal subjects deal with the reality lived by the students themselves and the social problems arising from them. These issues cannot be addressed outside the context of the lives of children and young people that go to school. Thus, rather than listing subjects and aims for education, it is important for the students to deal with the sustainable development problems that affect them directly, so that we can change attitudes and develop behaviour based on values freely accepted by young people.

School should be a special place for the development of skills in education for citizenship, contributing to the construction of a humanising project capable of correcting the social imbalances of a democratic society, opening society's eyes to matters of solidarity and the interdependence of the regions of the world and, especially, to the asymmetry between the political, social and cultural realities in different countries and motivating people to change their habits and practices.

...School should be a special place for the development of skills in education for citizenship, contributing to the construction of a humanising project capable of correcting the social imbalances of a democratic society, opening society's eyes to matters of solidarity and the interdependence of the regions of the world....

The topics that are transversal to the different subject areas, such as education in human rights, environmental, health and welfare education, especially nutritional education, sexual education and education for the prevention of personal risks (like road accident prevention or the prevention of drug abuse), are an integral part of school syllabuses. Other transversal topics like education for development, education for peace, education for equal opportunities between sexes and consumer education can also be included in school syllabuses.

2.4 IMPROVING AND INCREASING GLOBAL EDUCATION

Raising quality in Global Education

*Douglas BOURN**

Dr. Douglas Bourn linked the issue of raising quality in Global Education with having information on the impact and effectiveness of Global Education, which is too often still missing. To have an impact, and to be able to access it, guiding principles of good practice in Global Education are needed.

This will first require being clear on why we engage in Global Education - what are the values and concepts underpinning Global Education? We need to be clear about objectives and why activities and programmes are important. We need clear and transparent concepts, principles and features concerning our Global Education programmes. We need to come up with ways of ensuring that the programmes we run reflect the objectives we set. Finally, in simple terms we need to know when we are doing good Global Education and what is good about it.

...We need clear and transparent concepts, principles and features concerning our Global Education programmes. We need to come up with ways of ensuring that the programmes we run reflect the objectives we set.

Key elements of good quality Global Education

In order to answer some of these questions and to ensure good quality Global Education programmes, we need to ensure that the following are part of these programmes:

- Investigating **global issues** but doing so in a way that makes connections to and may well start from **local needs and perspectives**;
- Ensure that a **range of perspectives** and points of view are reflected;

* Dr; Director, Development Education Association, UK.

- Ensure that the **methods** undertaken are **participatory** and engaging;
- Make sure there is a **strong values base** and that at the heart are the values of **justice, equity and social solidarity** and that specifically **challenge attitudes of racism and prejudice**;
- That there is an understanding of our **global interconnectedness**;
- To be active citizens, one needs to understand **human rights** and **causes of inequality and injustice**;
- Getting people to think about themselves and their sense of belonging at a **local, national and global level**.

...Investigating global issues but doing so in a way that makes connections to and may well start from local needs and perspectives....Make sure there is a strong values base and that at the heart are the values of justice, equity and social solidarity and that specifically challenge attitudes of racism and prejudice.

Challenges

There are many challenges to bringing about better quality Global Education but there are ways forward. Recognizing the differences in perspectives, cultures, and countries, he was of the opinion that there are common concepts and values, like interdependence and citizenship. On the question of who should take responsibility for impact assessment of Global Education programmes – it is the responsibility of all actors involved: donors, NGOs, and the educational sector.

Concerning sustainability, Dr. Bourn stated that if the goal is to encourage a greater understanding of the need to live in a more sustainable society, then it has to be seen as not just an environmental question but one that is about the links between environment, economy and society.

The failure to recognize the interconnection between the local and the international level was emphasised. It is important that we keep reminding ourselves of the changing world we live in in the context of Global Education. We live in a time when Global Education has a great opportunity to make a real impact, because there is a growing understanding of the need to respond to globalization with strong value-based information and activities. Too often, he said, we have been on the margin of educational practice: the responsibility rests with us to make a change for the better. As a way forward, he made a plea to frame Global Education within the educational agenda in each respective country.

...We live in a time when Global Education has a great opportunity to make a real impact, because there is a growing understanding of the need to respond to globalization with strong value-based information and activities.

Conclusion

Global perspectives pose fundamental questions about the role and purpose of education. For the global agenda to be incorporated within mainstream learning provision, it means taking neither an oppositional or accommodating view. It means maximising the opportunities that exist and for those who are proponents of the global agenda, developing the concepts and learning outcomes as to what should be the main constituents of this new agenda within education.

For further information on improving the quality of Global Education see article by the same author, Dr. D. Bourn, titled Learning for a Global Society – the challenges for Global Education Week, contained in the report on the GEW Conference held in Cyprus 2002, this report can be downloaded from the NSC website – www.nscentre.org ; also see other relevant background information on www.dea.org.uk/dea/projects

More and Better Public Opinion Research for More and Better Global Education

Ida MCDONNELL, Henri-Bernard SOLIGNAC LECOMTE
& Liam WEGIMONT*

The global anti-poverty consensus: driving the reform of international co-operation

A strong global political consensus on the importance of fighting poverty was incarnated by the adoption of the *Millennium Development Goals* in 2000. Virtually all international institutions, including the World Bank, the International Monetary Fund (IMF), the UN and its agencies, the World Trade Organisation (WTO), etc., have rallied to the “global anti-poverty consensus”. The 2001 *World Development Report* of the World Bank called for a sharp increase in Official Development Assistance (ODA) in order to meet the Goals. The WTO Ministerial Meeting in Doha (November 2001), the International Conference on Financing for Development in Monterrey (March 2002) and the World Summit on Sustainable Development in Johannesburg (September 2002) all made poverty reduction and sustainable development global priority objectives, and sought common strategies to reach them.

Africa in particular is in the media spotlight and on the agenda of policy makers through the promotion by African leaders of the New Partnership for Africa’s Development (NEPAD), an initiative aimed at accelerating development and reducing poverty on the continent. It was one of the main topics of the Kananaskis G8 summit in June 2002, which adopted an Africa Action Plan.

This global consensus seemed to gain additional impetus, in the aftermath of the attacks on the United States in September 2001:¹

“In the wake of the tragedy of September 11th, facing these challenges –the eradication of poverty, the promotion of inclusion and social justice, bringing

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¹ Some surveys conducted soon after the attacks indicated an increase in support for aid to developing countries (see for example the case of Japan in Mc Donnell *et al.*, forthcoming).

the marginalized into the mainstream of the global economy and society– and taking multilateral action to meet them, are more important than ever.” (James Wolfensohn, President of the World Bank, Sarajevo, October 19, 2001).

It may therefore seem a paradox that, for all these strong political declarations and commitments, global aid flows to developing countries have been declining continuously since the early 1990s. Indeed, the volume of ODA as a share of the combined gross national income (GNI) of the OECD Development Assistance Committee (DAC) Member countries fell from 0.33 per cent in 1992 to 0.22 per cent in 2001, far from the 0.7 per cent share they have committed to. Even at the time of writing this paper, net ODA across OECD countries was still declining, by 1.4 per cent in real terms in 2001.

However, in the same year, looking closer into the figures, it appears that 13 of the twenty-two DAC Member countries actually reported a rise in ODA in real terms, including nine EU Member states.² This may signal a reversal in the decline of aid flows, and possibly an early concretisation of the commitment to reaching the MDGs.

Beyond the issue of ODA *volumes*, two critical factors of success for reaching the goals and halving world poverty by 2015 are the *quality and effectiveness* of aid, and the *coherence* of policies in relation to development. These policy challenges arguably form the most comprehensive reform agenda of international co-operation to date.

Faced with these challenges, the “development community” has been mobilising. Development co-operation is being revised, stimulated by a renewal of critical analysis by specialised institutions and academics (the “Dollar report”)³, independent civil society organisations (the report on “The Reality of Aid”) and by donors themselves (the DAC reports). These new approaches include a gradual shift from project aid to programme aid and budgetary support, innovative institutional mechanisms to involve “new actors” (NGOs, local communities, local governments, the private sector), an emphasis on ownership by the beneficiaries, the fight against corruption, and effective co-ordination and harmonisation of their practices. This list is not exhaustive.

This work argues it is not enough. To bring about the changes that world poverty alleviation entails, stronger democratic support by citizens is necessary. Our research demonstrates that there is little reason to fear that invoking public support may slow or hinder the reform of international co-operation in pursuit of the MDGs: on the contrary, public support has remained consistently high for two decades, and is a precious constituency.

2 See OECD DAC ODA statistics at www.oecd.org/dac/stats. “A Mixed Picture of Official Development Assistance in 2001: The US Becomes the World’s Largest Donor Again; Most EU Members’ Aid Also Rises. [...] The fall in current dollar terms from \$53.7 billion in 2000 to \$51.4 billion in 2001, results in part from falls in the exchange rates of some currencies [of which the Yen] against the United States dollar. In real terms, ODA remained relatively stable, with a slight fall of 1.4 per cent.” (13/05/2002).

3 World Bank (1998); Collier and Dollar (2001). See also the World Bank website “Assessing Aid : Rethinking the Money and Ideas of Aid”: www.worldbank.org/research/aid/overview.htm.

When the last *Public Opinion* book was published by the Development Centre and the North-South Centre of the Council of Europe, at the end of the 1990s, proponents of the “aid fatigue” argument thought of the public as scrupulous taxpayers who needed full reassurance of money well-spent (Smillie & Helmich, 1998). Despite clear evidence of no ‘aid fatigue’⁴, the next logical step was to invoke public scepticism to justify the freezing or reduction of ODA levels, as observed in several OECD countries over the last decade. In the new Millennium, however, more positive arguments are being heard: an international development Minister calling for bolder political commitment to development and poverty alleviation, argued in 2002 that “People would support us if they knew what we do with the [Official Development Assistance] resources”.⁵

Yet grasping public attitudes and opinion about official aid and development co-operation is immensely difficult. What does the “public” really think? How much does it actually know, and understand, about development, poverty or international co-operation? Does public opinion have an impact on the way development co-operation policies are devised and implemented? Seeking firm answers to these questions, one is rapidly confronted with a frustrating scarcity of data. There is no systematic polling and monitoring of public attitudes towards these issues across OECD DAC Member countries.

This paper is based on a forthcoming book—a sequel to volumes published in 1996 and 1998—which attempts to clarify the issues by bringing together national public opinion polls of public support for foreign aid (see Tables 2 and 3).⁶ Its clear conclusion, based on the most complete evidence available to date, is that public support for international development co-operation in OECD DAC Member countries has remained consistently high for almost two decades, and that there is scope for informing and engaging citizens much more actively in this area.

Public opinion and international development co-operation: recent trends

A changing context: globalisation and the globalising “civil society”

The public’s perception of global development and poverty issues, and of international development co-operation policies in OECD DAC Member countries, is shaped by several determinants, which vary strongly across countries. These include

4 There was actually little evidence, if any, of the assumed positive correlation between the level of public support and changes in ODA. Experts have argued instead that this “fatigue” might be mostly a projection of policy makers’ own fatigue into the public domain (Smillie *et al.*, 1999; Stern, 1998). Similarly, the 2001 UN-ESCAP report saw the reluctance of the donor countries’ taxpayers as a possible cause for the decline in ODA, but mostly because of misinformation. On the aid fatigue argument, see also Olsen (2001).

5 Speech by Clare Short, British Secretary of State for International Development, at a conference organised by the Spanish EU Presidency on “Democracy and Development” (Valladolid, 7th March 2002).

6 *Public Opinion and the Fight against Global Poverty*, (op.cit) is the third book published by the Development Centre on public attitudes about international development co-operation. The first one, *Public Support for International Development* (Foy & Helmich, 1996), was produced jointly with the OECD Development Assistance Committee. The second one, *Public Attitudes and International Development Co-operation* (Smillie & Helmich, 1998) was published in collaboration with the North-South Centre of the Council of Europe, as is the most recent.

the country's type of institutions and long-term socio-economic choices, its political and economic weight in the world (the United States, Japan), colonial history and links with ex-colonies (France, the UK, Belgium, Portugal,...), its own history of poverty, famine or conflict (Ireland, Spain, Greece), awareness about international development co-operation issues (Switzerland), etc.⁷ Also, the study reveals—as have earlier studies—a correlation between perceptions of economic well being and support for ODA: in bad times or in a sentiment of economic crisis, public opinion is likely—although not bound—to be less supportive of an increase in ODA.

Moreover, factors affecting public opinion vary in time. Indeed, since the previous study in 1998, policy changes or dramatic events have occurred which could be expected to have an impact. Among them are the perceived acceleration of globalisation, and the rising influence of the “globalising civil society”.

The turn of the century saw *globalisation* occupy centre stage in the public debate, both at national and global levels. In OECD Member countries, fears of negative impacts on security, welfare, culture, food security, social cohesion, jobs, etc., all grew rapidly through the 1990s into the new Millennium. Alongside these immediately “self-centred” concerns, though, issues of more global relevance, such as the protection of the environment, growing global inequality, human rights violations involving international criminals, etc., also gained prominence.⁸

Global development and poverty issues are thus bound to be increasingly framed in broader debates and perceptions about globalisation. While fears of it may result in a shift from an altruistic to a more egoistic attitude of the public vis-à-vis poor countries' fate, an increasing sense of interdependence between regions and cultures may spur new forms of solidarity and commitment to social change at the global level.⁹ In that context, the late 1990s and early 2000s saw innovative individual behaviours on the verge of being mainstreamed, such as the consumption of “fair trade” products.¹⁰ As the study shows, both effects—negative and positive—are actually observed in DAC Member countries, without affecting the level of the persistently high overall public support for development co-operation.

7 See Lumsdaine (1993) for evidence on the correlation between welfare states, ODA flows and public support for ODA, and Noël and Thérien (2002) on the links between public opinion and national and global justice in Sweden, Denmark, the Netherlands and Norway.

8 An attempt to conceptualise those concerns lies with the UN concept of ‘Global public goods’, which stems from the idea that ‘we have entered a new era of public policy, defined by a growing number of concerns that straddle national borders’ (Kaul *et al.*, 1999; www.undp.org/globalpublicgoods/).

9 According to a 1999 United Kingdom opinion poll, over two-thirds of the public think that Third World poverty could have damaging effects on the United Kingdom (DFID, 2000).

10 Little data on attitudes to fair trade is available, but sources indicate a growth in awareness and actual purchases, as well as a growing influence on business practices (Tallontire, Rentsendorj and Blowfield, 2001). According to the European Fair Trade Association, the annual aggregate net retail value of fair trade products sold in Europe exceeded 260 million euros in 2001, up 30 per cent from 1998, with peaks in certain products. For example, fair trade bananas represent 15 per cent of the Swiss market (EFTA, 2002).

Hope for some form of world-wide, democratic response to the challenges of a more integrated planet did not merely fuel advocacy by “traditional” NGOs (e.g. on development and the environment), they prompted a larger, very heterogeneous movement critical of governmental and inter-governmental institutions—including the WTO, the international financial institutions, the EU, the G8, etc.—, perceived as unable to provide the sort of global governance that global challenges require.¹¹ New communication technologies allowed individuals and organisations to address those issues across borders, creating a new breed of non-governmental organisations, which Scholte (1999) defines as the “globalising civil society”:

Global civil society encompasses civic activity that: (a) addresses transworld issues; (b) involves transborder communication; (c) has a global organisation; (d) works on a premise of supraterritorial solidarity. Often these four attributes go hand in hand, but civic associations can also have a global character in only one or several of these four respects.

These new actors were particularly efficient in making policy debates—once seen as reserved for experts and technocrats—spill over onto the world wide web, and, using more “traditional” means of expressing concern, onto the streets.¹² That they should have been hastily labelled as “anti-globalisation” is a contradiction in terms, since they are arguably a vivid illustration of globalisation itself. Unlike humanitarian and development NGOs, these organisations rarely conduct activities in the field.¹³ Their actions are mostly aimed at influencing the policy debate, to the point where they provided a link between humanitarian and development NGOs and outright political activist groups.¹⁴

One potential consequence of the formation of such transnational movements could be the surfacing of cross-border strands of public opinion, mirrored by the fragmentation of national public opinions along various socio-economic lines. Some of the country case studies in the book actually demonstrate the latter. The former—transnational public opinion—however, is difficult to analyse systematically, for data is very often collected at national levels only. One exception is the European-wide Eurobarometer survey, which regularly collects homogenous data across EU countries.

This new vigour of civil society may also provide fresh channels for raising public awareness on development and poverty issues, and promote new forms of action by citizens in developed countries in solidarity with poor populations in developing ones. The *Jubilee 2000* movement, which called for the cancellation of third-world debt, is a case in point. However, only a fraction of these new actors actually aim to support or influence international development co-operation, and those who do have yet to

11 Sixty-five per cent of respondents in a French survey say they support the so-called ‘anti-globalisation’ movement (Fougier, 2001).

12 Examples include the 1999 Ministerial meeting of the WTO (Nov/Dec, Seattle: 50,000 demonstrators); the 2000 meeting of the World Bank and the IMF (November, Prague: 9,000), the 2001 meeting of the G8 (July, Genoa: 200,000) and EU summits (December 2000, Nice: 60,000; June 2001, Göteborg: 20,000).

13 Other than “soft” ones, such as awareness raising, training, networking or information dissemination.

14 Anheier *et al.* (2001); Solagral and UNESCO-Most (2002).

translate into sustained, efficient political pressure in favour of more ambitious and more efficient development co-operation policies.

Public support for official aid: consistently high

This section synthesises the data collected across OECD DAC Member countries. It distinguishes between *public support for the principle of giving aid in general* and *public satisfaction with levels of official aid* (see Tables 2 and 3 respectively at the end of this chapter). Current trends as assessed by polls in OECD countries confirm this point: public support for aid in principle has remained high and stable for two decades, and there is no sign of general aid fatigue among the public.¹⁵ Figure 1 shows that a large majority of OECD citizens support the principle of giving aid to developing countries. Running between 70 per cent and 88 per cent support, the average support over thirteen countries comes to 81.4 per cent. This is marginally higher than the 80 per cent average found by Stern in the EU in 1995, which itself was two per cent higher than that found in the same region in 1983 (UNDP, 1998).

Within the small segment of respondents who do not support ODA, the main argument put forward is that ‘we should solve our own problems of poverty, unemployment and economy’, followed by suspicion that aid does not lead to poverty reduction, or go to the neediest, and instead benefits corrupt governments.¹⁶

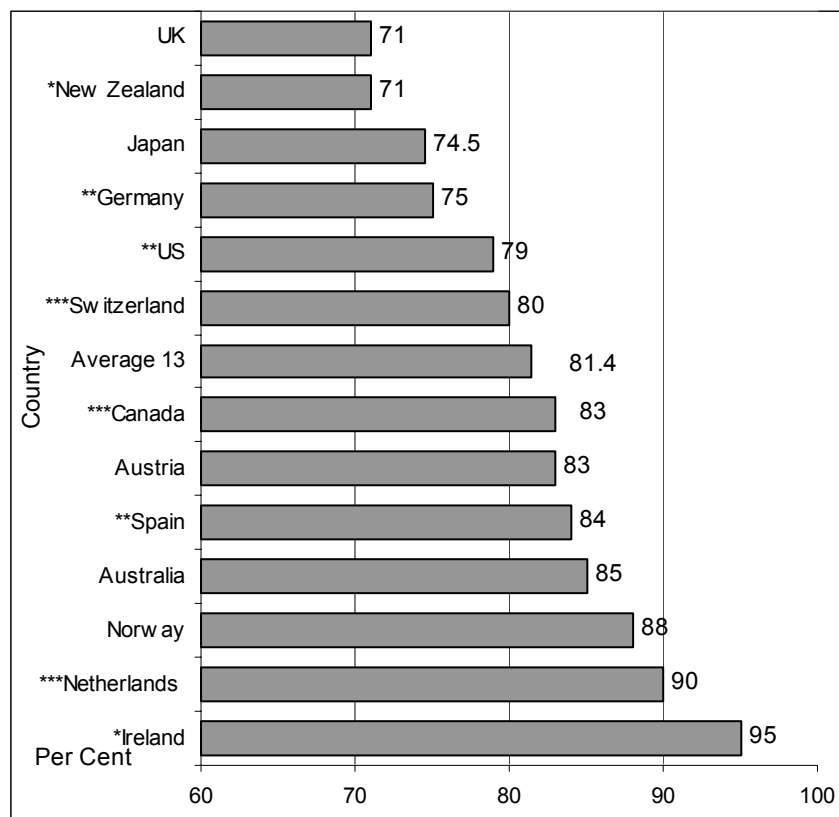
Trying to link those levels of public support with ODA levels almost inevitably leads to the conclusion that the former does not have a direct influence on the latter. Indeed, on the whole, and in spite of some differences among OECD Member countries, foreign policy decisions, and more particularly those relating to aid and international development co-operation are hardly influenced, at least directly, by the general public’s preferences. Governments’ strategic priorities, perceptions of political leaders and decision makers, the influence of domestic vested interests and specific pressure groups, or the role of other government departments and actors in the public domain, appear to be much more influential factors.¹⁷

15 Reference is made to public support in principle because the data is taken from responses to questions asking: *Do you favour the provision of aid to poor countries/do you think it is important for your country to help poor countries?*

16 Eurobarometer 50.1 in INRA (1999).

17 Olsen (*Ibid.*). On the determinants of aid allocation, see also Berthélemy and Tichit (*forthcoming*).

Figure 1. **Public Support for the Principle of Providing Aid to Developing Countries in Thirteen OECD DAC Member Countries (in percentages, 2001)**



Notes: * 1999.
** 2000.

Source: Table 2 and individual country notes in Mc Donnell *et al.* (forthcoming).

Awareness and understanding of development issues and policies remain limited

Humanitarian assistance appeals more to the public than development aid

In most cases, the overwhelming support for foreign aid is based upon the perception that it will be spent on remedying humanitarian crises. The UNFPA/MORI (2001) survey of 13 European countries indicates a bias towards humanitarian concerns against all other dimensions - with the exception of the environment - such as international trade, governance or democracy issues. In response to the question *What would you say were the two or three most important problems facing the world as a whole, today?* the top three responses were:

- (i) environment /global warming (average 31 per cent, an increase of six per cent since 1996),
- (ii) famine / starvation / malnutrition / hunger, and war / national / international conflict / violence (average 30 per cent), and
- (iii) poverty (21 per cent).

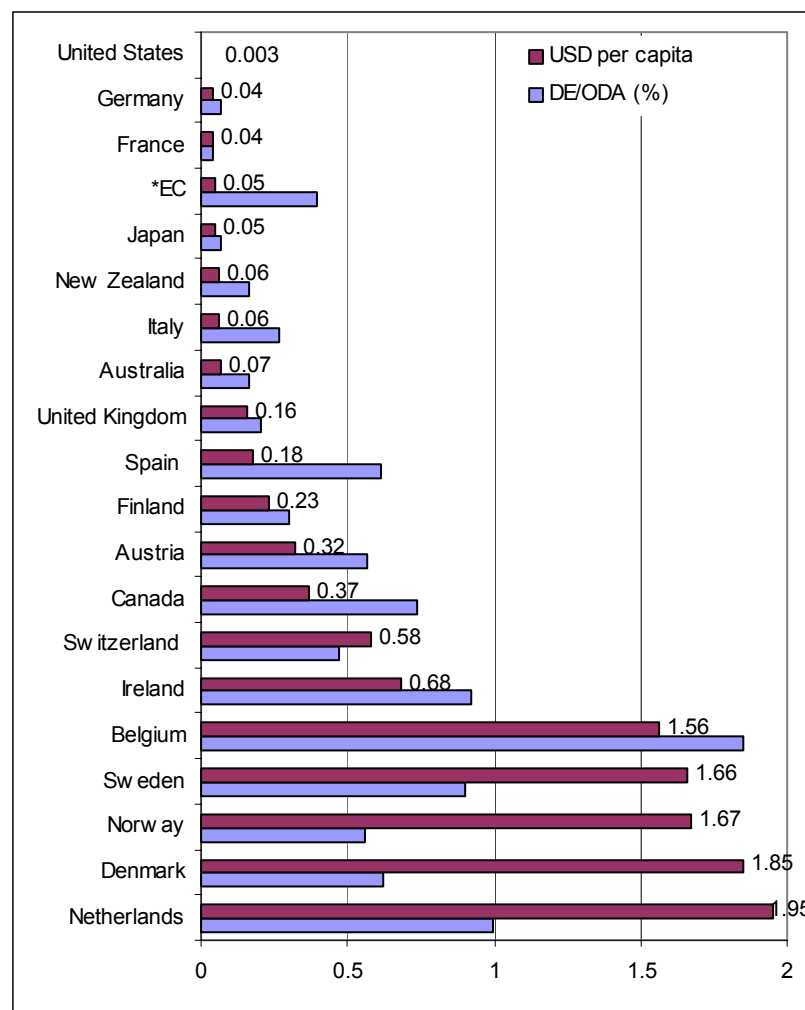
To the same question asked in 1996, environmental concerns came second, after famine and starvation. Public opinion, while consistent, does change over the years. By contrast, the level of importance placed on other development-related issues is

quite low. For example, *Third World debt/trade barriers/increasing gap between rich and poor countries* was selected by nine per cent of respondents, followed by *Consumerism/materialism/personal consumption* (3 per cent) and *Democracy (lack of)/need for democracy/collapse of communism/dictatorships* (4 per cent). Other interesting changes from 1996 were that concern about *unemployment* declined by 14 percentage points, down to four per cent of responses, and *natural disasters* increased by 12 percentage points, up to 16 per cent.

Awareness about official aid

When Europeans are asked how much the government spends on overseas aid from the national budget, approximately one third of respondents do not know. Another third will choose between 1-5 per cent and 5-10 per cent. The smallest proportion will mention less than one per cent.¹⁸ The consistent trend across OECD countries is to overestimate the aid effort. Why is this the case? Have donor efforts to inform their populations been ineffective or insufficient?

Figure 2. Expenditure on information and development education (in USD per capita and percentage of total ODA, 2001)



Notes: * OECD DAC estimation of total ODA in 2001 (provisional data).

** EU budget line B-7-6000 funding only for NGOs.

Source: Country notes in Mc Donnell *et al.* (forthcoming).

18 Eurobarometer 46.0 and 50.1, in INRA (1997, 1999).

Development agencies actually find it difficult to communicate and educate the public about these issues. Beyond annual reports and official statements, - typically a press release when ODA volume increases - there is limited officially led public discussion about the level of ODA, and in most countries, NGOs tend to be more effective than governments at stirring the debate over development matters. There are a few notable exceptions:

- Among OECD DAC Member countries, the Danes are probably the best-informed citizens about their agency for development co-operation. Denmark has pursued an active information and communication policy since the beginning of Danish ODA in 1955. More than 90 per cent of the population know that DANIDA is the agency for development co-operation, and over half the population estimated the correct percentage bracket for ODA in 2001 – a greater proportion than in any of the other countries surveyed (UNFPA/MORI, 2001).
- In Norway, upon the completion of a large campaign about NORAD, the latter moved up to second place —from fourth— in public awareness about national actors in development issues, after the Norwegian Red Cross.
- Similarly in Sweden, there is a detectable link between awareness about the aid agency and information activities.
- In the United Kingdom, where there are strong opinion leaders and an active civil society for international co-operation, the public seem to be more informed in 2001 about poverty in the world. Increasing trade and investment is mentioned by 59 per cent as a way of providing support to developing countries.
- Finally, the Dutch government shifted policy away from sending experts overseas towards increasingly involving local expertise in developing countries, to which the Dutch public spontaneously disagreed. When the arguments for the policy shift were given in the opinion poll, the new policy received backing from the majority of respondents. Beyond those exceptions, global education and communication activities in most DAC Member countries remain, as already pointed out in previous editions of this study, poorly funded (Table 1 and Figure 2). As a percentage of its ODA, Belgium is the only country reaching the UNDP target of two per cent government expenditure on public education (Stern, 1998). The Netherlands, Norway, Denmark and Sweden are the highest per capita spenders, and the biggest donors in terms of ODA volume —the United States and Japan— are the lowest. However, there is increasing debate in some OECD and Council of Europe Member countries in regard to the adequate funding of Global Education.

Table 1. OECD Donors Expenditure on Information and Development Education
(USD million)

Country	Year	Total spending on Information, PR & Development Education	Per cent of total ODA*	Expenditure per capita
Australia	2001/02	1.4	0.17	0.07
Austria	2001	2.6	0.57	0.32
Belgium	2001	16	1.85	1.56
Canada	2001	11.6	0.74	0.37
Denmark	2001	9.9	0.62	1.85
Finland	2002	1.17	0.30	0.23
France**	1998	2.2	0.04	0.04
Germany	2000	3.2	0.07	0.04
Greece	N/a	N/a	N/a	N/a
Ireland	2002** *	2.6	0.92	0.68
Italy	2000	3.7	0.27	0.06
Japan	2002	6.3	0.07	0.05
Luxembourg	N/a	N/a	N/a	N/a
Netherlands	2002	31.5	1.00	1.95
New Zealand	1999/00	0.2	0.16	0.06
Norway	2001	7.5	0.56	1.67
Portugal	N/a	N/a	N/a	N/a
Spain	2000	7.3	0.61	0.18
Sweden	1999	14.7	0.90	1.66
Switzerland	2000	4.2	0.47	0.58
United Kingdom	2002	9.7	0.21	0.16
United States	2002	0.7	0.007	0.003
EC****	2000	19.4	0.40	0.05

Notes: * Taken from DAC estimation of total ODA in 2001 (provisional data).
 ** France: co-financing to NGOs for development education projects.
 *** ODA level for 2001 used; same applies for other countries where 2002 expenditure is not provided.
 **** EU budget line B-7-6000 funding only for NGOs.
 Source: Country notes in Mc Donnell *et al.* (forthcoming).

There is however a positive correlation between better awareness and higher expenditure on Global Education and information activities: higher spenders have in general higher ODA/GNI ratios, and show signs of slightly better awareness. Better evaluation of Global Education in the coming years, through networking and co-ordination, should enhance the ability of global educators to demonstrate its positive impact on public knowledge.¹⁹

¹⁹ It is in that perspective that the North-South Centre of the Council of Europe has been facilitating the networking of national global education co-ordinating bodies, under the Global Education Network Europe (GENE). In partnership with BMZ (Germany), the Development Education Association (United Kingdom), Komment (Austria), Rorg (Norway) and the Ministry of Foreign Affairs of Norway, it has initiated a working group on “Sharing Good Practice and Theory in Global Education: Improving Quality and Raising Standards.” and planned the Septemebr 2003 London

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Finally, opinion poll results suggest that, starting from a very low base, any additional information does make a substantial difference in people's assessment of the issues. In the United States, a poll by the Program on International Policy Attitudes (PIPA, 1995) found that Americans believed the government was spending 18 per cent of the Federal Budget on foreign assistance. Other polls show estimations as high as 30 per cent. Respondents were then asked how they would feel about the United States spending one per cent of its budget, i.e. more than the actual level: there was a decrease from the 75 per cent who said that the government was already spending too much (based on the overestimation) to only 18 per cent thinking it would be excessive. Effectively, support increased for providing more aid. Interestingly, in Canada, when told that the government actually spends between 1 and 2 cents of every tax dollar on aid, 10 per cent of respondents shifted from 'too much' to 'not enough'.

Awareness about other global development issues

It has already been established that most people in OECD DAC Member countries believe that ODA *is* humanitarian assistance. Citizens place much less focus on the issues that form the agendas of donors, such as access of poor countries to markets, reform of agricultural policies, education, capacity building, gender equality, environmental sustainability, infrastructure, etc., even when given the choice in questionnaires. All the same, evidence in the United Kingdom, Canada and the Netherlands shows an increase in the number of respondents pointing to international trade, debt relief and good governance in recipient countries as solutions for poverty reduction.²⁰

More generally, across OECD DAC Member countries, awareness about issues such as debt relief, fair trade and taxation of international financial flows (the Tobin Tax debate) seem to improve, emulated by Global Education, by NGO campaigns, public

Conference on the same theme. For papers and practical resources on this theme See www.globaleducationeurope.net.

²⁰ In a 1999 Swiss poll about how to solve the problems of developing countries, 64 per cent mentioned reforming international economic structures and 69 per cent suggested importing agricultural products from these countries. In the United Kingdom, increasing trade and investment was chosen as a way to help by 59 per cent of respondents, after providing financial support (71 per cent) and reducing war and conflict (68 per cent). Canadians also think it is important to promote trade (93 per cent). Interestingly, 60 per cent or more of respondents in opinion polls on trade and protectionism—rather than polls on trade and development co-operation—express negative views on the role of international trade (Mayda and Rodrik, 2002).

debate among opinion leaders and media coverage.²¹ Support for development co-operation and awareness are indeed correlated:

1. Those convinced about the importance of development co-operation, display a strong or very strong interest in global development issues, and show a good or very good knowledge of problems occurring in developing countries. They feel that support to developing countries is important or very important.
2. Those indecisive about development policy, are less aware of problems occurring in developing countries and view support to developing countries as not very important.
3. Those indifferent towards development policy display low interest or none at all in development issues, show poor or no knowledge at all of problems occurring in developing countries, and view support to developing countries as not important.

Analysis of the demographic determinants of public opinion shows that better educated respondents are more aware and supportive of development co-operation. In Norway and Australia, for example, support is highest among women, younger people, the highly educated and people living in urban/densely populated areas. Similarly, on the issue of public attitude towards international trade, Mayda & Rodrik (2002) establish, by way of a simple correlation between attitudes and demographic characteristics, that education and income are positively correlated with pro-trade attitudes, as well as urban-dwellers and younger age-groups.²² This could be instructive for the targeting of Global Education.

Information about development

The media, predominantly television followed by print, is the primary self-identified source of information for populations in OECD countries (about 80 per cent on average). Using broadly targeted media campaigns to build public awareness about global issues may be tempting, but where research has been conducted, it shows high levels of public scepticism about the media as an independent source of information on the developing world. Television in particular is perceived negatively by the public. Moreover, its alleged tendency to “sensationalise” crises and its bias towards negative images deem it a threat to the work of development educators, and a source of frustration for experts.

Evidence from the United Kingdom and Italy suggests that there is discrimination in media coverage of developing countries towards sensationalism. Focus on war and famine, in particular, tend to overshadow all other development related issues. Where ‘normal’ coverage of developing countries existed in the United Kingdom, it has decreased since 1990, and the Italian press is also shown to devote less attention to developing countries than in the past. In the United Kingdom, coverage is not so much about life and culture in developing countries, as it is about travel and tourism, wildlife, and “survival” reality shows. According to media editors and producers,

21 See for instance the case of France in Mc Donnell *et al.* (forthcoming).

22 The paper’s main finding is particularly interesting: in countries well endowed with human capital, like Germany and the United States, higher levels of education are associated with pro-trade views, while in those less well endowed, like the Philippines and Bangladesh (the poorest countries in the model), higher levels of education are actually associated with anti-trade views.

audiences are not interested in programmes about developing countries, and several journalists state that development is too boring to cover.

There is a demand, however, for more positive imagery and reporting. In the United Kingdom, more than half of respondents want a more balanced coverage of developing countries. In Switzerland, as developing countries suffered an increasingly negative image, the Swiss Agency for Development Co-operation responded by means of a country wide, colourful and enthusiastic campaign about positive realities in Africa, meeting a very positive public response.

The challenge of engaging public opinion

Should it be considered a problem that citizens in OECD countries, albeit supportive of international development co-operation, are so unaware of the challenges of development and poverty in the world, and so disconnected from the formulation and implementation of related policies? Arguably yes, at least for two main reasons. Firstly, in democratic countries, awareness and understanding by citizens of public policies—and of the issues they are aimed at addressing—is a desirable objective *per se*. Secondly, it is hard to understand why the “development community” in the OECD—Ministers of co-operation, bilateral aid agencies, NGOs, etc.—could remain seated on top of such a pool of solidarity and generosity, such a sense of global interdependence, leaving it unexploited, whereas it could provide a precious impetus in favour of more vigorous, coherent and more efficient development co-operation policies.

This challenge of engaging citizens as a force for policy reform is backed more broadly by the OECD’s initiative to promote good governance in its Member countries through greater involvement of citizens as partners in policy making. This initiative, which promotes a triple approach of information, consultation and active participation of citizens, is aimed at sustaining and improving both the *legitimacy* and the *efficiency* of public policies, which are made increasingly complex by a set of factors, including the process of globalisation.²³

What should be done, then to reinforce public support for international development co-operation, and engage it in the global anti-poverty consensus? To begin to answer this question, the OECD Development Centre, SIDA and Ireland Aid, gathered a group of experts and practitioners in Dublin in October 2001.²⁴ Based on earlier results of our study on public opinion, and on additional data and analysis contributed by researchers, donor agencies and NGOs, participants came up with three sets of recommendations: (i) to increase public awareness about development and poverty (ii) to improve the transparency of development co-operation policies and (iii) improve the efficiency of development co-operation.

Increase public awareness about development and poverty

Action requires knowledge

An important reason why public opinion and attitudes fail to influence policy making in this area is precisely that, with a few exceptions, public awareness and

²³ OECD (2001) ; see also www.oecd.org/puma/citizens.

²⁴ See www.oecd.org/dev/opinion.

understanding about *global development and poverty issues* remains very shallow. This is important, as experience shows that there is no influence without action, and no effective action without sufficient prior awareness.²⁵ Several examples show that when the public is well informed about an issue, it is more likely to act: the protection of the environment, gender equality, the third-world debt cancellation, etc., were all subjects of active information campaigns before they could gather substantial public support.

On the broader issue of development and poverty alleviation, however, the consensus on the strategic importance of reaching the Millennium Development Goals remains largely confined to a bureaucratic elite. They provide a yardstick to assess progress towards poverty reduction, and a focus that should help them communicate more effectively about the complex realities of development and poverty. Our forthcoming study shows, however, this is hardly the case yet: the MDGs so far largely remain an un-tapped opportunity to peg more vigorous efforts to inform and engage the public. The global anti-poverty consensus they are spearheading has not trickled down to national public debates, which remain—with a few noticeable exceptions—rather rare and unsophisticated. Only a few national governments substantially support the efforts of UN agencies to inform the public (e.g. Norway, Sweden and the United Kingdom). Hopes that this opportunity will eventually be seized remain largely with the governments of donor countries, but also with the vigorous civil society movements and global educators. They face three main challenges: (i) increase funding for public awareness raising (ii) effectively reach audiences and to that end (iii) improve public opinion research.

Funding public awareness raising

OECD governments do not allocate enough resources to increase public awareness and improve its understanding of these issues. UNDP had suggested years ago that 2 per cent of ODA should be allocated to outreach, yet today it actually remains a mere fraction of this. As Ian Smillie pointed out, the entire combined information and development education budgets of all OECD countries in 1996 was less than the marketing budget for fashion house Chanel's launching of the perfume *Egoïste*, and 40 per cent of all spending on information and development education happened in just two countries - Sweden and the Netherlands. The NGO World Vision (Australia branch) spends more on public outreach (excluding fundraising) than USAID spends in total on development education matching grants in the United States. More, in fact, is being done to inform the public about development co-operation by NGOs than by governments. Better tools and more resources are thus necessary, but they will not bear any real impact unless they are accompanied by greater co-ordination, networking, sharing of best practice, and structural support.

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²⁵ See Yankelovich (1991) and Klingemann and Römmele (2002).

information and development education happened in just two countries - Sweden and the Netherlands.

Funding for Global Education

One may debate the late Julius Nyrere's proposal that 100 per cent of aid should be spent on development education as the most effective way to develop social cohesion and fight poverty globally, but there is a growing recognition that the levels of funding for development or Global Education are inadequate in most countries. A number of civil society actors have been calling for increased funding, with set percentages of ODA to be reached progressively in several countries: 3 per cent of ODA in Norway, 2 per cent in Germany, 5 per cent of bilateral aid (equivalent to approximately 3 per cent of ODA) in Ireland.²⁶

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Development thinkers are also calling for governments and intergovernmental bodies to dedicate a specific and increased percentage of ODA to create a more critically informed public opinion (Edwards, 1999). Tying development education funding to percentages of ODA levels does pose problems (e.g. when ODA falls, a stable level of Global Education funding looks like a relative increase). However, the existing link between public support for ODA and development education suggests that such budgetary commitments are feasible.

Other suggestions include a per capita target, or a link between target percentages of ODA and budgetary commitments from the Ministry of Education, to integrate Global Education fully into education systems. Obviously increased funding is not enough. Improved co-ordination at all levels, sharing of best practices and quality monitoring are required if Global Education is to realise its potential. There are currently some fruitful examples of international networking for increased and improved Global Education in and between Council of Europe Member countries.

Effectively reaching the public

Not only should the concepts be sufficiently clear, and the messages be pertinent, but strategies must be developed to ensure that these messages also reach and influence

²⁶ Called for by Rorg, the Norwegian coalition of development education NGOs, in Norway; Venro, the German coalition of Development NGOs, in Germany; and Dochas, the Irish coalition of development NGOs, along with youth organisations, trade unions, and the main political parties in Ireland. For further analysis of trends towards a percentage of ODA to global education, and a typology of argumentation, see Hoeck and Wegimont op. cit 2003.

decision makers. This means targeting elected officials, but also the corporate sector, the media, etc. Information and communication technologies (ICTs) provide innovative opportunities for enhancing outreach, as recently demonstrated by the success of One World (www.oneworld.net), an independent web-based platform of information focusing on global issues, which recently became one of the main information providers for the generalist Yahoo portal. However, more information from the media does not translate directly into better awareness and knowledge: Global Education is necessary to build critical awareness about development issues. The experience of the North-South Centre in 44 European countries suggests two primary routes by which the “publics” of Europe might be more fully engaged in the global poverty debate by way of critical knowledge about global issues: non-formal education systems associated with engaged civil society, and formal education.

Improving public opinion research

Just as development co-operation is impossible without a common agenda, and partnership and ownership by “recipient” countries, so too is a Global Education agenda without partnership with the public. Assuming that the development “community” has the answers to global issues, and should craft the “right” messages for public opinion is not only untrue, but counter educational, and is likely to be rejected by educators in schools and in other civil society structures

The educational content of awareness raising activities must be informed by what the public knows, and by gaps in that public knowledge. Heads of information in development co-operation departments and agencies of OECD DAC Member countries should therefore genuinely undertake to listen and monitor carefully the characteristics of public opinion and attitudes, their diversity and their evolution over time. Experience suggests that certain publics are interested in Global Education that starts with their specific concerns, and links these concerns to global development issues. People thus would rather mobilise for justice rather than charity, and for a “concrete” objective, where they feel they can “make a difference”. This may open encouraging perspectives for the promotion of a *human rights-based approach to development*, as articulated by the United Nations and for the achievement of the Millennium Development Goals.²⁷

Public opinion research is an important input for the development of Global Education programmes. The data will be of assistance in identifying knowledge gaps; the information and education needs of the public; potential target groups by nature of their support and awareness levels, and by monitoring the impact of Global Education.²⁸ However, there is a frustrating scarcity of data and too little is known about Global Education’s impact on public opinion and awareness. This is recognised by development information providers and global educators but a research agenda has yet to materialise.

27 See ODI (1999), and the UN website www.unhchr.ch/development/approaches.html. See also the European Strategy Framework for Increasing and Improving Global Education to the Year 2015, proposed for adoption at the Maastricht Europe-wide Global Education Congress 2002 (www.globaleducationeurope.net/).

28 For example surveys show that respondents with higher education tend to be more aware of global issues and more supportive of ODA.

Available evidence shows that citizens in OECD DAC Member countries want more solidarity and justice in the world. They support international development cooperation, and if they were more and better informed, they could be a precious constituency for its reform and improvement. There lies an opportunity for governments—especially those that have pledged to increase their ODA—to kick-start a virtuous circle of transparency and reform, and effectively rise to the challenge of global poverty reduction.

However, improving the delivery of information and Global Education is only possible if we understand better the opinions and attitudes of the public towards those issues in the first place; how they form and how they change. Good, comparable data is still too scarce. Current efforts at monitoring public opinion more closely should thus be supported, as a first step towards engaging citizens of richer countries in the fight against global poverty.

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Table 2. Public Support for Development Assistance / the Principle of Helping Poor Countries and ODA as a percentage of GNI

Country: Support ODA/GNI	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Australia	-	-	-	-	72	-	-	-	84	-	-	85	-
Austria ¹	0.34	0.38	0.37	0.35	0.34	0.36	0.28	0.28	0.27	0.26	0.27	0.25	-
Belgium	0.25	0.34	0.30	0.30	0.33	0.33	0.24	0.26	0.22	0.26	0.23	0.25	-
Canada ²	0.46	0.41	0.39	0.39	0.32	0.38	0.34	0.31	0.35	0.30	0.36	0.37	-
Denmark	0.44	0.45	0.46	0.45	0.43	0.38	0.32	0.34	0.29	0.28	0.25	0.23	83
Finland ³	0.94	0.96	1.02	1.03	1.03	0.96	0.83.1	0.97	0.99	1.01	1.06	1.01	-
France	0.65	0.80	0.64	0.45	0.31	0.32	0.34	0.33	0.32	0.33	0.31	0.33	-
Germany	0.60	0.62	0.63	0.63	0.64	0.55	0.48	0.45	0.41	0.39	0.32	0.34	-
Greece ⁴	0.42	0.40	0.38	0.36	0.33	0.31	0.32	0.28	0.26	0.26	0.27	0.27	-
Ireland	n/a	n/a	n/a	n/a	n/a	n/a	90.0	n/a	87.3	0.15	0.20	0.19	-
Italy	89	0.19	0.16	0.20	0.25	0.29	91	0.31	82	95	0.30	0.33	-
Japan	0.16	0.30	0.34	0.31	0.27	0.15	87.3	0.11	78.4	-	0.13	0.14	-
Luxembourg	78.8	8.29	80.3	78.2	79.2	78.7	79.8	75.7	70	71.6	64.4	74.5	-
Netherlands	0.31	0.32	0.30	0.27	0.29	0.28	0.20	0.22	0.28	0.35	0.28	0.23	-
New Zealand	-	0.33	0.26	0.35	0.40	0.36	0.44	0.55	75.1	-	-	-	-
Norway	0.21	0.88	0.86	0.82	0.76	0.81	0.81	0.81	0.65	0.66	0.72	0.80	89.7
Portugal	0.92	0.25	0.26	0.25	0.24	0.23	0.21	0.26	75	-	0.84	0.82	-
Spain	-	-	-	-	-	-	-	-	-	71	-	-	-
Sweden	77	1.13	1.16	1.16	85	-	84	-	-	88	-	88	-
Switzerland ⁵	1.17	0.30	0.35	0.28	1.01	0.87	0.85	0.86	0.91	0.91	0.80	0.83	-
UK	0.25	0.24	0.27	0.28	0.34	0.25	0.21	0.25	77.7	-	-	-	-
	58	0.90	1.03	0.99	0.96	0.77	0.82	0.76	0.24	0.23	0.22	0.30	-
	65	0.36	0.45	0.33	0.36	0.34	0.34	0.34	0.24	0.22	0.22	0.30	-
	0.91	0.90	1.03	0.99	0.96	0.77	0.82	0.76	0.71	0.7	0.80	0.76	80
	0.32	0.36	0.45	0.33	0.36	0.34	0.34	0.34	0.32	0.35	0.34	0.34	-
	-	85	75	-	-	81	-	-	-	-	69	71	-

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United States	(a)	0.27	0.32	0.31	0.31	0.31	0.28	0.27	0.26	0.27	0.23	0.32	0.32
	(b)	-	41	-	45	-	80	47	-	79	-	-	-
		0.21	0.20	0.20	0.15	0.14	0.10	0.10	0.09	0.10	0.10	0.10	0.11

Notes: 1: Austria, 1999: the question 'Is development co-operation right?' was added to a survey on fair trade: 86 per cent of respondents said it was right.

- 2: Canada, 1997: National budget deficit was eliminated in 1997. A marked increase in support for development assistance is observed between the first poll in February 1997 and the second one in August.
- 3: Finland 1997 and 1999 percentage of population that consider foreign aid to be an integral part of foreign policy.
- 4: Greece became a member of the DAC in 1999.
- 5: Switzerland, 2002: support for humanitarian aid is at 92 per cent.
- n/a Not available.

Sources: All ODA as percentage of GNI figures are taken from OECD DAC Development Co-operation Reports (2000, 1996 and 1994); figures not available for 2002. Public opinion figures for Australia, Canada, Japan, the Netherlands, Norway, Sweden, Switzerland, the United States and the United Kingdom: see country notes in Mc Donnell *et al.* (forthcoming). Public opinion figures for all other EU Member countries are taken from Eurobarometer 46.0 and 50.1 (1996 and 1998). The question asked in Eurobarometer was: "In your opinion, it is very important, important, not very important, or not at all important to help people in poor countries in Africa, South America, Asia, etc. to develop?". The figure in the Table is the sum of respondents saying it is very important and important. Public opinion figures for the United States: (a) taken from Reilly (1999); percentage of positive responses to the question: "Are you in favour of development assistance?". (b) taken from Program on International Policy Attitudes (PIPA), 1995 and 2000 polls; percentage of respondents who favoured the 'principle' of providing aid.

Table 3. **Public Support for an increase in or maintenance of the current volume of ODA and ODA as a percentage of GNI**

Country:	Support ODA/GNI	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Australia	-	-	-	-	-	-	71	-	-	74	-
	0.35	0.34	0.36	0.28	0.28	0.27	0.26	0.27	0.25		
Austria	-	-	-	34.3	-	36.9	-	-	-	(74)	-
	0.30	0.33	0.33	0.24	0.26	0.22	0.26	0.23	0.25		
Belgium	-	-	-	40.5	-	36	-	-	-	(57)	-
	0.39	0.32	0.38	0.34	0.31	0.35	0.30	0.36	0.37		
Canada ¹	57	-	49	-	-	58	-	70	-		88
	0.45	0.43	0.38	0.32	0.34	0.29	0.28	0.25	0.23		
Denmark	-	-	-	44.2	-	47.9	-	-	-	(78)	-
	1.03	1.03	0.96	1.04	0.97	0.99	1.01	1.06	1.01		
Finland	-	-	-	64.5	-	54.8	30	-	-	(93)	74
	0.45	0.31	0.32	0.34	0.33	0.32	0.33	0.31	0.33		
France	59	63	58	48	-	62	64	-	-	(96)	-
	0.63	0.64	0.55	0.48	0.45	0.41	0.39	0.32	0.34		
Germany	-	-	-	39.8	-	39.7	-	-	-	(83)	-
	0.36	0.33	0.31	0.32	0.28	0.26	0.26	0.27	0.27		
Greece ²	-	-	-	71.3	-	67.9	-	-	-		-
					n/a		0.15	0.20	0.19		
Ireland	-	-	-	73.3	-	66.6	-	-	-	(78)	-
	0.20	0.25	0.29	0.31	0.31	0.30	0.31	0.30	0.33		
Italy	-	-	-	-	-	-	69	-	-	(85)	-
	0.31	0.27	0.15	0.20	0.11	0.20	0.15	0.13	0.14		
Japan	-	-	-	-	-	-	-	68	-		
	0.27	0.29	0.28	0.20	0.22	0.28	0.35	0.28	0.23		
Luxembourg	-	-	-	-	-	-	-	-	-		-
	0.35	0.40	0.36	0.44	0.55	0.65	0.66	0.72	0.80		
Netherlands	-	84	-	89.3	-	82	-	-	-	(81)	79
	0.82	0.76	0.81	0.81	0.81	0.80	0.79	0.84	0.82		
Portugal	-	-	-	-	-	-	-	-	-		-
	0.28	0.34	0.25	0.21	0.25	0.24	0.26	0.26	0.25		
Spain	-	-	-	79	-	79	-	-	70		-
	10.28	0.28	0.24	0.22	0.24	0.24	0.23	0.22	(87)		
									0.30		
Sweden	-	-	-	-	58	63	65	66	68		-
	0.99	0.96	0.77	0.82	0.76	0.71	0.7	0.80	(85)		
									0.76		
Switzerland	-	-	-	-	-	-	76	-	-	(84)	-
	0.33	0.36	0.34	0.34	0.34	0.32	0.35	0.34	0.34		
UK	-	-	-	-	-	84	72	73	72		-
	0.31	0.31	0.28	0.27	0.26	0.27	0.23	0.32	(84)		
									0.32		
United States ³	-	-	79	-	-	-	-	-	81		-
	0.15	0.14	0.10	0.12	0.09	0.10	0.10	0.10	0.11		

- Notes:
1. Canada 2000 and 2002 responses upon being informed about the volume of ODA.
 2. Greece became a member of the DAC in 1999.
 3. Program on International Policy Attitudes (PIPA), 1995. When respondents were asked how they would feel if the United States spent one per cent of its budget on foreign aid, 33 per cent said this would be too little and 46 per cent said it would be about right, the same goes for 2001, 13.2 per cent thought that 1 per cent of the federal budget on aid would be 'way too little', 24.1 per cent 'a bit too little' and 43.5 per cent 'about right'.
- n/a Not available.

Sources: Public opinion figures for Australia, Canada, Japan, the Netherlands (except for 1996), Norway, Sweden, Switzerland, the United States and the United Kingdom: see country notes in Mc Donnell *et al.* (forthcoming). All other public opinion figures for EU Member countries are taken from Eurobarometer 46.0 and 50.1 (1996 and 1998). The question asked in Eurobarometer was: "Do you think the aid provided by X Country should increase a lot, increase a little, decrease a little, decrease a lot, don't know?" The figure in the Table is the sum of respondents saying it should increase a lot and a little. No information on the level of aid was provided for the relevant country. However, the previous question asked the respondent to provide his own estimate of how much government X spent on aid. Additional public opinion figures in brackets for 2001 are taken from UNFPA/MORI (2001).

Inter-ministerial Co-operation for Improved Global Education – the Learning for Sustainability model

*Roel VAN RAAIJ**

Since 1984 Dr. Roel VAN RAAIJ has worked in the field of environmental education in various functions, from field biologist to curriculum assistant, to teachers coach, to policymaker, both at local and at national level. He is currently staff officer for Strategy and Information in the department of Nature Management of the Ministry of Agriculture, Nature Management and Fisheries, and secretary of the national interdepartmental steering committee "**Learning for Sustainability**". Dr. VAN RAAIJ presented the approach of this national programme.[♦] He believes that the Netherlands Learning for Sustainability approach or model has shown itself to be effective and could be used to help improve and further develop Global Education in Europe.

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The national 4-year (2000 – end of 2003) programme Learning for Sustainability is based on a multi-stakeholder approach, involving cooperation by a broad range of partners. These include the departments of Education, Foreign Affairs, Spatial Planning and Environment, Agriculture, Nature Management and Fisheries and stakeholders such as Provincial Governments, Local Authorities and Water-management organisations. The interministerial cooperation is particularly significant, with all relevant government departments involved.

...The programme aims to develop the more traditional "environmental education and public awareness" approaches and initiatives into a more complex and advanced system of both individual and social learning. The emphasis here is on "learning" rather than "education".

* Dr.; Ministry of Agriculture, Nature Management and Fisheries; and secretary of the steering group of Learning for Sustainability, Netherlands.

♦ See also Van Raaij, R., Implementing the Dutch National programme on Learning for Sustainable Development; Development Education Journal, 9.3; DEA, UK June 2003.

The programme aims to develop the more traditional "environmental education and public awareness" approaches and initiatives into a more complex and advanced system of both individual and social learning. The emphasis here is on "learning" rather than "education". Its objective is to further develop and stimulate learning processes that contribute to a sustainable society. The programme uses a range of innovative methods and approaches to reach a very broad range of publics in a broad range of situations - in and outside schools, in situations at home and at work, with stakeholders and shareholders.

The programme set-up is decentralised to ensure that initiatives for 'Learning for Sustainability' are taken throughout the whole country. The programme is not only directed from the national government, but appeals to all initiatives on a local, regional and national level, including governmental actors as well as NGOs. The strategies of the steering committee are developed into concrete programmes both at a national level and in the provinces through a team of programme managers. Dr. VAN RAAIJ emphasised that in such initiatives the importance of the role of civil society needs to be clearly recognised, as the action is with civil society.

**Key elements of the Learning for Sustainability
model in the Netherlands are:**

- A multi-stakeholder approach: all actors are important.
- Involvement of all relevant governmental departments.
- A decentralized approach in structure as well as budget, recognizing that the action is with civil society. Civil society needs to be supported to identify and implement good practices.
- Involvement of the private sector.
- The emphasis on the process of learning instead of education.
- The understanding that learning in this framework is social learning.

*...A decentralized approach in structure as well as budget,
recognizing that the action is with civil society. Civil
society needs to be supported to identify and implement
good practices.*

Evaluation in Global Education: Improving quality, assuring effectiveness

*Barbara ASBRAND and Gregor LANG-WOJTASIK **

We will use the term Global Education which encompasses the actual debates on Development and Global Education as well as on Education for Sustainable Development – based on a clear view of North-South-interlinkage, focusing on changes dealing with daily life in the North.

Why evaluation in Global Education?

We want to give you an idea about how to practise an evaluation, we want to discuss the question of what can be evaluated and point out some limitations and challenges of evaluation especially in the field of Global Education. When people start thinking about Global Education they have important aims. They want to raise awareness of global issues, people should learn about global justice and solidarity, Global Education should contribute to sustainable development. But aspects of quality and effectiveness often seem to be neglected. So Global Education is carried out, but there is little concern on the outcome of a long-term process. Nobody knows, what is the impact of Global Education work.

This is why we need evaluation - to raise awareness about the effectiveness of our work.

...Evaluation is a way of using data to systematically reflect on ones activities, to be able to formulate clear consequences for the practical work in the follow-up and to enable people to continuously learn from, and improve their work.

Evaluation is a way of using data to systematically reflect on ones activities, to be able to formulate clear consequences for the practical work in the follow-up and to enable people to continuously learn from, and improve their work. The aim of an evaluation is to describe and to value the quality of Global Education, of a project, a measure (short term activity), an institution or a process.

* Drs; University of Nuremberg/GENE Working Group on evaluation, Germany.

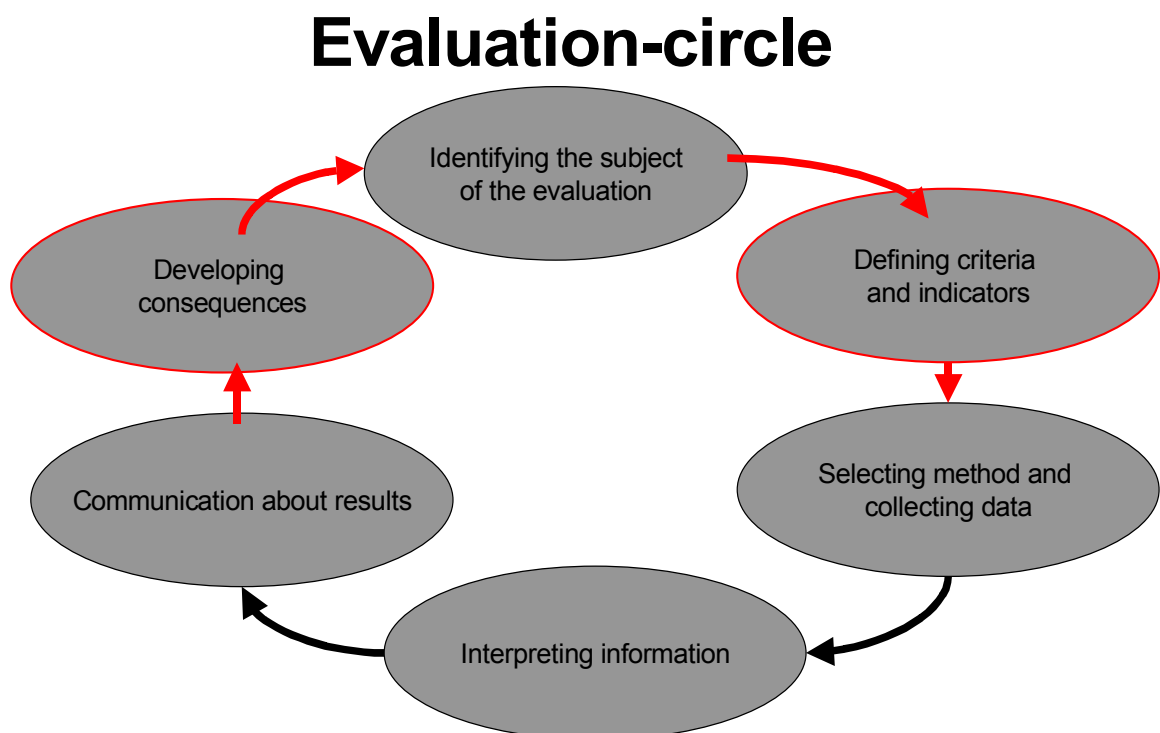
As we discuss Millennium Development Goals at this Congress, it is important to bear in mind the aspect of quality. Improving quality and assuring effectiveness is one of the challenges of Global Education in the 21st century. Due to this, one of the core questions is - how to achieve better Global Education? We will come back to this.

One of the preparation-papers for this Congress states that Global Education is both under-evaluated and under-resourced. It says that evaluation of Global Education should be supported by adequate government support. And we would add that all actors, including the organisations and groups who are involved in the practice of Global Education, should be aware of the necessity of evaluation.

How to measure the effect of GE

Another question concerning Global Education is how to measure effectiveness of the work? Is there any tool which could be used?

We would suggest keeping in mind the **evaluation circle**. There are many different ways to improve the quality of Global Education and to reflect on educational matters. The evaluation-circle is not the only one but it can be viewed as one effective tool. The first step always has to be *Identifying the subject*. When people evaluate their work, they need to decide what they want to review. It must be pointed out clearly which aspects should be taken into consideration.



(see Rolff 1998)

When evaluating the effects of a project it is necessary to ask - what can be evaluated? For example it is difficult to identify a long-term change of attitudes by simple interviews or to observe learning. Learning as a complex process is not possible to be put down to a single reason. It means that one never can be sure that the results of global learning like awareness of global issues are only due to the impact of the evaluated program. There's no causal connection between intentions and the outcome (Luhmann/Schorr 1999). Rather than this, an evaluation can reflect the concrete results of a measure. For example has the target group been reached? How many people bought the educational material? Have the visitors been content with the seminar? Concrete results like these can be evaluated.

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An important step is selecting and developing methods and collecting data. Methods can be for example questionnaires, observations, learning-diaries, and so on. Often it is not necessary to collect new data but to use those available. After the collection of data there should be a detailed *interpreting of the findings*. It is important to see that the quality of the work is not just an opinion of somebody but is the result of the used criteria. After this, results should be communicated. That means a discussion with all people involved.

Defining criteria and indicators

The defining of criteria and indicators and the development of consequences are two aspects which are often neglected. First of all we have to differentiate between criteria and indicators. They are not the same. The criteria should be the answer to the question - what is quality? How can quality be described? There should be a discussion which leads to a consensus within the group or organisation on what they consider is good Global Education.

Indicators are the answer to the question - how to measure the criteria? Obviously indicators often are figures, but they don't have to be. An indicator shows at which point you will be content with the quality of work. For example, a non-governmental organisation takes the decision that a criterion for the quality of a seminar should be that the participants are content. This is the criterion. An indicator to measure contentedness could be, that three thirds of the participants agree in the questionnaire that they will join a similar program again.

...Without defining clear criteria and indicators an evaluation could be of limited value.

Without defining clear criteria and indicators an evaluation could be of limited value. In order not to have a lot of useless data, it is important that only data is collected which is connected with the identified subject. Defining criteria and indicators is the basis of the following steps. Criteria is the definition of quality, that means that

defining criteria is a key step in the process of evaluation if we talk about improving quality.

But there is another key step, you always have to think about the consequences of what is found out in the evaluation. This aspect is too often neglected and evaluations then stop at the point where results are communicated. This might lead to the frustration of both the evaluators and evaluated. So I believe, that without a clear formulation of consequences, an evaluation easily can come to zero.

Also an evaluation is not an end in itself. The results should be used for generating new perspectives and new objectives. After an evaluation has taken place there will be a lot of ideas to improve the quality of work, which leads after some time into a new evaluation. The circle starts again. The interlinkage of all steps is drawn as a circle. Evaluation in this view is understood as a continuing process.

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Till now we talked about evaluation in general. But what about the special limitations and challenges in the field of Global Education?

Let us deal with these aspects:

1. Especially in Global Education we have to work on accepted criteria of quality. To set criteria and indicators, a number of aspects can be taken into consideration. It makes for example a difference whether work is done by a voluntary network or by professionals. It is important in which field the work is done and which target group should be addressed. The visit of a partner group in the South requires other criteria and indicators than analysing the whole work of a development education centre.
2. And there is another important point: Global Education is based in the development movement, so Global Education mainly is practise. In consequence we can find a weakness of theoretical concepts. This makes it difficult to define criteria of quality. If we talk about other subjects for example we have lots of theories and expertise. In the field of Global Education there is no conceptional clearness and no consensus at all of what is understood by “good” Global Education.
3. It has to be clear, what are the aims of the evaluation. In our experience it is rather impossible to measure the impact of Global Education. Even in scientific-research! It is difficult to evaluate change of attitudes or awareness-raising. As the long term change of prejudices, of development awareness or attitudes towards world-wide justice and the possibility to influence world politics are very complex and linked to each other, the specific contribution of

a given activity in Global Education can mostly not be identified. So the possibility of evaluation of impact of educational programmes has to be discussed.

4. Another very basic problem of evaluation especially in the field of Global Education is that most of the organizations are dependent on outside funding. If an evaluation gives a positive picture of the organisation, this can help a lot to continue the work. If the picture is negative it might be difficult to find reasons for continuation of the funding. So evaluation can become an instrument of control, pressure and power. Different actors have to be very conscious of these problems. If evaluation is used as an instrument of control, if further funding is depending on good evaluation-results, evaluation is no longer a process of learning and improving quality. A process of learning needs openness and has to accept failure in order to learn from mistakes. Evaluation means: The owners of the process are the evaluated. Only them and nobody else is allowed to decide about consequences from evaluation-results.

...There are a lot of limitations and challenges. We should accept this in the field of evaluation in Global Education.

Conclusion

There are a lot of limitations and challenges. We should accept this in the field of evaluation in Global Education.

We should emphasise that:

1. It has to be clear that every tool has its own limitations. But if one is aware of the mentioned difficulties, evaluation is important and very useful to ensure quality and the measurement of the work in a systematic, data-based way.
2. Based on the participation of the evaluated in the whole process, evaluation can empower participants to accept evaluation not as an instrument of control but as a tool to make their own work a successful frame for further work. Evaluation becomes a continuous and never-ending reflection-action-process which enables people to make their work better and be aware of it.

We hope that our presentation will be used for further deep discussion, reflection and intensive evaluation activities in many countries in Europe.

...Based on the participation of the evaluated in the whole process, evaluation can empower participants to accept evaluation not as an instrument of control but as a tool to make their own work a successful frame for further work.

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South Evaluation in European Global Education: the Norwegian Experience

*Arnfinn NYGAARD and Stiaan VAN DER MERWE **

The key question before us in this session is: *How do we improve Global Education?* And at this Congress we hope to encourage both *more* and *better* Global Education. I think it is essential, however, to point out that *more* is not necessarily *better* Global Education! I will talk about the importance of bringing in Southern perspectives and views in this work.

...more is not necessarily better Global Education!

A well-known Southern adult educator was referred to by several speakers yesterday, Paulo Freire, and I just came across another quotation from Freire that I think is very relevant in our work and that I would like to share with you:

"I do not believe in any effort called peace education, if instead of revealing the world of injustice, tends to cloud it and blind its victims."

This obviously goes for Global Education as well. Yesterday we were exposed to a lot of Global Education – and I must admit that at times I felt both “clouded” and “blinded”.

I know, that a lot of good work is being done in the field of development education in Norway and other European countries. But I also know that northern arrogance, self-righteousness and self-interests sometimes guides the way in which Europeans are “educated” in global affairs, as is the case, in my view, with the current strategy of the OECD/DAC – Shaping the 21st Century: The contribution of development co-operation – which describes the era of development with these words:

“Development progress over recent decades has been unprecedented in human history. In the early 1950s, when large-scale development assistance began, most people outside the developed countries lived as they had always lived, scraping by on the edge of subsistence, with little knowledge of and no voice in global or national affairs, and little expectation of more than a short life of hard work with slight reward. Since then, many countries have achieved truly dramatic improvement in overall indicators of human welfare.”

* Respectively - Coordinator, Rorg, Norway and Director, VDM Consultants and Co-ordinator, Norwegian South Evaluation, South Africa. Prepared jointly; delivered by Arnfinn Nygaard.

Whose agenda, whose history and whose reality does this reflect? In my view this represents an extremely euro-centric perspective!

Improving development education in Norway

Before entering into the substance of my contribution on this issue, I have to point out that my experience – as a coordinator of a network of Norwegian Development Education NGOs (the RORG-network) - is mainly with *development education* – and not the broader range of issues covered by the term *Global Education*.

In the last ten years, our main efforts to improve development education carried out by NGOs in Norway includes the following:

1. As NGOs, to a large extent funded by the government, we've been struggling for our independence – for our right and duty to criticise the policies of the government. Level of conflict on this issue has shifted through the years, but today our Minister of development publicly encourages national NGOs to act as *Watchdogs*, critically monitoring the policies of the government.
2. As NGOs, funded through the government aid agency, NORAD, we've been struggling to escape the narrow perspectives on development education that – at times – have been promoted by NORAD. We've been struggling for the understanding that development education is not primarily an effort aimed at increasing public support for ODA and levels of ODA. As you heard from state secretary Kjoerven yesterday, this is a position shared by the current government.
3. As a network of a wide variety of NGOs, we've been struggling against the temptation inherent in many NGOs to reduce development education to narrow organisational self-interest linked to fund-raising and PR-activities.

South Evaluation

This year we've embarked on a very different effort in order to improve our development education. We've commissioned a South evaluation of our development education in the North. We've asked for their assessment – from a Southern perspective - of our current work in the field of development education and their guidance and advice on how to proceed in light of the Millennium Development Goals (MDGs). This evaluation is still taking place – and we look forward to the final report and its recommendations to be presented early next year. I'll be happy to share it with you when its ready. At this point in time I'll share with you some of the experience we've had so far in the process.

One of the first issues to be raised by the southern evaluation team was, perhaps not surprisingly, that of *suspicion* – an issue underlining the relevancy of our above-mentioned efforts to improve development education.

...A strong notion of suspicion exists as part of the overall communication gap and trust gap between north and south....

A *Work-in-progress report* from the evaluation team this summer reported that one of the initial questions asked in the team was: "*is this not some superficial 'ploy' to get*

legitimacy for some ‘northern agenda’ and by ‘some typically northern organisations?’” and the report further stated that “A strong notion of suspicion exists as part of the overall communication gap and trust gap between north and south that this process could be seen as a way to buy legitimacy for ‘local propaganda work’ and ‘fundraising’”.

Another issue that was brought to our attention at an early stage was that the term *development education* – and *Global Education* for that matter – was new to the South. Few people within Southern NGOs and networks were familiar with the term.

...I would like to bring forward and present as a suggestion for this Congress: Development and Global Education practitioners in Europe in general – and perhaps the North-South Centre in particular – have a huge task ahead: to build – together with Southern partners – a global network for improved North-South relations and cooperation in the field of Development and Global Education.

A great challenge

In my view, these two issues bring a clear message, that I would like to bring forward and present as a suggestion for this congress: Development and Global Education practitioners in Europe in general – and perhaps the North-South Centre in particular – have a huge task ahead: to build – together with Southern partners – a global network for improved North-South relations and cooperation in the field of Development and Global Education. Or perhaps it should be put the other way: There is a great challenge ahead for the South to find ways to engage in, monitor and influence the Development and Global Education efforts being carried out in the North.

...Or perhaps it should be put the other way: There is a great challenge ahead for the South to find ways to engage in, monitor and influence the Development and Global Education efforts being carried out in the North.

I believe such development is crucial for the improvement of Development and Global Education. It would have been great if we achieved the MDGs by 2015. But to be honest, I know it will not happen. I think most of us know that. The consequences are continued injustice and suffering for billions of people. I firmly believe, however, that progress would be faster if Development Education in the North could substantially improve its ability to reflect global realities – as well as the understanding and analysis of these global realities - as they are perceived, experienced and understood by the South. Thus, I was pleased to note that in the draft document for “A European Strategy Framework” – that was made available on the Congress web-site – there was a point stressing that “co-operation between North and

South needs to be expanded considerably”. I’d like to suggest that the South Centre in Geneva should be part of that effort.

However, in the process of current South-evaluation the evaluation team has made a number of other challenging and disturbing observations and interesting suggestions.

Some of these observations should be of particular concern to this Congress, for instance:

1. The evaluation team observed that the term *development education* was new to NGOs and networks in the South. However, the evaluation team also observed that even among Norwegian Development Education NGOs the understanding of the term development education showed great differences that “seemed to reflect diffusion and disagreement rather than complimentary differences”.
2. The evaluation team observed that the interest in and knowledge of the MDGs was low among southern NGOs and networks as well as among the Norwegian DE NGOs.

In my view, these and other observations clearly backs the need for the commitment suggested in the draft “European Strategy Framework” prepared for this Congress; to improve national structures for funding, support, co-ordination and policy-making in Global Education.

...In my view, these and other observations clearly backs the need for the commitment suggested in the draft “European Strategy Framework” prepared for this Congress; to improve national structures for funding, support, co-ordination and policy-making in Global Education.

Conclusion

Finally, I would like to mention an intriguing question raised by the evaluation team in their Work-in-progress report, a suggestion inspired by the already mentioned Brazilian adult educator, Paolo Freire, who developed “*the pedagogy of the oppressed*”. *Fighting poverty* is often said to be our main task, focusing on the rights and the needs of the poor, as well as the need to *empower* the poor. However, the main obstacles for the achievement of the MDGs is probably to be found within the communities of the rich, the powerful and the comfortable, on the local, the national and the global level. The evaluation team posed the question:

“Is it possible to develop (with the South) something like a ‘pedagogy for the rich, the powerful and the comfortable’ to form the backbone of DE work in Norway and with contextual variations in the North?”

I believe that perhaps such a pedagogy could be just as useful applied to the rich and powerful in the South. I’d like to stop here, with a suggestion that the development of such a pedagogy could be a first common project for the improvement of Global Education in both the South and the North.

2.5 INCREASING & STRENGTHENING GLOBAL EDUCATION

Structures of funding and support for GE in 7 selected countries of the Council of Europe

*Susanne HÖCK **

This presentation looked at the structures of funding and support for Global Education in seven selected countries of the Council of Europe. The countries under analysis were Austria, Germany, Ireland, the Netherlands, Norway, Switzerland and the United Kingdom. It also highlighted the opportunities to learn from the diversity of the organisations concerned in these countries and their common functions and roles which help strengthen Global Education. The presentation was based on a study by the North-South-Centre of the Council of Europe and KommEnt, with assistance from the Global Education Network Europe / GENE.

Background

Development Education in many countries emerged with the establishing of development co-operation in the 1970s - since then, it has been closely linked to development co-operation and the official institutions dealing with it. Development Education is part of what increasingly is called Global Education - a term used by a growing number of institutions, referring to its multi-perspective approach. Global Education covers sectors such as:

- Development Education
- Intercultural Education
- Human Rights Education
- Global dimensions of Citizenship Education
- Global Perspectives of Environmental Education
- Peace Education
- Education for Sustainability

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Support for Global Education

With the emergence of Development / Global Education over the last 30 years, national organisations started to co-ordinate, support and fund a growing number of activities and projects carried out by a wide range of actors. For example:

- 1971 Netherlands: NCO, since 1996 NCDO.
- Mid 1980s Ireland: DESC and National Development Education Grants Committee; from 1994 NCDE, it is expected to become the Development Education Unit within Ireland Aid* in the near future.
- 1995 Austria: KommEnt.
- 1996 Norway: RORG network (in the present form).
- 1997 Switzerland: Foundation for Education and Development
- 1993 UK Development Education Association (DEA), since 1998 distributing smaller grants from DFID and adviser to DFID
- Germany: since late 1970s BMZ, 2001: Service Agency “Communities in One World”, now part of InWEnt, which itself is emerging as a national organisation dealing with GE on behalf of BMZ. Note: main supporter of Global Education on a national scale so far is ABP, the “Ausschuss für entwicklungsbezogene Bildung und Publizistik” of the Protestant Church.

These organisations often do similar tasks and functions, having for example a national funding, policy and co-ordinating role, and a national role for quality assurance, evaluation, training, international networking and representation.

On the other hand these organisations often have diverse structural approaches. For example these organisations vary in:

- Nature of organisation - independent from / close co-operation with government
- Proximity / Distance to Government-Administration
- Co-operation with other national / regional bodies of government
- Modes of funding
- Levels of Funding / Resources
- Involvement of civil society
- Various grades of complexity and hierarchy within the organisations
- Legislative framework - non existent to regularly, explicitly legislated

Funding for Global Education

The issue of modes and levels of funding for Global Education is very important. Once again interesting differences should be noted between the different countries in question with regard to for example government and civil society involvement in the funding process, and the role of the support organisation concerned and funding criteria.

The table below gives a comparative indication of the resources available in the countries in question for Development / Global Education and government information on development issues.

* Since July 2003, Ireland Aid is now known as Development Cooperation Ireland (DCI).

Resources available for GE / DE & government info. on development issues

ODA in % of GDP	A	G	IR	NL	NOR	SWITZ	UK
1999	0,26	0,26	0,31	0,79	0,91	0,35	0,23
2000	0,23	0,27	0,3	0,8	0,89		0,32
Combined DE / Info in Mio €							
1999	5,36	7,17	1,33	28,89	8,48	k.A.	5,91
2000	4,37	7,89	1,73	30,62	9,38	k.A.	8,84
Estimation 2001			2,71	32,87			
Combined DE / Info in % of ODA							
1999	1,8	0,14	0,631	0,92	0,56	k.A.	0,145
2000	0,95	0,14	0,656	0,87	0,6	k.A.	k.A.
DE / Info combined per capita in €							
1999	0,66	0,09	0,35	1,82	1,88	k.A.	0,10
2000	0,54	0,10	0,46	1,93	2,08	k.A.	0,15
2001			0,71	2,07			

Source: OEDC / DAC; BMZ, DEA, DfID, KommEnt, NCDE, NCDO, ÖFSE, SFED, ÖFSE, RORG

Abbreviations: A=Austria; G=Germany; IR=Ireland; NL=Netherlands; NOR=Norway; Switz=Switzerland; UK=United Kingdom.

While funding for Global Education is still marginal and limited in volume and sources, national support organisations, on the basis of sound policy-making and transparent funding mechanisms, are able to argue for and attract funding from a variety of sources.

...While funding for Global Education is still marginal and limited in volume and sources, national support organisations, on the basis of sound policy-making and transparent funding mechanisms, are able to argue for and attract funding from a variety of sources.

The speaker looked in some detail at the structure and operation of both KommEnt (Austria) and the Swiss Foundation for Education and Development. Much can be learned from looking at such support organisations with regard to how Global Education can be strengthened in a country. Global Education needs strong back-up both from civil society and government. National support organisations have the potential to mediate between differing approaches and stimulate common policies.

Conclusion

Global Education benefits from the richness of approaches, perspectives and actors. But national co-ordination helps to focus activities, identify common agendas and share good practise. Global Education itself is fragmented and not sufficiently integrated into existing educational structures. Support organisations are able to foster the integration process. Global Education must be quality education. National support organisations should through definition of common standards, sharing of good practise, evaluation and training, contribute to the improvement in quality of GE. International networking, co-operation, representation, policy-making (for example vis à vis the European Commission) is also facilitated and strengthened through a national organisation.

A thorough study of this area is available in *Structures for the Organisation, Support and Funding of Development Education: A Comparative Analysis* available to download on www.nscentre.org

National Coordination for Global Education: good practice by local authorities

Ulrich NITSCHKE *

Mr. Ulrich Nitschke outlined the work and responsibilities of the **Service-Agency Communities in One World**, set-up in 2002, which works with a range of organisations, in particular with local authorities. The Service Agency supports the networking of all those concerned with development policy-related work in Germany. It plays a role in initiating and facilitating contacts and development of projects. It also provides advice and support where there are no viable regional structures, assisting with services where they cannot be provided by local and regional organisations.

...the Service Agency Communities in One World is a contact point and service provider for: municipal administrations (local authorities) and non-governmental organisations (NGOs); institutions and private sector companies; the media and decision-makers; and activists and interested individuals.

In practice the Service Agency Communities in One World is a contact point and service provider for:

- municipal administrations (local authorities) and non-governmental organisations (NGOs);
- institutions and private sector companies;
- the media and decision-makers; and
- activists and interested individuals.

Set-up Phase

The set-up phase of the organisation was described, key points included:

- Team building, development of structures and implementation of public relations campaigns – becoming capable of delivering information!
- Being present at the "Tulpenfeld" (the German focal point of governmental development agencies in Bonn) – *INWENT Ltd./ded* (German Development

* Head of the Service-Agency, Communities in One World, Germany.

Service)/gtz (German Technical Co-operation)/Federal City of Bonn, initial talks.

- Holding initial talks about possible co-operation with NGOs, Local Government Central Organisations, Länder and InWEnt-Länder Bureaux.
- Work of the Program Commission: 3 Meetings in 2002 (January, July and October).
- Developing concepts for inquiries and advisory services.

The Team

The Service-Agency team consists of the following people with the listed key areas of responsibility:

- **Michael Marwede:** steering of projects, development of concepts, publications ("One World-News"), lectures and speeches, co-operations.
- **Claudia Leuschner:** secretary of office, financial support, advisory services, desk officer, meetings and seminars.
- **Christoph Kreuer:** data base management, Internet, lectures and speeches, participatory municipal planning and budgeting (from planning to decision making).
- **Renate Wolbring:** Public relations work, twinning-market (international partnerships of cities and municipalities), desk officer, finances.
- **Anne Dähling:** "One World-News", co-operation with *ded* (German Development Service), training of facilitators and special advisors, publications, advisory services.
- **Ulrich Nitschke, Head of department:** representative on various committees, lectures & speeches, publications, advisory services, networking within the EU, co-operations.

Key Developments / Activities

Some highlights from the activities of the Information Management and Advisory Services Department of the organisation were emphasised. These included:

- "Learning from the South – the participatory budget development of Porto Alegre (Brazil) and its German correspondents",
- WSSD Johannesburg: CD-Rom documentation (in English and German) of the 2002 contest "Networking globally – acting locally",
- "Petersburg Dialogue": German declaration of accession to the North-South Centre of the Council of Europe (Lisbon),
- Of current interest: "Global Dialogue" – the new periodical of the service agency.

The Service Agency has developed a range of print publications. These include a brochure for local authorities giving a brief profile of the Service Agency; a brochure titled "Learning from the South", and another one titled "One World begins locally". These are important in highlighting the work of the Service Agency with its target publics.

Questionnaire 2002

A questionnaire was carried out between July- August 2002 to help the organisation develop its activities based on the needs of its target publics. Over 2,000 questionnaires were sent out nationally with a return rate of 23 %. Of the returned questionnaires, 72% originated from municipalities, while 23% came from NGOs.

...A questionnaire was carried out..... The information returned helped the Service Agency identify which organisations and regions were actively involved in Global Education activities, which were not and what type of assistance and support was required.

The questionnaires asked about implementation of Agenda 21, about organisations involvement or not in a broad variety of Global Education related activities (for example in fair trade campaigns etc.), also about what obstacles might be in the way of getting more involved. The information returned helped the Service Agency identify which organisations and regions were actively involved in Global Education activities, which were not and what type of assistance and support was required.

Workshops, Expert Panel Discussions and Training

A number of activities including workshops, expert panel discussions and training were organised and carried out in late 2002 to help strengthen the capacity of municipalities in particular to develop Global Education activities. These included:

- **Financial support:** "Planning and funding of projects" – panel discussion of experts; September 2002.
- **Sustainability criteria:** panel discussion with the *DUH*-foundation (Deutsche Umwelt Hilfe), *FEST* and *KGSt* (Local Government Association); October 2002 at Heidelberg.
- **Fair Procurement:** professional talks in co-operation with *Agenda-Transfer*, the *Local Government Central Organisations*, the *University of Public Administration Speyer*, six municipalities and fair trade-actors; November 2002 at the National meeting of the *German Association of Cities and Towns*.
- **Participatory municipal planning and budgeting – how does it work?** A co-operative workshop with practitioners, for beginners and advanced learners (in co-operation with *MISEREOR*, *German Association of Trade Unions*, *KGSt*); December 2002.
- **Training of trainers for One World-experts and facilitators:** experts are briefing facilitators – facilitators are training experts; December 2002.

Events in Co-operation with Partners

The Service Agency was involved in a number of events in 2002 in cooperation with partners, these included:

- *MISEREOR*- and *Friends of the Earth (German Section)* - congress: on the way to Johannesburg, June 2002.

- *INWENT* and the service agency: linking Agenda-processes; July 2002
- Seminar of *Konrad Adenauer-Foundation* and *Council of European Municipalities and Regions CEMR*: Mega-cities and Sustainability?; November 2002.
- *North-South Centre of the Council of Europe*: Global Education Congress; November 2002 at Maastricht.

Annual Program 2003

The following are the main topics and focal points of work for the Service Agency in 2003.

- Results of 2002 questionnaire.
- Development of concepts for:
 - Migrants and Local Agenda 21, building intercultural competencies.
 - Participatory municipal planning and budgeting with *ASA* (International Student Exchange Program).
 - Expansion of database together with *Agenda-Transfer Northrhine-Westphalia*, multilingual “best-practice”- examples of local One-World-compatible action.
 - Expert panel with regard to the implementation of the national German sustainability strategy at local level.
 - Expert panel with *BMZ*, *German Association of Cities and Towns*, and *Council of European Municipalities and Regions CEMR* with regard to municipal partnerships.
- Expert opinion 2002: “Right of Action. German Municipalities and the One World as scope of action of municipal self-government”.
- Fair Procurement / Fair Week 2003: under patronage of the Federal Minister of Economic Co-operation, Heidemarie Wieczorek-Zeul.
- Linking EU: co-operation with the *North-South Centre of the Council of Europe*, “*Towns & Development*”, and strengthening service agencies in neighbouring countries.
- Events in co-operation with several *Länder* (Mecklenburg-Western Pommerania, Lower Saxony, Schleswig-Holstein, Rhineland-Palatinate; Free Hanseatic Town of Bremen and Saarland are being planned.

Funding and support for Global Education: challenges for Europe

*Henny HELMICH**

Mr. Henny Helmich emphasised in his presentation how limited funding is for the Global Education sector. For example he pointed out how overall funding for development education is estimated at about 160 million Euros in Europe annually, that is a very small amount when compared to, say, amounts spent by private companies on marketing their products.

He stated that total figures spent annually on a global level on development education issues are comparable to the expenditure for the marketing of one luxurious perfume or the introduction of the new model of a car. This imbalance in how different messages are funded questions the very values of our societies.

He concludes therefore, that in most countries GE funding is far too low for work to be conducted in a professional manner.

The source of funding for GE has been generally the development aid budget in most DAC countries. However, funding sources for GE in some countries can come from a much broader range of budget lines. These can include, for example, from government education and environment budgets.

...Funding GE adequately should be seen by governments and international organisations as a strategic investment towards the attainment of the MDGs. Setting a target of the equivalent of 2 per cent of ODA to GE would seem an adequate target to set. However, this funding should not just be taken out of existing levels of ODA funding, but rather be part of funding increases.

A number of civil society actors in several countries have been calling for increased funding to be allocated to GE, with set percentages of ODA to be reached progressively over time. If GE is to be effective, it has to be funded adequately. Funding GE adequately should be seen by governments and international organisations as a strategic investment towards the attainment of the MDGs. Setting a target of the equivalent of 2 per cent of ODA to GE would seem an adequate target to

* Director, NCDO, the Netherlands.

set. However, this funding should not just be taken out of existing levels of ODA funding, but rather be part of funding increases.

Clearly increased funding is not the solution on its own. We need improved coordination at all levels, sharing of best practices, better research and evaluation, so that GE can reach its potential as a force for good in our societies. But all this requires long term strategic investment with adequate funding, At present this is not happening in most countries. So one clear message we should all take back to our respective countries from this Congress, is that funding for GE is currently ridiculously low and that a strategy to ensure long-term adequate funding for GE is required. Surely the goal of Global Education in Europe, and its accompanying values, is worth investing in.

...one clear message we should all take back to our respective countries from this Congress, is that funding for GE is currently ridiculously low and that a strategy to ensure long-term adequate funding for GE is required. Surely the goal of Global Education in Europe, and its accompanying values, is worth investing in.

Reflections on the contexts for Congress follow-up: UNECE, Baltic 21 Education and other initiatives

Carl LINDBERG *

All of us participating here today are very pleased that the Council of Europe has organised this important Congress. It will constitute an excellent and essential follow-up to the summit meeting in Johannesburg.

We greatly appreciate all the opportunities provided during these three days to discuss ways of jointly strengthening Global Education or Education for sustainable development (ESD).

We have all come here with our experiences and have given each other many perspectives on the necessity of Global Education/ESD. I choose this designation, ESD, as it links up with the Johannesburg conclusions and encompasses the education that must be carried out if we are to achieve a sustainable development at global, regional, national and local levels. These days, I am pleased to say, education for sustainable development is discussed in many international and national forums.

I have been asked to give some case studies on activities aiming at following up the decisions we have made.

The heading for my speech mentions the process now ongoing within the United Nations Economic Commission for Europe (UNECE) in preparation for its ministerial meeting in Kiev in May 2003. It is an important process in which WGSO, Working Group of Senior Officials have turned to the Council of Europe with a request that it “*discuss the possibility of developing a joint process for education on sustainable development*”. Since the formulation of the final UNECE document on education for sustainable development has not yet been completed, it would be wrong of me to anticipate the end result.

Baltic 21 Education

I have therefore chosen instead to present a process which is now in progress based on a document that has been adopted and which is founded on the same principles and values as those which characterise UNECE’s work. I refer to Baltic 21 Education, a document that has been drawn up in close consultation between the Nordic countries and the Baltic-rim countries within the framework of the Baltic 21 process.

* Deputy State Secretary for Education, Sweden.

The World Commission on Environment and Development in the report “Our Common Future” (1987) defined sustainable development as ‘development that meets the needs of the present without compromising on the ability of future generations to meet their own needs’. The integrated nature of sustainable development was strongly emphasised. Combating poverty and addressing health, economic growth and equity is as necessary as care of the environment in this respect.

The mandate to develop Agenda 21 for the Baltic Sea Region, Baltic 21, with the objective of sustainable development, stems from the Heads of Government of the region at their meeting in Visby in May 1996, and the meeting of Ministers of Foreign Affairs of the Baltic Sea Region within the framework of the Council of the Baltic Sea States (CBSS) in the same year. As a result of this, Baltic 21 comprises Denmark, Estonia, Finland, Germany, Iceland, Latvia, Lithuania, Norway, Poland, Russia and Sweden. For the Russian Federation only the north-western part is included. The European Commission is also a participant in Baltic 21.

Work within Baltic 21 started by focusing on seven sectors of crucial economic and environmental importance in the region: Agriculture, Energy, Fishery, Forest, Industry, Tourism and Transport. Education, training and public awareness are recognised as underpinning all the cross-sectoral themes of Agenda 21 and represent an important means of implementing relevant strategies within Baltic 21.

...Education, training and public awareness are recognised as underpinning all the cross-sectoral themes of Agenda 21 and represent an important means of implementing relevant strategies within Baltic 21.

At the meeting at Haga Palace in Stockholm in March 2000, the Ministers of Education of the region agreed to develop an Agenda 21 Education Programme, and to create a network of ministries, authorities and institutions. Working groups for formal education, higher education, and non-formal education (mainly at adult level) were given the task of conducting surveys on existing practice and provision.

At the BSR meeting of Prime Ministers in Kolding, Denmark in April 2000, *education* was identified as an additional sector of crucial importance for sustainable development in the region.

The foundation for work within Baltic 21 has also been considerably strengthened through the conclusion of the Göteborg European Council on 15-16 June 2001 with regard to the development of a strategy for sustainable development.

According to the Haga Declaration, ESD should be based on an integrated approach to economic, societal and environmental development and encompass a broad range of related issues such as democracy, gender equity and human rights. This broad approach should be recognised in both the natural and social sciences, and should complement and build on existing initiatives in environmental education.

The Haga Declaration also emphasises that the creation of knowledge about and awareness of sustainable development must be seen as a lifelong process for the individual person. Furthermore, it states that ESD demands an educational culture directed towards a more integrative, process-oriented and dynamic mode emphasising the importance of critical thinking, social learning and the democratic process.

...The Haga Declaration also emphasises that the creation of knowledge about and awareness of sustainable development must be seen as a lifelong process for the individual person.

The Agenda 21 for Education for sustainable development in the Baltic Sea region, Baltic 21E was adopted by the ministers for education from the countries of the Baltic Sea region in Stockholm on 24-25 January 2002. The mission of the meeting was to examine the results of the work done by the Baltic 21 Education sector network and its three working groups in accordance with the task given at the first ministerial meeting at Haga Palace in March 2000 and to adopt the Agenda 21 for sustainable development in the Baltic Sea region. Lithuania and Sweden were the lead parties in this process. (Note much of the following information on the content of Baltic 21E is available on the internet at the home page www.ee/baltic21.)

OVERALL GOAL FOR EDUCATION

All individuals should have competence to support a sustainable development that meets the needs of the present without compromising on the ability of future generations to meet their own needs. Education for sustainable development should be based on an integrated approach to economic, societal and environmental development.

...Education for sustainable development should be based on an integrated approach to economic, societal and environmental development.

GOAL FOR SCHOOLS

The individual learner should have the knowledge, values and skills to be active, democratic and responsible citizens and to participate in decisions at individual, as well as at different levels within society, locally and globally, to contribute to creating a sustainable society. Learners in vocational education should also have skills and competencies relevant to their future professions.

This will require the following:

- Legal provisions that clearly include ESD
ESD is part of regular teaching and learning in school and the basis of all school life
- Educators have relevant competence to include SD in their teaching
- Suitable learning methods and a learning environment positive to SD.

GOAL FOR HIGHER EDUCATION

...The individual learner should have such skills and competence relevant to their future professions and future roles as decision-makers.

The individual learner should have such skills and competence relevant to their future professions and future roles as decision-makers. Higher education should also play an active role locally, nationally, and internationally in enhancing knowledge and action competence regarding sustainable development through research and education in co-operation with surrounding society.

This will require the following:

- Legal or other normative provisions that clearly include ESD
- Educators also have relevant competence in SD aspects of their subject areas and in appropriate teaching methods/approaches
- That democratic and decision-making consistent with SD and work practices permeate the daily life of IHEs
- Undergraduate education that includes aspects of SD in every field of studies, as well as specialized courses at undergraduate, graduate and postgraduate level in SD and continuing education, which provide knowledge and skills related to SD.

The five action areas common to the whole sector are:

- *6.2.1 Policies and strategies*
- *6.2.2 Competence development within the education sector*
- *6.2.3 Continuing education*
- *6.2.4 Teaching and learning resources*
- *6.2.5 Research on and development of education for sustainable development*

6.2.1 Policies and strategies

- 6.2.1.1 Each country in BSR should adopt a framework for ESD for schools and higher education
- 6.2.1.2 Each country in BSR should develop guidelines regarding ESD for the field of non-formal education
- 6.2.1.3 Stimulate the development of co-operation, especially international co-operation, for curricula, program and course development at all levels of education.

6.2.2 Competence development within the education sector

- 6.2.2.1 Stimulate competence development for personnel in the educational system, including actions to increase the awareness of SD issues among officials, headmasters/principals and staff
- 6.2.2.2 Support co-operation in BSR between educators, researchers and practitioners to promote knowledge in SD and skills in ESD
- 6.2.2.3 Introduce and develop management systems for SD in educational institutions, including schools, and IHEs, as well as non-formal education actors.

Conclusion

What I have presented here is just a part of the Baltic 21 Education. As you can see from my presentation our work is based on almost the same basic ideas that were presented here yesterday by the representative of the Netherlands who showed us how they work to implement their strategy.

Tomorrow the Baltic 21 Education network will meet in Helsinki for two days to go on implementing Baltic 21 Education in the Baltic Sea region.

I would like to end by quoting the words of the Swedish Prime Minister, Göran Persson, at the Summit on Sustainable Development in Johannesburg.

One of the fundamentals in promoting change and increase participation is education. I would like to see more teachers discussing the impact of our lifestyles on the environment. Universities should offer courses on global survival issues and sustainable development in all major programs. We need to promote centres of educational and scientific excellence in these areas. In order to stimulate the breaking of new ground in sustainable development studies, Sweden is prepared to gather these centres to an international seminar next year.

I would also like to mention that, in the context of their work in the Nordic Council of Ministers, the Nordic countries intend to convene a Nordic conference on education for sustainable development next year. The conference this year within the Nordic Minister Council was under the headline “Nordic Solidarity”. This was a meeting for the Nordic ministers for international cooperation of the ministers for education. It was about how to promote work for achieving the Dakar goals Education For All.

We have now a golden opportunity after the Johannesburg summit, all of us, to strengthen the work for education for sustainable development. Therefore it is also important that all our countries support the suggestion in the United Nations to take a decision that makes the period from year 2005 to 2015 to be “a decade for education for sustainable development”. That was suggested already in Johannesburg.

...We have now a golden opportunity after the Johannesburg summit, all of us, to strengthen the work for education for sustainable development.

Finally, I would like to conclude with a warm vote of thanks to the organisers of this important conference. Many thanks for your attention and I would like to wish you every success in the follow-up process after the Maastricht meeting.

PART 3

CONGRESS PROCESS

3.1 WORKING GROUP PROCESS

Sector-based Working Group Sessions

Over the course of the 3-day Congress, delegates divided into three working groups and attended either the Governments working group, Civil Society working group or the Parliamentarians, Local and Regional Authorities working group. Here delegates had the opportunity to discuss in their particular sectors, the key questions explored during the previous plenary sessions and were invited to make recommendations for input into the draft European Strategy Framework document. Southern delegates were invited to have a cross-sectoral input. See table below which illustrates the structure of the working groups.

CONGRESS WORKING GROUP STRUCTURE

1. Governments Working Group	2. Civil Society Working Group	3. Parliamentarians; Local & Regional Authorities Working Group
<p><i>Co-Chairs</i> Ms. Mariëtte VAN STALBORCH, NCDO, Netherlands, and Mr. Henny HELMICH, Director, NCDO, Netherlands.</p> <p><i>Rapporteurs</i> Eddie O'LOUGHLIN, North-South Centre.</p>	<p>Professor Audrey OSLER and Dr. Hugh STARKEY, Centre for Citizenship Studies in Education at the University of Leicester.</p> <p>Ms. Elisabeth VAN DER STEENHOVEN, NCDO, Netherlands.</p>	<p>Mr. Gunther HILLIGES, Head of the State Office for Development Cooperation, City of Bremen, Germany, and Ms. Susanne HÖCK, Consultant for Organisational Development and Evaluation, Austria.</p> <p>Mr. Jan WEIJERS, NCDO, Netherlands.</p>
<p><i>Southern Participants Cross-sectoral Involvement</i></p>		

These working groups focused on each section of the draft European Strategy Framework in turn. There were detailed discussions held in all three working groups on

- **the role and content of Global Education (DAY 1), and**
- **how to improve, increase and strengthen Global Education (DAY 2).**

These discussions informed a thorough reading and proposals for re-wording of the the draft European Strategy Framework line by line, and paragraph by paragraph, within each working group. The proceedings of each working group was then fed through to the drafting committee which reflected on suggested alterations, additions and points raised with regard to redrafting the document. A system of *roving ambassadors* was also used throughout the Congress through which delegates could feed-back ideas and comments on a one-to-one or group basis to the drafting committee. A summary of the proceedings of each workshop was presented each day in plenary sessions by the co-chairs, along with comments from Southern delegates.

...There were detailed discussions held in all three working groups on the role and content of Global Education, and how to improve, increase and strengthen Global Education, going through the draft European Strategy Framework line by line, and paragraph by paragraph.

Plenary Overview: Report from Working Group Chairs

*CHAIR: Louk de la RIVE BOX**

There was wide-ranging discussion in each of the working groups on the content of the Congress and on the draft European Strategy Framework document on Global Education. The following gives an overview of this discussion:

Report back from the Government Working Group

Henny HELMICH, NCDO, The Netherlands

The following points were raised:

DAY 1.

- The government group spent some time discussing the definition of Global Education, there was recognition that further analysis should be undertaken.
- As an organising concept, it was suggested that the concepts behind the Millennium Development Goals should be stressed. This would link to human rights, the work that UNECSO is doing on Global Education and the WTO environment.
- Policies should look at education in the context of public opinion. The principle is to use existing knowledge and build on the foundations.
- In addressing Global Education, the level at which it is addressed is pertinent. At the level of the Council of Europe, it is important to use the activities that reflect progress in and measurement of Global Education. Here funding and allocation of resources becomes critical.
- Global Education is seen as a global public good and should reflect the three dimensions (social, environmental and economic) encompassed in the sustainable development movement (the 2002 World Summit in Johannesburg). The Millennium Development Goals focused global education actions should be based on the Agenda 21 principles and actions.

DAY 2.

- There is a great need to engage with the private sector about Global Education and elicit their support.
- The political context in which the strategy document is being adopted needs to be taken into account.
- There should be a commitment to support the UN Decade for Education for Sustainable Development.

* President – European Inter-university Association on Society, Science and Technology

- The ODA budget targets need to be achieved.
- Global Education requires coordination at all levels and between all levels – local, national, and international.
- Further debate and consideration regarding the concept of Global Education will be needed in the future. For now it was decided to leave the issue of the definition to the wisdom of those drafting the final document.
- A proposal was made that education services should not be a part of the services falling under the World Trade Organisation's rules. Unfair competition could result.
- The Government working group reiterates that the words 'wishing to commit' reflect the stance of governments.

Report back from the Civil Society Working Group

Audrey OSLER, University of Leicester, United Kingdom

The following points were raised:

DAY 1.

- In relation to the definition of Global Education, the following aspects needed consideration: gender balance, indigenous people and participation. In this regard, the question was raised: who speaks for Europe and the representatives of Europe's multicultural society?
- The cultural dimension in Europe is not reflected in the definition. The working group indicated that Global Education is a political, religious and cultural activity, which has implications for Europe.
- Most issues are global, for example, the migration issues facing Europe at the moment. Global Education may be able to play a role as cultural mediators.

DAY 2.

- Reflecting on what was learnt from the video conference, social justice has a role in Global Education and the implication of social justice frameworks should be a goal in Global Education.
- Global Education needs to link at the international, national, regional and local level and amongst the stakeholders (the quadrilogue). The implementation of social justice aims would not be successful if one of the stakeholders was neglected.
- There is a real need in Global Education to co-operate within local communities in the context of diversity and equally important to achieving co-operation at a transnational level.
- Evaluation: we stressed the importance of being self-critical and being clear about our goals. We need qualitative and quantitative indicators – if we only evaluate what is easy, we will miss the complexity of the process of change towards social justice.

Report back from the Parliamentarians and Local and Regional Authorities Working Group

DAY 1.

Susanne HÖCK, Consultant for Organisational Development and Evaluation, Austria/Germany.

The following points were raised:

- The Global Education framework as stated in the draft strategy lacks a gender perspective; this dimension should be strengthened.
- The issues of equality and inequality, solidarity, North-South and East-West required additional consideration from a content perspective. Internal and external solidarity are two sides of the same coin.
- There was a growing concern for the threat of decreasing multi-nationalism.
- Privatisation could be threatening the provision of services to provide for basic needs and this represented serious challenges to local and regional authorities.
- The group wanted to highlight that fact that our societies have a rich diversity.

DAY 2.

Gunther HILLIGES, Head of the State Office for Development Cooperation, City of Bremen, Germany

The following points were raised:

- The Ministry of Education needs to be the forerunner, with other ministries in a supportive role. The quadrilogue structure should be used to bring this to general attention.
- We need to build a more effective bridge of communication between all the actors in the quadrilogue. We need to encourage the North-South Centre to use the conference document beyond the scope of the Educational Sector. The same discussion of this conference is needed involving the role of the media and journalists in Global Education.
- Global Education requires additional ODA and budget allocations from national education and other Ministries. Access to funds at the EU level is difficult because the local level initiatives do not meet the requirements for EU funding, such funding needs to be made more accessible.
- The document that will be adopted must be presented and distributed widely through all quadrilogue structures.
- The strategy document should support be coherent with the the process of the UN Decade for Education for Sustainable Development from 2005.

Southern comments

The Chair invited delegates from the Southern participants to provide comments.

DAY 1.

Divander LAMBA, Mazingira Institute, Kenya

The context, in which the definition of Global Education is developed, is important. Looking at the current definition, different types of education are used to achieve the understanding and thus a composite definition has been formulated. Normative content should help to articulate the vision underpinning the definition. There is a role for critical and mutual learning to bring about a new mentality and approach to Global Education.

Jacob SOVOESSI, NEGO-COM, Benin

The definition is complex and the suggestions would be to articulate the concepts differently. The definition should look to its roots and overall objectives for the systematic transformation of society in Europe. The concepts of cultural and social diversity should be included in the definition. People are different; however, people need to live together. The definition should also reflect well balanced cooperation between the different levels (local, national, regional, international).

Having analysed the North-South Centre definition of Global Education, it was suggested that the two paragraphs be swapped around so that the definition would read as follows:

Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.

Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.

DAY 2.

Dr Shahid Solomon, Director, Planning & Economic Development, City of Capetown, South Africa

It was stated that the Southern representatives who were attending the drafting committee had decided to withdraw from the drafting process. In particular the Southern group felt there needed to be time for greater reflection on the concept of Global Education from a Southern perspective. The Southern group would now produce a statement for general discussion. It was emphasised that the statement would be making constructive suggestions and recommendations from the perspective of Southern participants, for the Congress to consider.

Response from the Organisers

Liam Wegimont, Head of Global Education, North-South Centre.

The Organisers thanked the groups for their inputs. It was stated that the Congress reflects an initial process. The preparatory process with the Southern participants had limitations and these are recognised. One of the aims of the Congress was to begin the process of defining the relationship between the North and the South concerning Global Education in Europe, with more and better engagement over time.

Comments from the Chair

Louk de la Rive Box, President – European Inter-university Association on Society, Science and Technology

The Chair thanked the delegates for their feedback and contribution in the working groups each day. The delegates were invited to also feed-back ideas and comments to the drafting committee through national representatives, the roving ambassadors and the Chair himself. The Southern statement raised interesting and important issues for further reflection. Further space for discussion and comment from the panel and floor would be available at the Plenary session the following morning.

The Southern Participants Process and Statement

As part of the Maastricht Congress process, importance was placed on the role of Southern participants in the Congress. There was Southern representation on the preparatory Think-tank and prior to the Congress a South-South space for internet dialogue was established to assist the preparations of Southern participants. During the Congress Southern participants met in Caucus and decided to develop an independent South statement. Southern participants describe this as a '*constructive input*' in an ongoing dialogue on topics such as the nature of Global Education, Southern engagement in European Global Education, and Global Education in the South. It was presented at the final plenary on behalf of the Southern Group, by Ms. Victoria Serunkuuma (AWEAPON, Uganda) and Stiaan van der Merwe (VMD Consultancy, South Africa) as follows:

Statement to Europe-wide Global Education Congress by Invitees from the South

1. Preamble

- 1.1. We, the invitees from the South, wish to record our appreciation for being invited to this Congress and the benefits to us of exposure, networking and linking with other partners.
- 1.2. We are, however, concerned that our countries are materially affected by the outcomes of this Congress and the manner that Europe understands and implements Global Education and we wish this to be noted and understood.
- 1.3. We also record our consensus support for the withdrawal of South members from the Drafting Committee and we have instead agreed to produce this statement as a constructive input.
- 1.4. This statement is made in our personal capacity to serve as points of departure for future properly constituted debate on Global Education by relevant global organizations and processes.
- 1.5. We request interactive discussion on this statement on the final day of the Congress.

2. Our concern about the conference is as follows:

There has been insufficient analysis and dialogue in conceptualising and problematising Global Education, from a global and specifically a Southern perspective, resulting in inadequate contextualisation of the global crisis.

3. Recommendations:

- 3.1. As a point of departure, we believe that Global Education should be understood as a process of collective learning about responding to global problems and issues, in which all relevant actors are equal partners.

- 3.2. Global Education should be guided by a clear analysis of the global crisis.
- 3.3. In this perspective, we believe that a properly constituted partnership process to define and develop Global Education should be put in place.

November 2002

3.2 PRESENTATION OF THE MAASTRICHT DECLARATION ON GLOBAL EDUCATION

CHAIR: Louk de la RIVE BOX♦

Mats ÅBERG *

On the final day of the Congress, Ambassador Mats Åberg introduced the revised declaration ‘*A European Strategy Framework: For improving and increasing Global Education to the Year 2015*’. Copies of the final declaration were made available to delegates in French and English (**for the full text of the Maastricht Declaration see Appendix 1**).

...there is a need for greater North-South partnership, but also East-West. There is clearly a need for greater funding for Global Education in Europe. More and better Global Education will lead to a greater willingness to spend money on ODA. The purpose of Global Education in Europe is clear, it is to re-educate Europe.

In his introductory remarks, Ambassador Åberg emphasised that the drafting committee tried wherever possible to include suggestions from the working groups into the document. He acknowledged that the drafting committee felt that the definition of Global Education would require further analysis and formulation. While the definition needed further reflection, it was decided to leave the definition in place for the moment. People have varying hopes and ideas about different concepts, but there is clearly a need for us all to work together. He stated that there is a need for greater North-South partnership, but also East-West. There is clearly a need for greater funding for Global Education in Europe. More and better Global Education will lead to a greater willingness to spend money on ODA. The purpose of Global Education in Europe is clear, it is to re-educate Europe.

...there were very active inputs from all the working groups. Most but not everything could be included in the revised declaration.

♦ President – European Inter-university Association on Society, Science and Technology

* Ambassador; Permanent Representative of Sweden to the Council of Europe and Chair of the Drafting Committee for the Maastricht Global Education Declaration.

He stated that there were very active inputs from all the working groups. Most but not everything could be included in the revised declaration. He took delegates through the changes and amendments to the declaration section by section. He emphasised that he hoped that the Congress delegates, though their discussions in the working groups, will collectively own the strategy and that the document will be used as a reference in other documents in a campaign to achieve more and better Global Education. He emphasised that the declaration commits the process to ongoing dialogue with the South with regard to further developing our approaches to Global Education.

...hoped that the Congress delegates, though their discussions in the working groups, will collectively own the strategy and that the document will be used as a reference in other documents in a campaign to achieve more and better Global Education.

3.3 CONCLUDING PLENARY DISCUSSION AND STATEMENTS

Views from the Congress Floor and Response from the Panel

CHAIR: *Louk de la RIVE BOX**

On the final day of the Congress, after the revised Declaration was presented to the delegates, the proceedings were opened to the floor for contributions and statements. A wide range of delegates participated in this session, including:

Dr. Hugh Starkey (Leicester University, United Kingdom; and member of the drafting committee), spoke from the floor on the drafting process. He began by congratulating the Chairperson on his ability to successfully draw together all the different strands into this revised declaration. He also said that it emerged during the discussions that the definition of Global Education would require further analysis and formulation at a later stage. The document we have here today is the result of much broad discussion and amendment. The many contributions of the working groups have fed into the document as presented. We should use it in building support for our campaigning for more and better Global Education.

Mariëtte Van Stalborch (NCDO, Netherlands), another member of the drafting committee, commented on the process. She also outlined how the ideas from the working groups were fed through into the final document and congratulated the Chairperson on producing the final declaration.

Dr. Honorat Aguessy (Institut de Développement et d'Échanges Endogènes, Benin) referred to how we had all come here and worked together for three days. He had listened to discussion about similarities and differences about definitions of Global Education. Words can be used differently. He came here wanting to know what the North understands by Global Education. He spoke about the importance of education. Education aims at freedom, excellence and liberation. Education should help us to learn from other societies. Any education should help us to live together. We need to learn how to manage by ourselves, to better understand the consequences of new technology, to have real partnership.

Dr. Alicia Cabezudo (University of Buenos Aires, Argentina) said that to create concepts, analysis was needed to find common solutions and then to move ahead with

* President – European Inter-university Association on Society, Science and Technology.

actions. The European strategy needed to include and be aware of the Southern point of view in order to encourage and develop true partnerships. In addition to the creation of the concepts, education is also about practices. It was stated that education for liberation encompassing different views would provide assistance in discovering actions for a common point of view.

Carl Lindberg (Deputy State Secretary for Education, Sweden) stated that the strategy is a golden opportunity to strengthen Global Education, focusing on re-educating Europeans that their current consumptive lifestyles are a greater threat to a sustainable future than those of the Southern countries. That Europeans have a responsibility to create a sustainable lifestyle. He congratulated the drafting committee.

Kazi Rafiqul Alam (Dhaka Ahsania Mission House, Bangladesh) stated that the final statement needs more information about the form of co-operation with the South, that we need greater commitment to 'Education for All'.

Davinder Lamba (Mazingira Institute, Kenya) stated that the withdrawal of the Southern participants from the drafting group was a constructive move and was intended to lead to more reflection and understanding. There was general agreement on this. He would like to see a time-bound commitment with regard to moving forward a process of North-South cooperation on Global Education.

Jacob Sovoessi (NEGO-Com, Benin) indicated that Global Education is both a political and a concrete reality. In the South, most education is basic. But he believed that Global Education is a necessity now and at all levels and for all stakeholders. The North-South Centre is in a position to provide assistance for further discussion about Global Education. He proposed that the North-South Centre takes on to promote dialogue between North and South, especially with Governments, concerning Global Education and that it takes into account Global Education from all perspectives.

Christian Wilmsen (Federal Ministry for Economic Development and Cooperation, BMZ, Germany) thanked the congress for an open and frank discussion on Global Education. He recognised that the Global Education declaration focuses on European countries and stated that the eyes of people in the North need to be opened towards global injustices and environmental problems. He indicated that there is perhaps a misunderstanding about the possible material consequences of the strategy. Northern countries spend some of their ODA on raising awareness of global issues and thus achieve greater support for increased ODA levels. In this way the Southern countries need not be affected materially, and if so, only in a positive way. He stated that it is important that we all realise that it is no coincidence that countries that spend most on Global Education, also give most to ODA generally. He indicated that as he is a government official, the government system will determine the extent of his commitments.

Christian Mollerop (OBESSU – Organising Bureau of European School Students Unions) emphasised that the non-formal education sector is an essential part of Global Education, and that governments should realise and be supportive of the huge potential resource that is there in this sector.

Pete Davis (Oxfam, United Kingdom), asked for the Southern Group to give us an example of how countries are affected materially by the outcomes of this document.

Dmitri Kavtaradze (Moscow State University, Russia) raised the question about who should open their eyes first and called for a more united approach to solving problems. He also made reference to ongoing Russian and Swedish efforts to cooperate in this area. He also pointed out how Global Education exists in Russia within the concepts of environmental education, peace, tolerance and civil rights education.

Sidsel Aas (FOKUS – Forum for Women and Development, Norway) who attended the Women's caucus which had met during the Congress, stated that she would like to have seen greater reference to gender issues in the strategy.

A Netherlands delegate stated that we were not educating for a sustainable world at the moment. We would need to be much more radical in our strategies. There is a need for complete reform in the way we do our education.

Doug Bourn (Development Education Association, UK) indicated that the participants were invited to consider involvement or participation in a conference on Global Education in London next year. The outcomes of the Congress would be included in the London conference. He stressed the need to ensure dialogue at a global level on methodology and concepts related to Global Education, facilitated by the North-South Centre.

Peadar Cremin (representing Ireland Aid – now called Development Cooperation Ireland, Ireland), complimented the drafting committee. He regretted that there was no longer a specific reference to the UN target of 0.7% of GNP to ODA in the revised Declaration. He also made reference to the need for further work on the Global Education definition.

Helmuth Hartmeyer (Director, KommEnt, Austria) reminded the Congress that the formulation of a strategy for Global Education should include the participants in formal education and in this respect the Austrian participants would formulate how they should proceed and this would result in a policy action paper. There also was a commitment to strengthen Global Education Week in partnership with German and Swiss organisations. Furthermore, a resolve to develop education for global citizenship with Southern partners was made.

Norbert Nossier (BMZ) indicated that they wished to call upon the North-South Centre to provide a one-page summary of the strategy in the near future for use in lobbying for the objectives stated in the strategy. He also said that the European Commission should continue with the role of producing public opinion polls on awareness of development issues, and called on member states to support the European Commission regarding the continued production of such polls.

Stiaan van der Merwe (VMD Consultancy, South Africa) suggested the possibility of organising regional meetings in the South.

A delegate from the Czech Republic stated that it is important to engage the universities in the process of Global Education. Every year the World Association of Universities has a congress and next year the congress will take place in Prague on 'Education for a sustainable future'.

Panel response to a number of the points raised in the discussion

Ambassador Mats Åberg (Permanent Representative of Sweden to the Council of Europe and Chair of the Drafting Committee) stated that the Southern representatives withdrew with grace from the drafting process and he welcomed their constructive input. Many things were taken on board in the drafting process, it wasn't possible to solve all problems right now, but we do have a balanced document, built on the inputs from the working groups with which we can now move the process forward.

...Many things were taken on board in the drafting process, it wasn't possible to solve all problems right now, but we do have a balanced document, built on the inputs from the working groups with which we can now move the process forward.

Liam Wegimont (North-South Centre of the Council of Europe) welcomed the comment and agreed that there are limitations to the current definition of Global Education. Over the years the definition has been expanded to try to include different types of education for global change; and as such has been an exceedingly useful umbrella term strategically. Some may say it has expanded too far, others that it should expand further. But in any case the current working definition has brought us here today and there will be an ongoing dialogue process to further develop and improve the definition.

The strategy also is merely one step in the process, but a significant step on the journey to improved and increased global education for all Europeans. The process wishes to be inclusive of youth, gender, multi-cultural and other perspectives and will keep this to the forefront as we move forward.

He also welcomed the proposal to begin a process with the Southern partners. The mandate of the North-South Centre is to strengthen solidarity between the North and the South; North-South dialogue on a strong Southern engagement with European global education is certainly part of that. The Centre was also clear that it could not take on activities outside its mandate; but that the follow-up to the Congress, including the perspectives articulated, along with support for national strategies and for the development of a Europe-wide system of national reporting, peer-support and peer review, tested through a feasibility study, will be part of the work of the Centre.

Victoria Serunkuuma (AWEAPON, Uganda) made reference to Global Education consisting of Global Education for Sustainable Development and quality basic education. The quality of basic education is of paramount importance. She quoted Paolo Freire saying that education is not from person A to Person B, but person A with person B.

Stiaan van der Merwe (VMD Consultancy, South Africa) stated that although we need to initiate a process in a time bound manner, there also needs to be a recognition that the discussions are not easy and there are gaps in understanding. Further it needs to be recognised that we are a part of the problem and in that recognition we will be able to find solutions. Similarly the political, economic and ideological underpinnings need redress for true partnerships and Global Education to be created. The potential material consequences are not necessarily a function of ODA percentages, but are more fundamentally a need to restructure the world. In building solidarity, the South also needs to understand the Northern struggles. The North needs to articulate these struggles to the South and then the common objectives would be easier to achieve.

Statement from the Session Chair

*Louk de la RIVE BOX**

The session chair, Louk de la RIVE BOX, said that after the three day Congress he was reminded of the words of former Secretary General of the UN, Dag Hammarskjöld. He quoted:

*“Is it a new country
In another world of reality
That Day's?
Or did I live there
Before Day was?”*

Is this a new land in another reality or have I lived there before? The Chair stated that in many ways the Congress could be seen as part of the process of entering into a new land.

...the Congress has clearly been a unique gathering with delegates from Government, Parliamentary, Regional and Local Authority and Civil Society backgrounds, from over 50 countries across the globe. The opportunity for informal networking has created many new insights for all of us. The Congress also needed to produce a strategy for government use in Europe and to generally further the Global Education agenda, and it has done this.

He said that the Congress has clearly been a unique gathering with delegates from Government, Parliamentary, Regional and Local Authority and Civil Society backgrounds, from over 50 countries across the globe. The opportunity for informal networking has created many new insights for all of us. The Congress also needed to produce a strategy for government use in Europe and to generally further the Global Education agenda, and it has done this.

* President – European Inter-university Association on Society, Science and Technology.

He also emphasised that the expressions of exclusion felt by some delegates were noted.

He stated that the North-South Centre now also has an opportunity to contribute to the facilitation of Southern initiatives and to support the work leading to the UN Decade for Education for Sustainable Development from 2005.

The chairperson then invited delegates to acclaim the Declaration.

The Declaration was acclaimed in final plenary.

The Chairperson thanked the delegates for making their vital contribution to the development of the Maastricht Declaration and hoped that they would take back the document to their respective countries and organisations and make use of it to move forward the process of developing better and more Global Education.

Moving the Process Forward

*Jos LEMMERS**

Mr. Jos Lemmers, Executive Director of the North-South Centre of the Council of Europe, stated that he recognised the honest and highly constructive contributions made by delegates throughout the Congress, especially the sessions on the last day. He congratulated the delegates on moving the Global Education agenda forward at this Congress, which should be seen as a step in an ongoing process for further enrichment of Global Education.

...recognised the honest and highly constructive contributions made by delegates throughout the Congress, especially the sessions on the last day....congratulated the delegates on moving the Global Education agenda forward at this Congress, which should be seen as a step in an ongoing process for further enrichment of Global Education.

The strategy developed, argued and hammered out together is clear, taking into account comments from the delegates who participated in the working groups. We now have a document that we can use to move forward the process of developing better and more Global Education in Europe.

The Southern participants attitude to the process, and their independent statement, has enriched the process. The Maastricht Global Education Declaration will now be submitted to the Executive Council of the North-South Centre for consideration[♦].

...The strategy is clear, taking into account comments from the delegates who participated in the working groups. We now have a document which we can use to move forward the process of developing better and more Global Education in Europe.

* Executive Director, North-South Centre of the Council of Europe, Lisbon, Portugal.

♦ The Declaration was considered and approved by the Executive Council of the North-South Centre of the Council of Europe at its subsequent meeting in November 2002.

Ongoing interactions with the participants and follow-up actions will be facilitated through a number of initiatives including the GENE and Global Education Week networks facilitated by the North-South Centre. The advantages of Global Education are recognised in the document with an initial understanding and as a basis for further reflection. The proposed European follow-up regarding the Declaration is to improve networking in terms of the World Summit on Sustainable Development and its call for a UN decade for Education for Sustainable Development from 2005. In addition, work realised through existing networking is to be supported by periodic national reporting and peer monitoring in a national context.

The North-South Centre would like to continue a process of ongoing dialogue with the South on the implementation of ideas presented in the strategy.

Congress Closing Statement

*Henny Helmich**

Mr. Henny Helmich of NCDO the Netherlands, reflected on the discussion and debate experienced over the three day Congress. He stated that we have travelled quite a distance over this time. He also reflected on the long human history of progress, development and travel. Through the centuries people from our countries have travelled for a variety of reasons such as for trade, economic and political dominance. The reasons were not always positive. But over time a more positive sense of global perspective and awareness has gradually grown. He stated that here at this meeting in Maastricht we have solemnly agreed to move forward a more positive approach towards global perspectives and thinking among the public in Europe.

...here at this meeting in Maastricht we have solemnly agreed to move forward a more positive approach towards global perspectives and thinking among the public in Europe.

He stated that a sense of globalisation is all around us now. For many of us here in Europe we are European citizens as well as citizens of our nation states, and we are global citizens. In a global world we need to learn more about others and otherness, and global perspectives. Through Global Education we can learn to share and identify with others on a broader level. Progress has been made over recent decades. The 1948 Declaration of Human Rights was the most important historical development of the last century. We also now have an action programme in the form of the Millennium Development Goals.

What we have done at this Congress together over the last few days is a small but significant step forward with regard to strengthening global solidarity through promoting more and better Global Education in Europe. He stated that “I hope that you will go back to your countries with the Maastricht Declaration on Global Education as a flame of hope”.

“...I hope that you will go back to your countries with the Maastricht Declaration on Global Education as a flame of hope.”

* Director, NCDO, the Netherlands.

APPENDICES

Appendix 1: “Maastricht Global Education Declaration”

A European Strategy Framework

For Improving and Increasing Global Education in Europe to the Year 2015

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th – 17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, desiring to contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations’ Decade for Education for Sustainable Development.

1. Recalling:

- **International commitments to global sustainable development** made at the recent *World Summit on Sustainable Development*, **and to the development of a global partnership for the reduction of global poverty** as outlined in the *UN Millennium Development Goals*.
- **International, regional and national commitments to increase and improve support for Global Education**, as education that supports peoples’ search for knowledge about the realities of their world, and engages them in critical global democratic citizenship towards greater justice, sustainability, equity and human rights for all (See Appendix 1).
- **The Council of Europe’s North-South Centre definitions of Global Education** (2002)
 - *Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.*
 - *Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

2. Profoundly aware of the fact that:

- Vast global inequalities persist and basic human needs, including the right to education (as mentioned in the Dakar declaration on Education For All), are not yet met for all people;
- Democratic decision-making processes require a political dialogue between informed and empowered citizens and their elected representatives;
- The fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realised if citizens, women and men alike, have access to adequate information and understand and agree to the necessity to act;
- Well conceived and strategically planned Global Education, which also takes account of gender issues, should contribute to understanding and acceptance of such measures.

3. Recognising that:

- Europe is a continent whose peoples are drawn from and are present in all areas of the world.
- We live in an increasingly globalised world where trans-border problems must be met by joint, multilateral political measures.
- Challenges to international solidarity must be met with firm resolve.
- Global Education is essential for strengthening public support for spending on development co-operation. All citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens. This poses fundamental challenges for all areas of life including education.
- There are fresh challenges and opportunities to engage Europeans in forms of education for active local, national and global citizenship and for sustainable lifestyles in order to counter-act loss of public confidence in national and international institutions.

- The methodology of Global Education focuses on supporting active learning and encouraging reflection with active participation of learners and educators. It celebrates and promotes diversity and respect for others and encourages learners to make their choices in their own context in relation to the global context.

4. Agreeing that....

A world that is just, peaceful and sustainable is in the interest of all.

Since the definitions of Global Education above include the concept of Education for Sustainable Development, this Strategy can be included in follow-up to the recent World Summit on Sustainable Development and serve as a preparation for the UN decade for Education for Sustainable Development starting in 2005.

Global Education being a cross-sectoral obligation can significantly contribute to achieving these commitments. Access to Global Education is both a necessity and a right. This will require:

- Increased and improved co-operation and co-ordination between international, national, regional and local level actors.
- The active participation and commitment in the follow-up to this Congress of all four categories of political actors – parliamentarians, governments, local and regional authorities as well as civil society (the quadrilogue) which are involved in the on-going useful political discussion in the framework of the North-South Centre.
- Significantly increased additional funding, on national and international levels.
- Increased support across Ministries of Development Co-operation, Foreign Affairs, Trade, Environment and particularly Ministries of Education to ensure full integration into curricula of formal and non-formal education at all levels.
- International, national, regional and local support and co-ordination mechanisms;
- Greatly increased co-operation between North and South and between East and West.

5. Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures and local and regional authorities that we represent to...

- 5.1 Take forward the process of defining Global Education and ensuring that a rich diversity of experience and perspectives (e.g. Southern, Minorities, Youth and Women's perspectives) is included at every stage.
- 5.2 Develop, in cooperation with the competent authorities and relevant actors, (or build on existing), national action plans, starting now and to 2015, for increased and improved Global Education towards the target date of the Millennium Development Goals.
- 5.3 Increase funding for Global Education.
- 5.4 Secure the integration of Global Education perspectives into education systems at all levels.
- 5.5 Develop, or where developed, improve and increase national structures for funding, support, co-ordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.
- 5.6 Develop, or where developed improve strategies for raising and assuring the quality of Global Education.
- 5.7 Increase support for Regional, European, and International networking of strategies for increased and improved Global Education; between policymakers and practitioners.
- 5.8 Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.
- 5.9 Contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations Decade for Education for Sustainable Development.

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th – 17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, commit ourselves to an ongoing dialogue with the South about the form and content of Global Education.

Appendix To the European Strategy Framework Document:

Building On Existing Consensus Regarding the Need to Increase and Improve Global Education, we recall:

- The agreement made at the *World Summit on Sustainable Development 2002* including recognition that “the achievement of the internationally agreed development goals, including those contained in the Millennium Declaration...will require...significant increases in the flow of financial resources...to...education and awareness raising...” (par 75), and to “integrate sustainable development into education systems at all levels of education in order to promote education as a key agent for change” (par 104), as well as the adoption of a decade of education for sustainable development, starting in 2005;
- Chapters 35 and 36 of Agenda 21 concerning “Promoting Education, Public Awareness and Training”;
- The Global Education Charter of the North-South Centre of the Council of Europe, encouraging the development of synergies between varieties of Global Education – human rights education, peace education, development education, environmental education, learning for sustainability;
- The *Aarhus Convention on the Right to Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental matters*, with its rights-based approach to learning for sustainability;
- Commitments to the right to human rights education contained in international and regional human rights instruments, including the *Council of Europe Recommendation on Teaching and Learning about Human Rights in Schools* (1985); the *UNESCO Montreal declaration on HRE* (1993); the *Vienna Declaration* (1993); the *UNESCO Integrated Framework of Action on Education for Peace, Human Rights and Democracy* (1995); and the *Plan of Action of the UN Decade of HRE : 1995 – 2005*;
- The "*Declaration and programme on Education for Democratic Citizenship, based on the rights and responsibilities of citizens*" of the Committee of Ministers of the Council of Europe (Budapest, 1999);
- The recent *Recommendation of the Committee of Ministers of the Council of Europe to member states regarding Education for Democratic Citizenship*, and the Council proposals to designate a *European year of Citizenship through Education* (July 2002);

- *The Development Education Resolution of the Council of Development Ministers of the European Union* (November 8, 2001), encouraging “increased support for development education” and “exchange of information and experience on development education between governments and civil society actors”;
- *The OECD DAC Senior Level Meeting* (December 2000) proposals that DAC encourage member states to develop national targets on development education spending as a percentage of ODA spending;
- The conclusions of the Nordic Council of Development and Education Ministers meeting, Oslo, May 2001 “Nordic Solidarity, committing to greater co-operation between development and education Ministries for global solidarity;
- The Baltic 21 Co-operation, the Haga Declaration commitment that “education for sustainable development be pursued at all levels of education...” and the Baltic 21E (January 2002) Agenda 21 strategy for Education in the Baltic region;
- The Earth Charter;
- The Copernicus Charter (1993) signed by over 250 Universities in Europe stating that Sustainable Development should be incorporated in all curricula;
- Luxembourg declaration of Universities;
- National declarations on Global Education, such as the German Final Declaration by Participants in the Conference on "Education 21; Learning for fair and sustainable future development"; 28 -30 September 2000 in Bonn;
- Final declaration adopted on Education For All (EFA) by the World Education Forum (UNESCO, Dakar, 26-28 April 2000) and the final declaration adopted by the High Quality Group on Education For All (UNESCO, Paris, 29-30 October 2001);
- The Johannesburg Local Government Declaration.

Appendix 2

The Congress Think-tank

The success of the Congress was in no small part due to the enthusiastic work of a Congress think-tank, working for over a year to ensure the proper direction of the Congress.

Two meetings (Amsterdam February 2002 and Maastricht September 2002) and virtual communication, were followed by intensive work during the Congress. The North-South Centre and partners owe the think-tank members a debt of gratitude for the work and the results achieved. The following were members.

Mr. Mats ÅBERG

Ambassador Extraordinary and Plenipotentiary
Permanent Representation of Sweden to the Council of Europe

Mr. Erik BERG

Ministry for Foreign Affairs
Norway

Mr. Doug BOURN

Development Education Association
United Kingdom

Mr. Paul ENGEL

Ms. Bridget McBEAN - ECDPM
European Centre for Development Policy Management
The Netherlands

Ms. Dakmara GEORGESCU

Institute for Educational Sciences
Romania

Mr. Helmuth HARTMEYER

KommEnt
Austria

Mr. Henny HELMICH

Ms. Mariëtte VAN STALBORCH

Mr. Jan Weijers

NCDO

National Committee for Sustainable Development and International Co-operation
The Netherlands

Mr. Gunther HILLIGES

Landesamt für Entwicklungszusammenarbeit
Germany

Mr. Johannes de JONGE

External Relations, Directorate General of Political Affairs
Council of Europe

Mr. Daviner LAMBA

Mazingira Institute
Kenya

Prof. Dr. Annette SCHEUNPFLUG,

Friedrich-Alexander-Universität
Germany

Professor Dr. - Audrey OSLER

Dr. Hugh STARKEY,

Leicester University
United Kingdom

Facilitated by

Mr. Jos LEMMERS

Mr. Eddie O'LOUGHLIN

Mr. Liam WEGIMONT

North-South Centre of the Council of Europe

Appendix 3

Congress Session Chairs

Mr. Louk de la RIVE BOX,

President - European Inter-University Association on Society, Science and Technology, Maastricht, Netherlands.

Mr. Jan-Willem BERTENS,

National Committee for International Cooperation and Sustainable Development (NCDO), Netherlands.

Mr. Paul ENGEL,

European Centre for Development Policy Management (ECDPM), Netherlands..

Mr. Helmuth HARTMEYER,

Director, KommEnt, Austria

Mr. Gerard LOMMERSE,

ALICE-O and Global Education Week national coordinator, Netherlands.

Mr. Christian WILMSEN,

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Appendix 4

Congress / GEW Live Video-link (Cyprus, Romania, Sweden)

Introduction to Global Education Week

Mr. Liam Wegimont, Head of Global Education at the North-South Centre of the Council of Europe, introduced this session and explained the origins, nature and activities of the GEW network. This session looked at what is happening on the ground, on two levels. First, by introducing the Global Education Week national co-ordinators who were present in Maastricht. Second, there was a virtual display via video-link of the ongoing work happening during Global Education Week 2002, which was taking place throughout Europe at the time of the Maastricht Congress.

Several initiatives developed in the Global Education area, inspiring the emergence of Global Education Week by the North-South Centre (One World Week – UK; Week of International Solidarity - France). Some activists in the UK shared their experiences, leading to the development of One World Week in Ireland. In 1999, the North-South Centre of the Council of Europe started linking the national co-ordinators for One World Week to bring them together in a Global Education Network.

... In 1999, the North-South Centre of the Council of Europe started linking the national co-ordinators for One World Week to bring them together in a Global Education Network.

A number of the National Co-ordinators present at the Congress introduced themselves, from - Greece, Cyprus, Sweden, UK, France, Germany, Estonia, Austria, Romania, Latvia, Moldova, Bulgaria, Ireland, and Norway, along with Mr. Miguel Silva, the North-South Centre GEW network coordinator. There are currently 35 national co-ordinators throughout Council of Europe member states. These national co-ordinators meet once a year, the last meeting was in Nicosia, Cyprus, Easter 2002. The report from this meeting can be downloaded from the NSC website – www.nscentre.org. For further details on the GEW network, contact miguel.silva@coe.int.

Video link with Global Education Week participants in Romania, Sweden and Cyprus.

Chair: Mr. Gerard LOMMERSE, ALICE-O and Global Education Week national coordinator, Netherlands.

Mr. Gerard Lommerse, ALICE-O and Global Education Week national coordinator, Netherlands, explained the background and practicalities of the video-link between GEW and the Congress.

While meeting in Cyprus last March to evaluate the activities of Global Education Week 2001, and to prepare for this year's Global Education Week that started on 15 November, it was proposed to check the feasibility of organising a video-link, at the

Maastricht Congress, showing GEW activities taking place in a number of different European countries. This resulted in the presentation at the Congress of some of the activities taking place in the campaign this year through a virtual connection to three countries: Cyprus (Limassol), Romania (Bucharest) and Sweden (Uppsala).

The presentations were of approximately 10 minutes duration, followed by questions in some cases:

Presentation from Romania

The Global Education Week National Coordinator for Romania, Ms. Rodica Diana Cherciu, introduced the presentation from Romania. GEW 2002 was undertaken in co-operation with the local centre of the Council of Europe, working on the theme of One Sustainable World. The focus was on diversity, the indivisibility of rights in a multicultural environment through education aimed at social inclusion and good quality of life.

This introduction was followed by a series of inputs by a range of students from Romania and from different national backgrounds living in Romania.

The students spoke about working for non-discrimination, about overcoming obstacles of a political, economic, and cultural nature in and between developing and developed countries.

A student from South Korea with an American educational system background spoke about having encountered discrimination by teachers as well as students because he was different. He felt he did not fit in as a typical student.

Another student spoke of economic obstacles to non-discrimination. Many people have learned to depend on the wealth of others for food and shelter, creating separation into groups of givers and receivers. The negative side-effects can only be cured through education, showing that giving and receiving can be mutually rewarding and avoiding dependence. A common set of values can be fostered, as well as giving people the know-how to help themselves. Here, it is not simply *to* teach that is important, rather *how* to teach.

*....it is not simply to teach that is important, rather
how to teach.*

Social and cultural elements as features of prejudice were also discussed. “*We sometimes perceive peoples of other cultures to be inferior because they do not share our habits and ways of life. But, how different are we really? We all share life and we are much more similar then we think.*”

A student from Iraq, now living in Romania, spoke about how everyone should be interested in learning about the differences between peoples and show an interest in other cultures. He made reference to the NSC definition of GE – GE is about... “*opening people’s eyes and minds to the realities of the world and awakens them to bring about a world of greater justice, equity and human rights for all.*”

Another student spoke of how today we do not have solitary states and individuals. We need a common set of values to bridge inequalities. Education can achieve these values and bring in the psychological aspects to influence the way people think and behave. GE should provide a harmonious society of equal rights. Without it, we are locked in inequalities.

Finally, a female student spoke of having come to live in Romania from Afghanistan. She said she just came to a new country, but it felt like a different world – people had a different mentality and way of life. People were not interested at first in a girl from Afghanistan. If people would care to ask and find out what she had gone through, instead of being suspicious, she would have gladly shared her experiences.

*...The world is too large to be moved from one point.
We need a network to make changes.*

The world is too large to be moved from one point. We need a network to make changes.

Question from the floor: The following question was put by the GEW national coordinator from Ireland: *“With reference to young people getting involved in Global Education Week, could the students say something to young people not already involved in such activities?”*

Ms. Rodica Diana Cherciu and the students answered that the purpose of having students from different cultures living in Romania at this meeting was to illustrate the differences and also to make a point and show that changes can be achieved. The message for other young people is that education can stop discrimination against peoples on political, economic and social grounds. Other teens in Europe could help realise these changes. A network is needed – no individual can act all alone.

Presentation from Sweden

The presentation was given by students and teachers at Katedralskolan in Uppsala. The school takes part in many international activities and programmes. The most recent international project was the Baltic Sea Conference, concerning the health of the Baltic Sea and the countries surrounding it. Students from Sweden, Denmark, Estonia, Lithuania, Latvia, Finland, Germany and Poland took part in this project.

Students prepared the event through information gathering, using computers and the internet. During the conference, a youth parliament was established, dealing with sensitive issues such as for example language tests for citizenship. The students also helped with practical aspects and carried out projects, for example guiding younger students.

The fun-factor was emphasised through cultural events. Every country showed folklore elements and a disco was organised on the last night. The experience of the students was that it was a great opportunity to bond and make good friends with the other student. Visits to newly found friend’s home countries will follow. Photos of dancing, presentations, national water projects, cultural evening, the youth parliament opening and many others were displayed.

Students

The students described how many different nationalities and cultures gathered in Sweden as part of this initiative. A follow-up will take place in Russia next year. The students felt like a big family. Everyone worked well together as a team despite initial awkwardness. Barriers, borders, language problems can be overcome – friendship across the Baltic Sea. This could happen all over the world. Teachers also became friends, which provided incentives to co-operate in the future.

...Barriers, borders, language problems can be overcome – friendship across the Baltic Sea.

The great challenge is to transform the world into a global village. Funding is a problem, some countries cannot participate due to lack of funding. This must be addressed to ensure representative participation by all.

Teachers

The Teachers also described how the project facilitated students working together for a common goal to achieve understanding of global issues. Global understanding is based on all schools working all the time against xenophobia – pride of own culture needs to be combined with understanding and tolerance of other cultures. It is important to go beyond the borders of the EU – there can be no borders for international understanding. Culture and gender issues must be seen in an international perspective to promote respect and understanding for other people. Seeing young students interacting gives hope, but we must work continuously towards the goal. Violence and fighting tends to get more attention than work for peace.

...It is important to go beyond the borders of the EU – there can be no borders for international understanding. Culture and gender issues must be seen in an international perspective to promote respect and understanding

Presentation from Cyprus

The teacher thanked the North-South Centre for the opportunity to share experiences and thanked the local school for use of facilities. Global Education should be seen as a window to the world - ready to embrace the world. She introduced Limassol secondary school. It has extensive international activities. The School has been active throughout the year, introducing Global Education in language classes - French, German, Italian, Spanish, and English. There is also cross-curricular involvement in Global Education in traditional subjects taught at the school. Also in extra-curricular activities, theatre performances, school societies – students work in projects around Global Education. Since 1996, a committee has been actively co-operating with partner schools from Spain, Portugal and Italy in this area.

...The activity helped to show how dependent we are on each other to ensure sustainable development.

A game/quiz – Thread of Life – was carried out as an example of Global Education in practice. This involved the teacher asking students questions related to knowledge about other countries, continents, animals, geography, common concerns. Afterwards students drew conclusions. The activity helped to show how dependent we are on each other to ensure sustainable development.

All three schools were shown on screen simultaneously.

Mr. Gerard Lommerse, Alice-O and GEW national coordinator for the Netherlands, thanked all the students, teachers, and national coordinators for participating and for providing examples of Global Education in different countries, showing that there is not one, but many, Global Education plans or approaches. Mr. Liam Wegimont, on behalf of the North-South Centre of the Council of Europe, thanked Gerard for coming up with the idea in Cyprus to show some practical Global Education activities at the Maastricht Congress. He asked the national co-ordinators if they had anything to add, other countries may cover different sectors apart from formal education/schools, or they may just wish to make a statement in reaction to seeing the video-links.

Statements by the Global Education Week national co-ordinators:

Ireland

It is important not to show only a difficult / negative picture – it is also enjoyable to undertake these Global Education activities. In Ireland activities for GEW are focused on the non-formal youth education sector. Activities are ongoing this weekend. For information, see www.youth.ie. Please make contact for sharing experiences. (*Contact details for all the GEW national coordinators are included in the appendices*).

Estonia

National Global Education Week activities included a summer camp with Latvian and Russian children, as well as Estonian and non-Estonian children living in Estonia. Children exchanged experiences and information on cultures and practices.

OBESSU – Organising Bureau of European School Student Unions

A current initiative entails gathering teaching materials and methods to undertake practical Global Education activities.

Cyprus

It is important to note that young people have plenty of hope. We owe it to them to maintain this hope and keep it in action.

UK

One World Week was held three weeks ago. It included various activities in the UK, Africa and Asia such as small fair-trade events, weeklong programmes and seminars.

France

Global Education is fun and enjoyable. Sharing cultures and experiences. International Week of Solidarity includes thousands of activities. It was launched today with a press conference in the morning.

Moldova

It was stressed that they use Global Education related programmes made available by the Council of Europe and other international and national organisations for building networks between schools, teachers and parents. Also, with regard to financing, these organisations can be useful.

Sweden

Education can be seen as a new way of conducting international relations. Schools co-operating across old borders – a new paradigm shift in the security arena. Glad that countries outside Europe can participate. Plea to interested parties to connect to school contacts in Belarus and Iraq.

Greece

Here they recently organised the fourth Global Education Week in Thesalonika, in co-operation with the GAIA education centre. There is a need and desire to involve more actors, such as co-operation with the city council. In future, Global Education Week will be extended to more schools and across borders, including schools in Bulgaria. There is a project called “Enjoyable Global Education” which contains much practical material such as games, comics, plays and videos. These materials are available in English and some in French.

Austria

Austria has been active in the Global Education Week programme since 1999. The focus is on school-based activities. Information can be obtained from www.globaleducationweek.at . Since 2000, partnerships and school networks have been expanded to include other countries.

Conclusions

Mr. Liam Wegimont of the North-South Centre summed up by stating that this broad-based approach to GE across the GEW network shows that a broad-based definition for GE may be useful as it brings together diverse kinds of education as well as activists from different levels (ministries, governments, youth organisations, development NGOs and churches). Global Education Week attempts to bring these actors together to exchange experiences of good practise.

...The broad-based approach shows that a broad-based definition may be useful as it brings together diverse kinds of education as well as activists from different levels (ministries, governments, youth organisations, development NGOs and churches).

Appendix 5

List of GEW National Coordinators

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Appendix 6

Agenda of the Congress

15 November 2002 – DAY 1

WHERE WE ARE COMING FROM: THE CONTEXT, CONTENT AND ROLE OF GLOBAL EDUCATION

WELCOMING CEREMONY

Welcome on behalf of the host country. Mr. Karel VAN KESTEREN,
Director, Ministry of Foreign Affairs, Netherlands.

Welcome on behalf of the Council of Europe. Mr. Bendik RUGAAS,
Director General, DG IV - Education, Culture and Heritage, Youth and Sports,
Council of Europe.

Introduction to the Congress – themes and methods. Mr. Jos LEMMERS,
Executive Director, North-South Centre, Council of Europe.

PLENARY SESSION 1

POLITICAL CONTEXTS:

THE MILLENNIUM DEVELOPMENT GOALS AND THE CONCLUSIONS OF JOHANNESBURG - THE CHALLENGE OF GLOBAL EDUCATION TO 2015

CHAIR: Mr. Jan-Willem BERTENS, National Committee for International
Cooperation and Sustainable Development (NCDO), Netherlands.

Global Education by Governments

Mr. Charles GOERENS, Minister for Development Cooperation and
Humanitarian Aid, Luxembourg

***The Outcomes of the World Summit on Sustainable Development (WSSD)
and Global Education.*** Professor Bedřich MOLDAN, Chairperson,
Commission on Sustainable Development 9 (CSD 9) and former Minister of
Environment, Czech Republic.

The Millennium Development Goals: a Challenge to Global Education to 2015.

Mr. Olav KJØRVEN, State Secretary for International Development, Norway.

Global Education in Europe: Some Southern Perspectives. Ms. Naty
BERNARDINO, Senior Researcher at the Resource Centre for People's
Development (RCPD), and Secretariat of the International South Group
Network; the Philippines.

Break/Space for Informal Networking

PLENARY SESSION 2

THE CONTENT AND ROLE OF GLOBAL EDUCATION: PERSPECTIVES FROM DIFFERENT QUADRILOGUE ACTORS

CHAIR: Mr. Paul ENGEL , European Centre for Development Policy Management (ECDPM).

The role and content of global education: implications for global citizenship, sustainable development and educational reform. Dr. Klaus SEITZ, epd-Entwicklungspolitik, Germany.

Education for Development in the South, and Global Education in the North: the role of Parliamentarians. Mr. Max VAN DER BERG, MEP, Rapporteur on Education/Development, European Parliament.

Global Education as a right and a necessity: the role of different quadrilogue actors.

Mr. Michael McGOWAN, Leeds City Council and the Network of Nuclear-Free Local Authorities.

Environmental Education for Sustainability: towards change. Dr. José Eduardo MARTINS, Secretary of State for Environment, Portugal

Global Education: the key to reforming educational curricula and implementing sustainable development. Maria ARSENIO NUNES, Ministry of Education on behalf of Prof. Mariana CASCAIS, Secretary of State for Education, Portugal.

SECTOR-BASED WORKING GROUPS SESSION 1

During working groups delegates will have the opportunity to discuss in their particular sectors, the key questions explored during the previous plenary; will share good practice examples with reference to their particular sector; and will be invited to make recommendations for input into the European Strategy Framework document.

KEY QUESTION: THE CONTENT AND THE ROLE OF GLOBAL EDUCATION ?

Focus: European Strategy Framework sections 1-3 and Appendix.

1. Governments Working Group	2. Civil Society Working Group	3. Parliamentarians; Local & Regional Authorities Working Group
<p>Co-Chairs Ms. Mariëtte VAN STALBORCH, NCDO, Netherlands, and Mr. Henny HELMICH, Director, NCDO, Netherlands.</p> <p>Rapporteur Eddie O'LOUGHLIN, North-South Centre.</p>	<p>Professor Audrey OSLER and Dr. Hugh STARKEY, Centre for Citizenship Studies in Education at the University of Leicester.</p> <p>Ms. Elisabeth VAN DER STEENHOVEN, NCDO, Netherlands.</p>	<p>Mr. Gunther HILLIGES, Head of the State Office for Development Cooperation, City of Bremen, Germany, and Ms Susanne HÖCK, Consultant for Organisational Development and Evaluation, Austria.</p> <p>Mr. Jan WEIJERS, NCDO, Netherlands.</p>
<i>Southern Participants Cross-sectoral Involvement</i>		

PLENARY SESSION 3

TOWARDS THE EUROPEAN GLOBAL EDUCATION STRATEGY FRAMEWORK

CHAIR: Mr. Louk de la RIVE BOX

Plenary Overview of Working Group conclusions to Day 1:

Reports from Group Chairs

Global response from Southern participants

SPACE FOR NATIONAL DELEGATIONS 1

National delegation networking.

SPACE FOR SOUTH-SOUTH NETWORKING 1

Networking between Southern participants.

16 November 2002 – DAY 2

WHERE WE ARE GOING: IMPROVING AND INCREASING GLOBAL EDUCATION

PLENARY SESSION 4

KEY QUESTION: HOW DO WE IMPROVE GLOBAL EDUCATION?

CHAIR: Mr. Helmuth HARTMEYER, Director, KommEnt, Austria

Raising quality in Global Education. Dr. Douglas BOURN, Director, Development Education Association, UK.

Evaluation in Global Education: Improving quality, assuring effectiveness. Dr. Barbara ASBRAND and Dr. Gregor LANG-WOJTASIK, University of Nuremberg/GENE Working Group on evaluation, Germany.

South Evaluation in European Global Education: the Norwegian Experience. Mr Arnfinn NYGAARD, Rorg Norway and Mr Stiaan VAN DER MERWE, VDM Consultants and Co-ordinator, Norwegian South Evaluation, South Africa.

More and Better Public Opinion Research for More and Better Global Education.

Ms. Ida McDONNELL and Mr. Henri-Bernard SOLIGNAC-LECOMTE, OECD Development Centre, Paris.

Inter-ministerial Co-operation for Improved Global Education – the Learning for Sustainability model. Mr. Roel VAN RAAIJ, Ministry of Agriculture, Nature Management and Fisheries; and secretary of the steering group of Education for Sustainability, Netherlands.

PLENARY SESSION 5

GOOD NEWS – Global Education IS WORKING!

Introduction: Mr. Liam WEGIMONT, Head of Global Education, North-South Centre, Council of Europe.

Chair: Mr. Gerard LOMMERSE, ALICE-O and national Global Education Week Coordinator, Netherlands. **Global Education Week (video-conferencing).**

As the Congress meets in Maastricht, children, young people and adults throughout Europe are taking part in the Europe-wide Global Education Week, led by the 35 national coordinators of the Global Education Week network, and thousands of educators. The theme of Global Education Week 2002 is “One Sustainable World”. In this session, the Dutch national Global Education Week coordinator, Gerard

Lommerse of Alice-O, in collaboration with other national co-ordinators, leads a live video-conference linking with a number of national global education week experiences, from Cyprus, Romania and Sweden.

SPACE FOR NATIONAL DELEGATIONS 2

Space for national delegation networking.

SPACE FOR SOUTH-SOUTH NETWORKING 2

Networking between Southern participants.

PLENARY SESSION 6

HOW DO WE STRENGTHEN AND INCREASE GLOBAL EDUCATION?

CHAIR: Mr. Christian WILMSEN, Head of Information and Development Education, BMZ, Germany.

Global Education: the role of Government support structures. Prof. Tomasz GOBAN – KLAS Vice- Minister of National Education, Poland.

Structures of funding and support for GE in 7 European countries. Ms Susanne HÖCK, Consultant for Organisational Development and Evaluation, Austria, on behalf of the GENE Network.

National Coordination for Global Education: good practice by local authorities.

Mr. Ulrich NITSCHKE, Head of the Service-Agency, Communities in One World, Germany.

Funding and support for Global Education: challenges for Europe. Mr. Henny HELMICH, Director, NCDO.

International networking for Global Education. Mr. Liam WEGIMONT, Head of Global Education, North-South Centre, Council of Europe.

Working Groups Session 2

KEY QUESTION: HOW TO IMPROVE, INCREASE AND STRENGTHEN GLOBAL EDUCATION?

Focus: European Strategy Framework section 4 and 5

1. Governments Working Group	2. Civil Society Working Group	3. Parliamentarians; Local & Regional Authorities Working Group
<p>Co-Chairs Ms. Mariëtte VAN STALBORCH, NCDO, Netherlands, and Mr. Henny HELMICH, Director, NCDO, Netherlands.</p> <p>Rapporteur Eddie O'LOUGHLIN, North-South Centre.</p>	<p>Professor Audrey OSLER and Dr. Hugh STARKEY, Centre for Citizenship Studies in Education at the University of Leicester.</p> <p>Ms. Elisabeth VAN DER STEENHOVEN, NCDO, Netherlands.</p>	<p>Mr. Gunther HILLIGES, Head of the State Office for Development Cooperation, City of Bremen, Germany, and Ms Susanne HÖCK, Consultant for Organisational Development and Evaluation, Austria.</p> <p>Mr. Jan WEIJERS, NCDO, Netherlands.</p>
<p><i>Southern Participants Cross-sectoral Involvement</i></p>		

PLENARY SESSION 7

TOWARDS THE EUROPEAN GLOBAL EDUCATION STRATEGY FRAMEWORK

CHAIR: Mr. Louk de la RIVE BOX

Plenary Overview of Working Group conclusions to Day 2:

Reports from Group Chairs

Global response from Southern participants

17 November 2002 – DAY 3

ACTION FOR GLOBAL EDUCATION TO 2015: WHERE WE GO FROM HERE

PLENARY SESSION 8 OUTCOMES

CHAIR: Mr. Louk de la RIVE BOX

- The Chairman of the Drafting Committee, Ambassador Mats ÅBERG, will present the revised European Strategy Framework Document.
- Views from the floor and panel discussion.

PLENARY SESSION 9

PERSPECTIVES ON THE CONGRESS AND FOLLOW-UP

CHAIR: Professor Dr. Annette SCHEUNPFLUG, University of Nuremberg, Germany.

Reflections on the contexts for Congress follow-up: UNECE, Baltic 21 Education and other initiatives. Mr Carl LINDBERG, Deputy State Secretary for Education, Sweden.

Perspectives for European follow-up. Mr. Jos LEMMERS, Executive Director, North-South Centre, Council of Europe.

Closing: Mr. Henny HELMICH, Director, NCDO, Netherlands.

GLOBAL EDUCATION

Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.

Global education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.

Appendix 7

Congress Participants

COUNCIL OF EUROPE MEMBER STATES

ALBANIA

Prof. Dr. Sokol AXHEMI, Deputy Minister of Education, Ministry of Education and Science, Tirana

Prof. MATO, Project Leader of Human Rights Education in the primary and secondary school levels - Albanian Centre For Human Rights, Tirana

Dr. Pandeli THEODHORI, Executive Director – Albanian Civil Society Foundation, Tirana

ANDORRA

Ms Lydia MAGALLON, Mayor of the Municipality of Escaldes-Engordany

Mme Marie PAGES BRU, Inspectrice Adjointe de l'enseignement primaire et maternelle, Ministère de l'Education, de la Jeunesse et des Sports

M. Salvador SALA CARRASCO, Coordinateur de l'Education à la citoyenneté, Ministère de l'Education, de la Jeunesse et des Sports

AUSTRIA

Dr Franz HALBARTSCHLAGER, Head of Education Unit - Südwind Agentur, Vienna, Global Education Week National Co-ordinator

Dr Helmuth HARTMEYER, Director - KommEnt Society for Communication and Development, Salzburg, Member of the GENE network

Dr. Anna STEINER, Education officer - Federal Ministry of Education, Science and Culture, Vienna

Ms Karin THALER, Bildungsreferentin - Bündnis für Eine Welt / ÖIE, Villach

BELGIUM

Ms Hilda DUHAMEL, éducatrice-économiste à l'Institut de Radioélectricité et de Cinématographie (INRACI) de Bruxelles

Mrs Sandra GALBUSERA, Coprogram Vlasfabriekstraat, Brussels

Mr François MILIS, General Secretary, Echos Communication ASBL, Waterloo

Mr Jean-Marie VANLATHÈM Attaché - Cabinet de Jean-Marc NOLLET, Ministre de l'Enfance de la Communauté Française de Belgique, Brussels

Mr Michaël PRIVOT active member - FEMYSO Forum of European Muslim Youth and Student Organisations, Verviers

BOSNIA AND HERZEGOVINA

Mr Sasa MADACKI, Head of Information, Research Department - Human Rights Centre, Sarajevo

BULGARIA

Mrs Pavlina Kirilova FILIPOVA, Executive Director - Women's Alliance for Development, Sofia

Ms Mariya Petrova GENCHEVA, Legal adviser - Bulgarian Gender Research Foundation Sofia

Mrs Virginia Tsekova VALOVA, Executive Director – Open Education Centre, Sofia, Global Education Week National Co-ordinator

CROATIA

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CYPRUS

Mrs Valentina DEMETRIADOU-SALTET, Lyceum Teacher / Global Education Week National Coordinator – Appointed Representative for the Congress of the Ministry of Education

CZECH REPUBLIC

Dr. Jiri BENDL, Director of Environmental Strategy Department, Ministry of the Environment, Prague

Dr Jan Vaclav KROUZEK, Senior Project Advisor - Institute of International Relations / Development Centre Prague

Pr. Bedřich MOLDAN, Chairperson, Commission on Sustainable Development 9 (CSD 9) and former Minister of Environment, Czech Republic

Mr Jan PLESINGER, International Liaison Officer; Chairman of the Board - People in Need; Czech Forum for Development Co-operation, Prague

Mrs Alena STERBOVA, Vice-President, VYSOCINA HUMPOLEC, Jihlavska

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“THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA”

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Ms Hester NORMAN, Development Education Officer - DFID Department for International Development

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Dr Hugh STARKEY, Senior Lecturer - Centre for Citizenship Studies in Education,
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BANGLADESH

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KENYA

Mr. Davinder LAMBA Executive Director - Mazingira Institute, Nairobi

MAURITIUS

Mr Rajen AWOTAR, Executive Director, MAUDESCO Council for Development
Environmental Studies and Conservation, Quatre Bornes

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Mr Jacob L. SOVOESSI, Director - NEGO-COM, Cotonou

SENEGAL

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SOUTH AFRICA

Dr. Stiaan van der MERWE, Consultant, VDM Consultancy, Johannesburg

Mr Shahid SOLOMON, Director, Planning and Economic Development, Tygerberg Administration, City of Capetown

UGANDA

Mrs Victoria SERUNKUUMA- KISARALE, Chairperson, Education Committee, AWEAPON Kampala

GLOBAL EDUCATION WEEK LIVE VIDEO LINK

A number of teachers and students from the following countries participated virtually with the Congress through a live video link-up:

CYPRUS

Teachers:

Maria GEORGIU,
Katia GEORGIADOU,
Angela PLISCHKÉ
Valentina SALTET (*at the Congress*)
Christalla YIANGOU
Mara MAVROU

Students :

Theodoros SIMEONIDES,
Alexis SALTET,
Katerina PAPACHRISTOU,
Giorgos LOISIDES,
Iakovos KIRLAPOS,
Nefeli IOANNOU,
Ioanna DEMETRIOU,

Charis LOUKAIDES,
Loukia KAOULA,
Natali NESTOROS,
Stefania SAVVA,
Tzoanna IOANNOU,
Eleni PAPANIKOLAOU,
Polina CHRISTOFI,
Stefanos PETRIDES,
Marina MANDRI,
Paris DEMETRIADES,
Artemis PNEYMATIKOU

ROMANIA

Rodica CHERCIU, Office for Extra-Curricular Activities, Ministry of Education and Research, Bucharest, along with a number of students from Romania and students from other countries living in Romania.

SWEDEN

Sven JONSSON, Deputy Principal, Katedralskolan school, Uppsala, along with other teachers and students from the school.

INTERGOVERNMENTAL ORGANISATIONS

UNITED NATIONS SYSTEM

Mrs Ella BEHLAYROVA, Environmental Affairs Officer; Secretary to the Drafting Group for development of UNECE Strategy on Environment and Education – UNECE, Geneva

Mr Levis M. KAVAGI, Environmental Education and Training Officer - UNEP United Nations Environment Programme, Nairobi

Ms Saskia ROZEMEIJER, Associate Expert - International Bureau of Education (UNESCO) Geneva

Mr. Sobhi TAWIL, Head of Capacity Building Programme - International Bureau of Education, Geneva

Mr Hans van ZONNEVELD Duurzaam Hoger Onderwijs, UNEP, Amsterdam

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COUNCIL OF EUROPE SECRETARIAT

Mr Bendik RUGAAS Director General - DG IV - Education, Culture and Heritage, Youth and Sports, Council of Europe, Strasbourg

Mrs Ólöf ÓLAFSDÓTTIR, Head of Division, Division of Education for Democratic Citizenship and Human Rights, Council of Europe, Strasbourg

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

Ms. Ida McDONNELL, Public Opinion and Civil Society Analyst, OECD Development Centre, Paris

Mr. Henri-Bernard SOLIGNAC-LECOMTE, Head of Policy Dialogue, OECD Development Centre, Paris

EUROPEAN PARLIAMENT

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A special thanks to Bridget McBean; also to Charlotte Carlsson, Helen Garforth, Volker Hauck, Josefina Löfgren, Ida McDonnell, Huub Mudde, Hester Norman, Johnny Sheehan, Henri-Bernard Solignac-Lecomte, Elizabeth Van Der Steenhoven, and Jan Weijers.

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NOTES



Europe-wide Global Education Congress

The Europe-wide Global Education Congress was organised by the North-South Centre of the Council of Europe in partnership with other organisations and member states, in Maastricht, the Netherlands from 15th- 17th November 2002, under the theme: *Achieving the Millennium Goals, Learning for Sustainability: Increased Commitment to Global Education for Increased Critical Public Support.*

The Congress brought together over 200 delegates from over 50 countries, including 40 of the member states of the Council of Europe, as well as from Africa, Asia and Latin America, together with representatives from Council of Europe observer states Japan and the USA. Representatives of parliaments, governments, local and regional authorities and civil society participated.

Major outcomes of the Congress included the adoption of the *Maastricht Declaration on Global Education.*

This report is intended to be both a record of the proceedings and outcomes of the Congress as well as a useful resource for action and policy-making in the pursuit of improved and increased Global Education in Europe and further afield.

North-South Centre of the Council of Europe
Lisbon, 2003