

Europe-wide Global Education Congress

Maastricht,
The Netherlands,
November 15th – 17th 2002

Achieving the Millennium Goals Learning for Sustainability

Increased commitment to global education
for increased critical public support.

European Strategy Framework

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

(The “Maastricht Global Education Declaration”)

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for Economic Cooperation
and Development

Austrian

Development Cooperation



REGERINGSKANSLIET

Ministry for Foreign Affairs
Sweden



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 One 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.