

## THE PARIS STATEMENT ON GLOBAL EDUCATION TO 2030 TOWARDS A WORLD OF SOLIDARITY AND SOCIAL COHESION FOR ALL

*We participants of the Paris Conference, representatives of European Ministries and Agencies, local and regional authorities, NGOs and youth organisations, intellectuals, activists, gathering in Paris on the occasion of the 1st anniversary of the Paris attacks, and at the beginning of the 15th year of the Maastricht declaration on Global Education in Europe: in solidarity with people around the world, and as appropriate for our particular and differing remits:*

### *Recall*

**the Maastricht Declaration on Global Education (November 2002)**, which stated that Global Education<sup>1</sup> 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, being a cross-sectoral obligation, can significantly contribute to achieving global policy commitments. Access to Global Education is both a necessity and a right.

**the European Consensus on Development Education (2007)** which stated that Development Education and Awareness Raising make use of a wide range of processes that aim to engage people in development, helping to build personal understandings of global development, skills of enquiry and participation, values that are central to a just society and sustainable world, familiarity with different perspectives and experiences, and a disposition to support development for a just and sustainable world.

**the Espoo Hanasaari Conclusions (2011 and 2013)** which stated that Education must put Global Education at the heart of learning, if it is to be considered quality education and that in schools and other sites of global learning, we are "learning for our lives"; and at the heart of our endeavour is the hope of a decent life for all on our shared planet. the Declaration of the European Parliament (2012) which stated that DEAR are at the heart of European development policies. That in this period of austerity, crisis and increase of nationalist and populist movements, it is particularly important to encourage active citizenship. The Declaration calls on the Commission and the Council to develop a long-term and cross-sectoral European strategy for DEAR and active global citizenship. It also invites Member States to develop or strengthen national strategies for DEAR ....".

**the Lisbon Statement for Improving and Increasing Global Education in Europe to the Year 2015 (2012)** which stated that There is only One World, and Global Education should strive to promote a one world concept as opposed to the notion of a divided world.... Global Education needs to increase its attention to the local impact of global economic, social, environmental and political changes in Europe and beyond. Global Education seeks to promote social inclusion in its aims and practice [and]... should ...contribute to the implementation of an emancipatory education world-wide, both in formal and non-formal learning environments.

**the 25th Session of the Council of Europe Standing Conference of Ministers of Education (2016)** reaffirming that *"one of the fundamental goals of all education for democratic citizenship and human rights education is not just equipping learners with knowledge, understanding and skills, but also empowering them with the readiness to take action in society in the defence and promotion of human rights, democracy and the rule of law"*.<sup>2</sup>

### *Recognise*

That growing inequity, poverty, hunger, exclusion, climate change, persistent conflicts, and human rights violations especially against people forced to flee, discrimination, xenophobia, denial of dignity and violent extremism constitutes continuing and serious threats to our common future.

1 GE 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 Recommendation CM/Rec(2010)7 of the Committee of Ministers to member states of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, Paragraph 5.g.

That these realities exist within Europe and that many European citizens, as well as migrants and refugees in Europe, experience economic and social marginalisation. Furthermore, tensions over real and perceived threats exist in many countries in Europe.

That Global Education strategies, in order to be relevant for all, need to reflect on and address such changing and challenging realities in Europe.

At the same time, recent political processes at global level, such as the Sustainable Development Goals (SDGs) and the Paris Cop 21, alongside people's movements and increasing public recognition of the need for greater global solidarity, provide hope for a future of peace, equity, sustainability and all human rights for all peoples. In particular, the focus on universality of the SDGs offer an unprecedented opportunity for concerted action.

### *Reaffirm*

The role of Global Education in opening people's eyes and minds to the reality of the world, and awakening in them the desire to bring about a world of greater justice, equity and human rights for all; in enabling and empowering people to learn about the causes of inequalities; in strengthening visions of a world where justice, equity and respect for human rights prevail. Global Education includes education for citizenship and international solidarity, which proposes that citizens participate through their involvement and mobilization in the construction of this world of greater solidarity.

### *The stakeholders in Global Education here present, commit ourselves/our organisations, to*

- Develop long term strategies to 2030 on strengthening commitment to and support for GE at local, regional, national and European levels;
- Ensure adequate attention within GE to immediate and contemporary issues of concern: poverty eradication, conflict and extremism, climate change and the movement of people; and to a fundamental focus on long term causes: social inequity, the need for greater social cohesion, and the need for strengthened local and global solidarity and for better living together in our common world;
- Recognise the need for critical engagement with models of development, manipulation of public opinion, incoherence of public policies and the need for great coherence in public policy;
- Cooperate to ensure adequate funding levels including through the means of the international cooperation and ODA devoted to awareness raising and education for citizenship and international solidarity and continuous improvement in the quality of Global Education, particularly in the formal, non-formal and informal education sectors;
- Reaffirm the role of public authorities and the State in guaranteeing the right to quality education, and recognise that global education is at the heart of this process.

### *Call on GENE to*

- Facilitate good reporting instruments, reflect on and share the learning from the SDG work (in particular, SDG 4.7) undertaken by Ministries and Agencies regarding DEAR and GE;
- Cooperate with other international organisations and institutions (EC, UN, OECD, CoE) and with emerging structures in other regions to develop a global approach to the centrality of GE and DEAR to social cohesion, social justice and global solidarity;
- Continue to share policy learning among Ministries and Agencies, and with other stakeholders, working towards the day when all people in Europe – in solidarity with peoples globally – will have access to quality Global Education.

## The ESPOO Finland 2014 Conclusions on the Education of Global Citizens

*The Espoo Finland 2014 Conclusions on the Education of Global Citizens Meeting in the Hanasaari Swedish-Finnish Cultural Centre, outside Helsinki, Finland, in May 2014, at the invitation of the Finnish National Board of Education, the Ministry of Foreign Affairs, Finland, and Global Education Network Europe (GENE), led to the following Conclusions*

*Inspired by* the current curriculum reform in Finland, where Global Education and the competencies of global citizens are among the key issues; and learning from other national and international initiatives in the field;

*Keeping in mind* forthcoming possibilities to further strengthen and promote Global Education policy learning, in the context of the European Year for Development 2015, the post-2015 Agenda, etc.;

*We, the participants of the Espoo, Finland International Symposium 2014:*

1. **Restate** the 1st of the Espoo, Finland 2011 Conclusions, that Education must put Global Education at the heart of learning, if it is to be considered quality education; and recognise the ways in which Finland and other countries are doing this;
2. **Commit ourselves** to further deepening the theoretical, conceptual and critical foundations of our work in the field, and to sharing the policy learning that emerges;
3. **Recognise** the need to critically reflect on an ethical stance in policy and practice, to develop a reflexive ethics, and to acknowledge complicity, complexity and uncertainty, in the journey towards a more critical Global Education;
4. **Commit ourselves to recognise, accredit and share** best practices and innovation of Global Education as these are introduced and implemented in schools and school partnerships;
5. **Returning** to the Maastricht definition, and recognising the strength and diversity of the varieties of Global Education, we again **affirm** that Global Education encompasses Development Education, Human Rights Education, Education for Sustainable Development, Intercultural and Multicultural Education, Peace Education, being the Global dimension of Citizenship Education. This variety as it has emerged in differing traditions and in different countries, provides us with a rich source of understanding;
6. While recognising that Espoo participants have been primarily focused on Global Education in European countries, **we recognise** the need to promote equality, reciprocity and mutuality more universally and hence, become more global in reach, to take greater understanding of interdependence and solidarity within the policy learning conversation; to continue to develop strategies for including Southern and Global voices; as well as to include Diaspora communities more strongly in the conversation;
7. **Acknowledging** the emerging dialogue on narrative approaches within the current curriculum reform in Finland, **we hope** to explore ways in which this narrative approach might provide a window to Global Education in other countries;
8. **Focusing** on the ethical aspect of all competencies of Global Citizens, **we emphasise** the need to put justice, equity and sustainability at the core of all that we do in Global Education; while we recognise the existence of conflicting power relations and the challenge of empowerment;
9. **Focusing** on the dimensions of civic competence, **we recognise** that within the process of Global Education and Global Citizenship Education there is a need to build on understandings of the multiple perspectives present in local, national and global communities; and to give access to knowledge and practice in order to facilitate participation in decision-making and to encourage civil-society action.
10. **Focusing** on the intercultural competence of Global Citizens, **we recognise** that linguistic and cultural awareness, pluri-lingualism and valuing diversity are key learning goals in enabling sustainable identity-building, communication and actions at both individual, local and global levels;

11. **Reaffirm** that schools should be developed as learning communities where the glocal interrelations are acknowledged and learning experiences are constructed, so as to contribute to global learning;
12. **Recall** the Maastricht declaration commitment to access to quality Global Education for all people in Europe, we recognise that there are manifold strategies for ensuring quality Global Education at all levels of education, formal non-formal and informal. From the many strategies available, partnership and exchange programmes provide a strategy that can open up possibilities for better understanding of the world, if they are based on mutuality and form part of a broader learning process.
13. **Recall** that, in schools and other sites of global learning, we are “learning for our lives”; and at the heart of our endeavour is the hope of a decent life for all on our shared planet.

## THE HAGUE CONCLUSIONS ON GLOBAL EDUCATION TO 2020

*We, the participants of The Hague International Symposium on Global Education in Europe, being representatives of Ministries and Agencies responsible for the support, funding and coordination of Global Education at national level in European countries, gathering in The Hague in November 2012, 10 years after the Maastricht Congress, under the auspices of Global Education Network Europe (GENE), at the invitation of the NCDO, and with the logistical support of the European Commission*

### I. RECALLING

- The Maastricht Declaration and the outcomes of the Maastricht Congress in 2002;
- Further European commitments and processes in Global Education since Maastricht including: the Brussels Conference Conclusions 2005, the Helsinki Conference Conclusions 2006, the European Consensus document on Development Education and Awareness Raising 2007, various European Commission evaluative initiatives 2008-2012, the Espoo Finland 2011 Conclusions on Competences for Global Citizens in Curriculum Development, the European Parliament written declaration on Development Education and global active citizenship in 2012 and the Lisbon Global Education Congress in 2012;
- Policy learning from twenty seven GENE roundtables, peer review mechanism reports etc.;
- The Millennium Declaration;
- Commitment to Global Education, and Development Education within development cooperation commitments and frameworks;
- Vast global inequalities persist and basic human needs are not yet met for all people.

### II. RECOGNISING

That Global Education is a shared responsibility and

Inspired by the Maastricht declaration which provided a framework for the development of many streams now constituting Global Education, while providing a vision, a reference point and clear goals, we have made progress over a decade in:

- Conception: with clarity and increased refinement of the concept;
- Awareness: that Global Education is an urgent necessity for democratic, sustainable societies;
- Policy commitments: both at national level, with increased quality national strategies, and at European level, with the European Commission more involved in policy dialogue and more committed;
- Funding: both government and civil society funding, including new funding lines;
- Structures: new agencies and the stronger involvement of civil society, local authorities and institutional support;
- Coordination of Ministries and Agencies; in the involvement of civil society, and in the sharing of international experience;
- Sectoral spread: in formal education, non-formal education and informal learning;
- Reach: in the number and type of schools and other learning settings, various curricula involved, more involvement of regional and local level (federal states, municipalities), included in teacher education and training;
- Quality: with enhanced support, evaluation, definition of quality criteria, and dissemination of learning;
- Research and academic practice, and the growth of academic centres and networks in the field;
- Paradigms: with shifts from target to partnership approaches, from top-down to more participatory and mixed strategies; and with the move from issue- knowledge to a focus on competencies.

Also recognizing the importance of engaging the public towards increased understanding of persisting global inequalities, and understanding of and participation in Global Education.

### III. AWARE OF<sup>3</sup>

- The changed political, economic and social context due to the multiple crises of today;
- The changed and changing education context;
- Changes in Global Education;
- Growing recognition of the importance of Global Education;
- Emerging questions in education theory, practice and reform that recognize the convergence of education and Global Education and call for the centrality of Global Education within education.

### IV. INTERESTED TO PURSUE GREATER COMPLEMENTARITY, COOPERATION, COHESION, COHERENCE AND SUBSIDIARITY IN THE FIELD OF GLOBAL EDUCATION THROUGH THE FOLLOWING:

- Enhancing support for experimentation, innovation, flexibility and creativity for new projects, new features, social media where relevant – including within European partnerships;
- Supporting the development, implementation, monitoring and evaluation of Global Education strategies or other strategic approaches, based on transparent and participatory processes, political commitment, sufficient time and other resources allocated;
- Developing seed-funding mechanisms to initiate Global Education activities;
- Continued support for bilateral and plurilateral policy learning in Global Education, including through GENE;
- Continued importance of quality processes and procedures (including continued definition of quality criteria, quantitative, qualitative and mixed evaluative processes);
- Greater complementarity in Global Education funding, policy, support and provision between EU and national levels and between different types of actors;
- Greater cohesion across EU Member States in the field of Global Education;
- Increased coordination between European Commission and Member States provision while recognizing subsidiarity.

### V. REAFFIRMING, AGREEING AND LOOKING FORWARD TO

- Strengthened support for Global Education by all appropriate actors at various levels;
- Strengthened structures at various levels to increase policy learning across Europe and beyond;
- Depending on national context, to sustain, strengthen and increase support for Global Education;
- Enhanced synergies regarding funding from all relevant Ministries;
- Funding guided by quality strategies and evaluation mechanisms, well-targeted and clearly appropriately communicated;
- Within funding support mechanisms increased opportunity for experimentation, innovation and research;
- Intensified policy learning among GENE participants;
- Cooperation between various actors at local, regional, national and international level is key to enhance Global Education;
- Enhanced cooperation between Ministries and their related Agencies and regular inter-ministerial mechanisms, including support of the Ministries of Finance;
- Stimulate single-stakeholder approaches and multi-stakeholder dialogue involving government, parliamentarians, civil society, local authorities, private sector, academia and education sectors.

3 See The Hague Symposium Report for detailed analysis of the changing contexts.

## VI. WISH TO COMMIT TO

- Enhanced sharing of knowledge, analysis and policy learning in Global Education among the GENE members and beyond;
- Continued development of the GENE peer review process, including new country reviews;
- Broadening understanding and deepening cooperation between actors in Global Education at local, national and international level;
- Exploring the possibilities of replicating successful approaches to funding and other support mechanisms, such as seed-funding mechanisms;
- Contributing to international coherence in the field of Global Education through moving forward this agenda within international policy processes (under auspices of the OECD, European Commission, Council of Europe, UN system, etc.);
- Continued focus on the quality of Global Education;
- Openness to enlarging the scope and reach of networking for policy learning in Global Education;
- Continued work in the spirit of the conclusions.

The Hague, the Netherlands, 17 November 2012

## THE ESPOO-HANASAARI CONCLUSIONS ON GLOBAL EDUCATION IN CURRICULUM CHANGE

*Meeting in the Hanasaari Centre, outside Helsinki, Finland, in October 2011, at the invitation of the Finnish National Board of Education, the Ministry of Foreign Affairs, Finland, and Global Education Network Europe (GENE),*

*The Symposium “Becoming a Global Citizen” led to the Espoo-Hanasaari Conclusions:*

Building on the Maastricht Congress and Declaration 2002, on GENE Peer Review processes, on the development of quality national strategies in global learning and education for sustainable development, and drawing on Finnish and other national experiences;

1. Education must put Global Education at the heart of learning, if it is to be considered quality education.
2. Global Education has a crucial role to play in all national education system improvement, in curriculum development, teacher education, improvement of school practice and learning culture, and the development of educational landscapes.
3. The conceptual development of Global Education has journeyed far in the past decade, and must travel further. Broader conceptual debates, a clearer ethical perspective, wider understandings of identity, and deeper philosophical foundations have emerged and continue to emerge, to provide stronger theoretical frameworks for Global Education.
4. Curriculum development or reform is best understood as a critical, participatory learning process. Global Education is at the heart of ongoing and forthcoming Finnish curriculum reform. Other national curriculum development processes, in learning from the Finnish model, might also consider putting Global Education at the heart of their endeavours.
5. Global Learning is primarily about the formation of key competencies for global citizens. Our understandings of the key competencies for global citizens should continue to be clarified, contested, debated and mainstreamed.
6. There are many examples in European countries of good practice in national, strategic, co-ordinating, sectoral, cross-sectoral, critical and integrative approaches. They are shared effectively at European level through coordination and cooperating networks such as GENE. There is also a need for greater European, and global networking of Ministries, Agencies, civil society, teacher educators and researchers in this field.
7. GENE and Finnish partners – Finnish National Board of Education, Ministry of Foreign Affairs, Ministry of Education and Culture and Hanasaari Cultural centre- along with other participating national Ministries and Agencies will take these conclusions to their Roundtables, and to the Maastricht +10 process, to promote learning among other European countries. GENE will also work with regional partners – the European Union, the Council of Europe and the OECD – and global partners to encourage consensus, dissensus and further debate on these conclusions.