

Towards a New European Declaration on Global Education to 2050

CONCEPT NOTE BRIEF

20 years after the [Maastricht Declaration](#) and definition of Global Education, GENE has launched a process towards a New European Declaration on Global Education to 2050 in cooperation with policymakers and partners. The process engages key stakeholders to develop a long-term vision and build broader and deeper political support and commitments to Global Education to 2050, culminating in a Global Education conference in November 2022 to adopt the Declaration.

From June 2021 to November 2022, GENE is engaging with stakeholders towards a new Declaration on Global Education to 2050. It is expected that the new European Declaration will provide a framework for strengthening national policy, strategy, and provision for Global Education. It will be built on consensus, but will try to provide both a common, agreed policy language, and some policy leverage for national level actors. Along with commitments, it will also include practical mechanisms. An initial outline (open to all possibilities) is appended. The roadmap to the new Declaration involves three related processes:

- **Political process** – involving governments / ministries / high-level representatives, GENE policymakers and institutional and intergovernmental partners (EC, OECD, UNESCO, UNECE, COE/NSC) and global critical friends from regional organisations.
- **Stakeholder process** – involving key stakeholders (youth, CSOs, Local and Regional Governments LRGs), academia and GE networks of networks, GE practitioners' communities, and global critical friends.
- **Public consultation and awareness process**

This process follows in the footsteps of the 2002 Maastricht Declaration, and the definition of Global Education contained therein. The latter has been useful in the past 20 years in terms of bringing different strands of Global Education together and enabling policymakers to move Global Education from the margins towards the centre of policy and strategy. The Maastricht Declaration was unique in that it took a long-term view of Global Education, while also introducing some specific developments:

- **A common policy language** - Bringing together different strands and actors in education for social change under the umbrella of Global Education.
- **National strategies** - Increased inter-ministerial cooperation and multi-stakeholder dialogue, leading to better coordination and coherence in Global Education at national level.
- **Funding** - Increased funding for Global Education at national level. Integration into Education and Learning
- **Integration into Education and Learning** - Integration of Global Education into curricula, teacher education, research and non-formal learning.
- **Peer Reviews and Peer Learning** - Providing a Peer Review and learning mechanism in Global Education for European countries.
- **Quality and Evaluation** - Progressing the discourse on what constitutes quality in Global Education and recognising and sharing good practice.

GENE hopes to build on the achievements to date to forge a common vision and commitments towards 2050.

Appendix 1: Process Timeline



Appendix 2: What the new Declaration might look like

A new European Strategy Framework for *Improving and Increasing Global Education in Europe to the Year 2050* **Draft 000**

We, the participating delegations of the European Congress on Global Education, held in Dublin on 3rd and 4th November 2022, on the 20th Anniversary of the Maastricht Congress, and representing Member States, Parliamentarians, government Ministries and Agencies, local and regional authorities, civil society organisations, youth organisations and researchers in the field from the member states of the European Union, the Council of Europe, the OECD, UNECE, UNESCO and GENE, desiring to build on the work of Global Education over the past decades...

1. International agreements and commitments

What are the international agreements that give most leverage for the increase and improvement of GE, that should be included in the new Declaration?

For example: SDG target 4.7, ESD to 2030 Roadmap and Berlin Declaration, CoE Democratic Competences, European Consensus on Development

2. Achievements in Global Education in Europe over 20 years

What dimensions of the current global political and educational context need to be added here?

For example: National strategies, policy coherence, less silo-isation, higher political priority

3. The importance of GE in the European and global Context

What are the achievements, processes and opportunities for further integration of GE in Europe, nationally and across Europe, that we need to recognise in order to build upon?

For example: climate change, pandemic, post-colonialism, digitalisation, democratic space, global public goods, etc.

4. Vision of Global Education to 2050

What is the vision? In the previous it was "quality GE is a necessity and a right". What is needed to achieve this (previous: inter-ministerial, policy priorities, increased support, increased financing, particular mechanisms (e.g. Strategies, Peer Review).

For example: A rights-based approach? Global public goods/ global commons, critical perspectives, global- local connections, human rights, dealing with complexities, solidarity, a workable concept and definition that synthesises and embraces a variety of traditions while maintaining a core of “non-negotiables”?

5. Commitments

What can we commit to (we being, in the first instance, Ministries and Agencies)?

For example: Integration in all education, increasing budgets, learn from the South, coherence between national/international, clear action and monitoring plan.

Appendix 3: Engagement processes towards the new Declaration

Political processes

Policymakers. Policymakers are consulted at GENE Roundtables, as well as through bilateral conversations throughout the process. It is presumed that the consultation process will dove-tail with existing and emerging processes at national level (strategy development, evaluation processes, mapping exercises, etc.). The consultation is intended to be light, and to gather existing materials and processes, on the basis of GENE’s “endogenous” methodology: national level first, international builds on that.

International organisations. At the international level, synergies with forward-looking processes of key international organisations with a stake in Global Education (the EC, UNESCO, OECD, UNECE, COE / NSC) will be recognised, referenced, fed in to, and strengthened. International institutions will be consulted through a series of bilateral and multilateral dialogues. The purpose is not to supplant or replace already existing or emerging processes, but to simply build on them and create synergies.

Stakeholder processes

Local and Regional Governments. Local and regional governments (LRGs) are engaged through partnership with Platforma. The purpose is to strengthen synergies with related LRG processes, develop partnerships and mechanisms of mutual interest, such as for instance a LRG GE Peer Review mechanism and State of GE and LRG.

CSOs. Civil society organisations are engaged in a large working group following an open call for expressions of interest through CONCORD, networks of networks, thematic umbrella networks; and through national-level-first processes. A consultative CSO process will take place leading up to November 2022 in cooperation with CONCORD and other CSOs with expertise on GE.

Youth. Youth organisations working in Global Education are engaged in a working group following an open call for expressions of interest developed in consultation with the European Youth Forum. The work is led by a small number of National Youth Councils and European youth organisations with proven expertise in the field of GE.

Global Critical Friends. A number of individuals from other regions have been invited to act as critical friends to the process, offering a non-European perspective on the work towards the new European Declaration, on Global Education and global issues in today’s world.

Research. In cooperation ANGEL, the GENE engages researchers on specific topics of relevance to the process and definition of Global Education, as well as for the purpose of providing a research perspective and evidence base for the process.

Public awareness process - engagement through an open public consultation

The public awareness process involves an open consultation to engage a wider audience beyond the specialised Global Education community, including opinion-makers, artists, and influencers. An online consultation process focused on the wider public is envisaged for spring 2022; and may be accompanied by a set of materials for public awareness raising on the new Declaration.