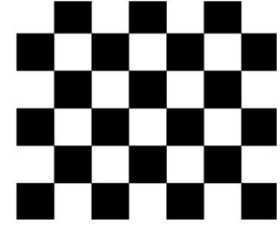
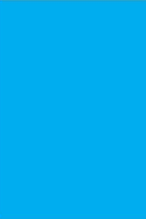
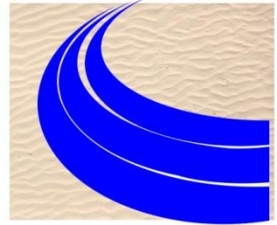


# AWE

UN Workgroup Magazine

Issue I, Volume I, Autumn 2016



work  
group



M A G A Z I N E

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**"Now that we can do everything, what will we do"?**

## **The Vision and Aim of the AWE ‘UN Work Group’**

First of all to be an activity window for UN work since participation in the 64 (in Bonn) and 65 UN DPI NGO Conference in New York, 27 - 29.8.2014 and continue to be there for the current and future work in the new UN Work Group. Getting to NGO sessions in Geneva UNGO and participation in the 66 UN DPI Conference on ‘Education’ are future points in our calendar.

- Priority no. 1: by our presence get ‘closer to the UN’; for AWE International meaning participate in annual and ad hoc UN events. Important to link presence at the UN with discussion emphasizing the AWE vision and aim of providing current world education.
- Priority no. 2: to make sure in time according to various deadlines to present AWE ‘messages’ and ‘points of view’ in relation to important UN events, conferences and current policy.
- Priority no. 3: be out and be heard in the crucial year 2015/16 - especially at the UN 70 Anniversary Conference in August 2015; the UN Summit on SDG in September 2015 (both in New York) and the COP 21 in December 2015 (in Paris) on Climate Change. Activities are ongoing to find funding for participation in these important UN events.
- Priority no. 4: to be aware of the ‘Association for World Education’, AWE mission & activity plan 2013 -2016 and to be able to further develop activities and work on current case studies. A special task for the UN Work Group is to document work and results achieved.

After ‘conference outcome document’ (DPI published 29.8.2014) you can find more about the new Sustainable Development Goals, SDG ‘beyond 2015’ and ‘OUR ACTION AGENDA’ – the title of the work agenda for the whole UN DPI NGO culture. You can find updates, almost day-by-day, at least once a week at the facebook/web. YOU are most welcome to contribute! Find update documents at the ‘filer’ at the top bar. As of May 2016 we can count more than 60 documents there since 1.9.2014.

## **A word with Mr. Rex O Schade on his participation in the 65. UN DPI Conference 27-29 August 2014 in UN New York**

### **AWE Exhibition during the Conference in the Woodrow Wilson Library, UN HQ NYC**

### **Establishing a UN Work Group autumn 2014**

#### **Why do you think, it was important to participate in the 65. UN DPI Conference?**

The UN DPI NGO Conference, 65, 27-29 August 2014 in UN New York had a very short title: 'Our Action Agenda!' As the 64. UN DPI conference in Bonn had the title and theme 'Sustainability and Active Citizens' we saw that the '64' could bridge this and the '65' by putting Action in front. As we participated in both conferences we were looking for possibilities, so to speak, to work and organize actions with the 'Millennium Development Goals' (from 2000), MDG, as basis toward the 'New' Sustainable Development Goals, the SDG. The basis for these new goals emerged at the '65' as one very important 'Outcome document': an impressive draft of 17 New Goals. The 17 SDGs as we call it now in 2016. As you all know, the 17 SDGs became a reality at the official UN meeting in September 2015, agreed by all national governments – and a part of the UN's own Momentum concerning Development and Climate Change!

I believe that we should try hard to make connections to AWE's past in UN work. If we should respectfully maintain and develop our UN representative tasks, we should be there on behalf of AWE International and all members.

AWE International organized and carried out an educational programme on the MDGs, following the International Council Meetings in 2010 and 2013, as a 14-day 'road' programme visiting schools and educational institutions in up to 15 different places in Denmark. It was sponsored by DANIDA and with an International AWE teacher group as facilitators and speakers. With these experiences as background it was a natural and right idea and fine motivation to participate in the '65' in order to look for and define new 'actions' for AWE within the 17 SDGs.

We were motivated for this general participation

in the UN DPI conference as a workshop organizer and with an exhibition about AWE. We fulfilled and accomplished both! We consider this a 'success story'.

#### **Tell us a bit about the two public educational MDG campaigns of AWE developed over a four-year period, from autumn 2009 to the autumn of 2013?**

The two public educational MDG campaigns were developed over a four-year period, from autumn 2009 to the autumn of 2013. It was presented two times as series of workshops in Denmark at a variety of strategic locations by a group of organizers and educators, members of our organization from Denmark, Egypt, Ghana and the Philippines.

They focused on the 3 central MDG topics: Poverty, Education and Health, and were held at several different locations – Free Schools, Folk High Schools, Learning Centres, Adult Night Schools, Teacher Training Institutes – reaching a combined audience of 700 people. This campaign was co-sponsored by Danida (Danish International Development Assistance) under the Danish Ministry of Foreign Affairs, and was supported by the volunteer work of three members of our organization who are affiliated to the Danish chapter of AWE.

The workshop provided an opportunity to dialogue and debate about the collaborative process of moving the MDG/SDG agenda forward through innovative and practical approaches. Using the lessons learnt from the MDG campaign organized by AWE, a dialogue will be prompted to discuss innovative approaches that will carefully shift the focus from the MDGs to the SDGs. Especially in connection to such awareness campaigns (and their impact) that member organizations could transfer and use it at a very local level.

## “Three streams and waves of awareness & knowledge influencing AWE post 2000, - during the first decade of 21<sup>st</sup> century (1999 / 2014)”

PRESENTATION at AWE - Workshop, UN DPI NGO Conference, 27-29 August 2014, in UN HQ New York

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Association for World Education, AWE  
AWE UN Representative to ECOSOC  
Vice-chairman, Danish AWE Chapter  
AWE UN Committee & Member of Eco-Net.dk & UNA.dk

### 1. Educational inspiration and challenges for AWE International, 2000-2014

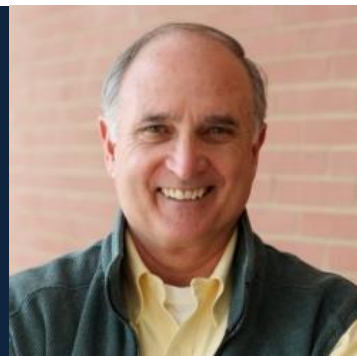
What came first – the hen or the egg? We really do not know, do we?

As for the AWE International history (beginning in the early 1970s) and the challenges now formulated by the DPI conference mission and goals 2014, we do not need to re-event the wheel or, for that matter, begin with our own roots or ‘Rio 92’ as such.

As point of departure this time we just consider the first decade of this century as a spring board. Seen from our point of view we want to focus on three discussion areas/three personalities who are known to challenge us with their theories and questions - questions which educators in AWE and elsewhere ask themselves again and again.



Stephen Sterling (2001, ‘Sustainable Education, revisioning learning and change’, Schumacher Briefing).



David W. Orr (2004 ‘Earth in Mind. On Education, Environment, and the Human Prospect’, 10<sup>th</sup> anniversary edition. Island Press Washington, Covelo, London).

So now, 14 years after the MDGs were formulated and announced (one of the main

figures being Jeffrey Sachs, 2000), DPI challenge us, the international NGOs, on how

civil society organizations can contribute and play a role in the process for further development of the 2015 Millennium Development Goals. In this process Human Rights issues and human rights education will play a major role.

Together with the emergence from the 1960s and 1970s of a new global environmental movement, the third source contains growing numbers of NGOs and CSOs, and from the early 1980s a global anti-nuclear weapons peace movement, dissident organisations in Eastern and Central Europe, as well as growing Amnesty Human Rights groups and international CSOs connected to them.

All of this, together with democratically governed member countries of the UN, played an important role in the reasons for 'die Wende' with the dismantling of the Berlin Wall in 1989 and the beginning of the dissolution of the Soviet Union from the early 1990s.

When we combine these sources of educational thinking and documented actions within and for sustainability in the first decade of our century with our tradition and roots from the Nordic Folk High School movement and influence from Colleges of World Universities (USA) known from 1974 as Association for World Education, we do have a grand basis for action in the future beyond 2015 as we see it!

## 2. Sustainable Education

In 'Sustainable Education' (Sterling 2001) Sterling is emphasising that it is difficult to make specific recommendations for short-term actions and long-term effect in education and learning, which is rather confusing in the first place when you take action or 'want to do something'. Luckily for us, he is lining up 'one vision of sustainable education'. It is a three-element action plan in which you will find a kind of checklist with challenges and specific contents you must accomplish. It is oriented around

- Extended matters
- Connective matters
- Integrative matters

Each element is a huge challenge as it demands a lot of knowledge and skills. Just to mention a few:

<b>Extended matters</b>	<ul style="list-style-type: none"> <li>• Appreciative: awareness of the group members' uniqueness and potential qualities of local conditions – matters foundational to learning</li> <li>• Ethical, innovative, epistemic, etc. to mention more keywords from Sterling's vision plan</li> </ul>
<b>Connective matters</b>	<ul style="list-style-type: none"> <li>• Contextual: in touch with the real world, particularly sustainability issues</li> <li>• Refocused, critical, systemic, etc. to mention more keywords</li> </ul>
<b>Integrative matters</b>	<ul style="list-style-type: none"> <li>• Process oriented: constructs meaning through an engaged and participative learning process reflecting different styles. Everyone is a learner, including the teacher/leader</li> <li>• Balancing, inclusive, self-organizing to mention some more keywords</li> </ul>

This designing for change and vision of sustainable education is still today, more than ten years after it was presented, playing a part in the enormous wave of suggestions, ideas and plans of action that followed internationally in education for sustainable development, ESD.

In several of Sterling's writings during a decade you'll find several models for ESD, which further develop the vision model from 2000. As there is no time for models in this presentation, I just want to mention 'New environmental paradigm' models and others, which UNESCO is also adopting ('UN decade of sustainable development in education, 2000-2014), worked out in Regional Centres of Expertise (UN-University project, 2009) (2013, Innovative Environmental Education Methodologies, by A.M. Ndaruga).

Around 2007, the UN revised the MDG mission in a recommendation on responsible management education, (UN's PRIME [2007] *The Principles for Responsible Management Education*, UN New York & [http://www.un.org/millenniumgoals/pdf/mdg\\_2007.pdf](http://www.un.org/millenniumgoals/pdf/mdg_2007.pdf).) This was important for educators and teachers of all sorts worldwide and hundreds of NGOs worldwide. They all strengthened their efforts to put this on their various agendas. These recommendations were and still are a strong challenge for ESD accepted by many NGOs.

These recommendations were immediately adopted by teachers and NGOs worldwide

and they still use these recommendations in many of their activities.

So did AWE at their International Council Meeting autumn 2007 (Vallekilde Folk High School, Denmark.) You can find interview in the 'Journal' of Hans Spiegel/John Petersen). Shortly afterwards, the concept of ESD and sustainability became part of the AWE constitution. AWE's own recommendation is also highlighted in the 'Journal' (2011 Journal of World Education, vol.41, no.1 & 2.) in articles: 'Hard talks on MDG tour 2010' Jakobsen/Schade and in 'Millennium Development Goals, bring World Education into the classroom' by Rikke Schultz, Sujit Kumar Paul, Livingstone Beykwaso.

In the autumn of 2010 and the autumn of 2013 AWE Denmark launched educational and informational campaigns about the MDGs. This took place in Denmark with an international speaker group from the Philippines, Ghana and Egypt respectively.

Stephen Sterling has been along in sustainable thinking since the 1980s and addressing everyone internationally, who had the courage to go into the chaos and confront themselves with terribly important status and challenges in global environmental and climate change issues.


So you need to take a stand to Sterling's vision about sustainable education.

**I Wave:** I have deliberately narrowed the first wave to that of Sterling's theories; several others could be mentioned. I will just refer to a trend in 'greening of education' taking place at the same time as the emergence of some of the new research from Sterling, by saying that Jonathan Gosling plays a significant role in the 'greening' of management education worldwide. He is co-founder of the One Planet MBA. Gosling is also working with the Rio PRME conference, the mission of the Principles for Responsible Management Education (PRME, earlier mentioned 2007). It is an initiative to inspire and champion responsible management education, research and thought leadership globally (according to Niels Larsen 'Kijani Institute' & RCE.dk, June 2014).

**II Wave:** "Earth in Mind" (Orr, 2004), outstanding and well-known thinker and writer in innovative design and architecture, is one of Orr's main research contributions. It is published exactly at a time of revisioning almost everything in the UN recommendations for renewed efforts in sustainability, such as the campaign for education for sustainable development, and just before the international

financial collapses in 2008/09. This makes Orr's challenging and engaging famous 10 Questions to all specialists/experts in research of sustainability and NGOs in general even stronger.

In order to clarify this in 2014, allow us to quote these 10 questions:

<p>Quote:</p> <ul style="list-style-type: none"> <li>? How, in fact do we educate the young to think clearly about important things in a culture that spends USD 500 billion per year to deceive using the finely honed tools of advertising?</li> <li>? How do we prepare them to comprehend systems, patterns and larger contexts in a society much distracted by entertainment and given to specialization?</li> <li>? How do we equip the young to value health in a fast-food culture in which obesity is epidemic?</li> <li>? How do we teach the value of law in a society that locks up several million of its citizens?</li> <li>? How do we teach the values of peace when our culture glorifies violence and our government spends more than USD 400 billion each year on the military – more than the next twenty-one countries combined?</li> <li>? How do we teach democracy in a country becoming a plutocracy?</li> <li>? How do we teach fairness and the work ethic when economic policies and taxes manifestly favour the wealthy?</li> <li>? How do we teach the art of critical thinking to children who on average watch television more than four hours each day?</li> <li>? How do we teach them to serve when our society devalues the responsibilities of informed citizenship?</li> <li>? How do we teach the young of America to honour the world when the United States is the leading agent of climate change?</li> <li>? How do we teach them to love land and community when our society values such things far less than it does individualism and consumption?</li> </ul> <p>Unquote</p>	
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Finally, by making these 10 fundamental questions and for the reader a challenge to try to answer, Orr is in fact focusing on the importance of education – what is education for? And Orr is quoting Paul Kennedy (1993) 'nothing less than the re-education of human kind'. That is our turning point in 2014 as well.

**III Wave:** The third wave of influence on our work, we believe, is coming out of the thinking and actions taken earlier (before year 2000) by several development organisations, Third World organisations, environmental and social movements and others. When the first alarm on the world situation regarding climate and environment sounded, (early 1960s) known as 'One World Movement', followed by 'Small is Beautiful' and 'Think Globally - Act Locally', we should for one second also look back to the 1960s to the famous 'The silent spring' and Rachel Louise Carson and the establishing of a new global environmental movement, hand in hand with a new non-aligned anti-nuclear weapons peace movement. Maybe they did not cooperate much as CSOs, but they were visible in the media and the news, and very active world-wide.

This wave of global movements among peoples and NGOs emerged from the early 1960s.

A famous quotation from Rachel Carson could be:



***“The more clearly we can focus our attention on the wonders and realities of the universe around us, the less taste we shall have for destruction”.***

In the revision and update on ‘Small is Beautiful in the 21<sup>st</sup> century’ (2011, Schumacher), Diana Schumacher is collecting all the experiments, influences and impacts at governmental and global level (in the UN). Some parts of the status today we in AWE can agree to. Especially in the case of small, locally oriented, participant led, beneficiary managed projects we agree to this kind of action. Although the vision of Ernst Friederich Schumacher may at present seem utopian, we think that there is no way around that ‘Small is beautiful’ – as beautiful as big, uncontrollable, expensive projects might look.

AWE’s current ‘Collection’ of what members are working on in accordance with the DPI 2014 mission is proof of this.

Finally, although the challenges and problems around sustainability are tough, it is now time to begin afresh by trying out new ways of working, beginning with ourselves, our families, our schools and institutions, associations and those we love and know. Allow me to finish this part by quoting Schumacher in ‘Good Work’:

*“I certainly never feel discouraged. I can’t myself raise the winds which might blow us or this ship into a better world. But I can at least put up the sail, so that when the wind comes I can catch it.”*

### 3. “Linking thinking” and “Global Citizenship Education” (GCE)

Linking thinking is a new concept (2013, Sterling & WWF) used here to describe thinking about the nature and consequences of relationships. Similar terms are ‘systems thinking’ and ‘holistic thinking’. We are used to analytical thinking and reductionist thinking which understands things by taking them

apart. But in a highly complex and turbulent world there is an increasingly shared view that analytical thinking is not enough. Indeed, by itself, it is probably compounding our problems.

Linking thinking is the necessary complement to analytical and critical thinking: approaches to problem solving and ways of thinking that are more holistic, systemic, ecological, inclusive and integrative. Why this resource? Although there is a strong argument for developing Linking thinking ideas and skills in education, it is hardly yet recognized in current curricula and policy objectives. Because of this, there are few, if any, educational resources which help develop these essential skills. Is this for you and me? Yes! In AWE with our beautiful concept of world education we think so; it is for you, teachers, educators and their students and life-long learners. At this point we do not want to argue further and will, therefore, point out a few central elements:

- it is a new ground-breaking flexible suite of learning and teaching resources
- it is about thinking and acting in more relational ways: the why, what and how
- it is about generating new perspectives, introducing systems, ideas and developing relational thinking skills, which are broadly applicable to different situations and contexts
- it is a challenging, thought-provoking resource to help generating new perspectives appropriate to a highly interdependent world

We are well aware that this is an attempt to combine latest news in global education trends. Again, world education is always under development that might look smart, or worse, speculative in order to fit into the DPI 2014 expectations to NGOs working with education. Nevertheless, when we look into – and study as well - private sector initiatives, CSR and global Compact initiatives, it is relevant and obvious for us to do so. One current example, which can underline this intention, is this: You only need to look at the ‘Institute without Boundaries’ latest achievement, (3<sup>rd</sup> edition ‘Massive change’ (2004/11) by Bruce Mau and others, Phaidon) asking this very provocative question:

*Now that we can do anything, what will we do then?*

Saying this, it might be a very strong idea and curriculum development to try to link ‘Linking thinking’ and UNESCO’s recently (2013) developed ‘Global Citizenship Education’ GCE. I allow myself to see these attempts of global dialogue as very progressive initiatives educationally as well as socio-politically. If progressive means anything to anyone to day, I find this to be a positive result of ‘critical thinking’, which is also a skill UNESCO works for.

As mentioned above and shown in the model borrowed from UNESCO below, the principles of GCE pedagogy is very much aligned with world education and how AWE International looks at and adopts how the elements in education express themselves in future:

- learner centred
- holistic, and foster awareness of local challenges, collective concerns and responsibilities
- encourage dialogue and respectful learning
- recognize cultural norms, national policies and international frameworks that impact on the formation of values
- promote critical thinking and creativity; are empowering and solution-oriented; develop resilience and ‘action competences’.



## Principles of GCE pedagogy



Source: Adapted from A. Cabezedo, *Introduction on Global Citizenship Education Principles*. Global Citizenship Education Forum, Bangkok, Thailand, December 2013.

### GCE model

Finally, allow us to argue that this comprehensive 'UNESCO' model, 2013, for pedagogy and educational philosophy is very much aligned to our concept of World Education (see exhibit: Presentation of Association for World Education).

What does AWE do? AWE in nine bullets:

- AWE works to establish learning centres for World Education
- AWE assists in formulating goals for World Education
- AWE establishes contact between individuals and learning centres which offer, support or develop World Education
- AWE contributes to exchange of ideas, knowledge, experience and examples of best practices between individuals and institutions which offer, support or develop World Education
- AWE informs about education and development focusing on the link between the local and the global
- AWE initiates educational information campaigns on current World Education issues
- AWE supports research in World Education
- AWE wishes to promote leadership education in World Education
- Since 1977 AWE publishes an annual magazine "Journal of World Education"
- AWE website: [www.awe-international.com](http://www.awe-international.com)



By putting these smaller streams and waves together with our fine tradition from the time of, among others, experimental and progressive educational ideas and actions and experimental colleges, you'll find a broad basis to meet current challenges.

## II AWE Collection of AWE members' activities

Part of the second stream and wave is of course the AWE members' actions and educational programmes world-wide that they carry out as volunteers. This phenomena aligns us with the fact, that if you are alone nothing happens. Social cooperation, togetherness, fellowship, friendship is the fuel that makes AWE move. It sounds as old wisdom or even banal, but it is a fact that we all know from experiences.

Extracts of the main elements that inspired activities relating to the 2015 goals /ESD/SDG

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Advocacy of World Education/AWE mission  
Education workshops/training

A long list of activities such as skills development, leadership training of local leaders (teachers and youth), NGO management, environment, HIV/AIDS, awareness, creative arts, development of resource speakers, just to mention some in a Philippine connection.

AWE relations to ELF, Education for Life Foundation – not to forget newest experiences in Disaster Risk Reduction.

Well, I'm not going to mention all examples in the "Collection" of how AWE International members are working with the DPI 2014 themes and goals.

You can read more in the "Collection" displayed.

But to give you an idea about the variety of activities and thereby a wide range of abilities and skills that our members develop, I just want to emphasize five points:

- 15 examples from members representing ten countries, but based on same ideas of world education
- Diversity of examples from a Folkehøjskole (folk high school/college) and from a "family" of free schools (folk high schools, continuation schools and primary/junior high schools) and adult evening school tradition where these activities of MDG can secure development of curriculum/syllabus; Green Future initiatives in schools and educational programmes (Nordfyns Folkehøjskole, Denmark, as an example of a 6-module structure).
- CCLC (Cobscook Community Learning Center): experiences with exploring the interpretation of Folk & Community Education ideals in an AWE 'framework'. The scope of CCLC programmes and research has grown significantly. Programme development and research as two main areas and combinations, striving to establishing for instance the Center for Rural Teaching and Learning, and Rural Turn-Around for Children's programme. See more development ideas and fields in progress in the report page 23.
- A full-functioning initiative where language learning and cultural issues are combined with environmental and ecological studies (Venezuela, Fundacion Andigena) and can develop local jobs as well.
- "AWE educators sans frontières" – examples from Kenya, Ukraine, Tanzania-Denmark, Egypt, India, Denmark (Little Sun).



Each of the examples is focussing on local initiatives you can take ('easily' as an engaged, committed world citizen) within local authorities, schools and institutions:



Kenya

Develop sustainable, local communities while working with a very 'stubborn' taboo: circumcision of girls and 'poor health' problems with children, especially girls;



Ukraine

A challenge: To establish an AWE work group for World Education and non-formal education in an area of crisis/warzone;



Tanzania-  
Denmark

Despite obstacles working for establishing a children's 'learning house' for asking questions and wonder about some 'miracles'



Egypt

A volunteer experience in practice with actions for basic needs in a conflict area supported by a private sector company with a well-developed CSR profile



India

Community development. Development Education. Huge learning example on sustainability.  
Eco-campus: member works adhering to the hard core principles of AWE and special work for community development (several levels) in non-formal adult education to youth and marginalized groups and scheduled caste people



Denmark

Small lamp action and local support in off-grid areas. 'Little Sun' came into light: "A work of art that works in life"



South  
America

Common/group project possibilities. Argentina, Brazil, Venezuela, North America-CCLC, Kenya.



United  
States of  
America

CCLC , - Teaching & Learning for adults, Rural Turn-Around programmes for Children

AWE experiences since the late 1990s and experiences from two other organizations

One field of activity is a future project 2015 – "How education can contribute to raise awareness about climate change" and "Indigenous Cultures in South America" with Ana Maria B. Pinto's (AWE Brazil) proposal for improving the presence of AWE in the region.



Denmark/Global: Little Sun is, i) An attractive, high-quality solar-powered LED lamp developed by artist Olafur Eliasson and engineer Frederik Ottesen; ii) A social business focused on getting clean, reliable, affordable light to the 1.2 billion people worldwide without access to electricity; iii) A global project connecting the world through sharing of light. 165,000 Little Sun lamps distributed in low-grid areas since July 2012.

In the example of “Educational Study Tour to Denmark”, page 19, you will find a comprehensive model of introduction to the complete educational system in Denmark. That included both government and private schools and institutions.

### III AWE DK - MDG Tour 2013 follow-up

Part of the ingredients of the third stream and wave is not only actions taken and carried out. What is equally important is the reporting and learning achieved and transformed into future programmes and actions. AWE has learned over time that funding and getting access to financial support is as important as the good idea and having enough man power (free working time of professional work).

So now follows some experiences and ‘learning the hard way’:

1. Some of our experiences from the tour
2. How can we use these experiences now and in relation to the post-2015 process

#### Ad 1

- Local government authorities and the general public in both developing and developed countries are not sufficiently informed about the goals nor involved in the implementation processes.
- It has not been easy to come up with suggestions how the population or population groups in the developed countries can be actively engaged in the processes to reach the 2015 goals in the developing countries as was intended when the goals were presented in year 2000.
- In developing countries it is close to impossible to trace the funds received or set aside in the national budgets for improvement of for instance educational and health facilities, especially in remote and rural areas.  
I here refer to an interview with a student at University of Ghana, who claimed that “in the Eastern Region nobody in the rural areas knew about the “Education for all” programme and that many villages still had no school”. Further it was common knowledge that in many villages the educational level had gone from bad to worse during the past 5-10 years.
- Poverty reduction is very difficult, if not impossible, in areas or countries with conflicts, for instance Egypt, Mali, DR Congo. Governments and populations are using all energy on survival and conflict resolution efforts.

The conclusion based on the above will be that for the general public and the individual it is very difficult to get an overview of the 2015 MDG process and related activities. Most of these are taking place at UN and national government level and are depending on these authorities’ ability and will to disseminate both information and funding.

The individual citizen in a developed country wants to get closer to the process and opts to support the development activities of local NGOs, even in specific areas, or become “god-father” to a child in a



developing country, so that you receive regular reports on activities and progress and feel that you contribute to make a difference.

The Danish government through its development aid department, Danida, is supporting an information campaign about the 2015 goals called "World's Best News". It is launched through an NGO by the same name. Unfortunately, so far it has been difficult for the campaign to make a significant impact on the population.

For AWE Denmark this means that we may consider a third information tour, this time about the new sustainable development goals (SDG), to Danish folk high school and other educational institutions.

Another consequence, as can be seen in our MDG 2013 tour report, is that AWE Denmark decided that the only possibility we have to engage in the 2015 as well as the post-2015 development processes is to involve ourselves in an issue we know something about, namely education, and to keep it small – in other words we go back to "small is beautiful".

Therefore, we have created an outline of a project in Ghana, where we want to establish contact and cooperation with a teacher training college. Without exposing the teacher students and their teachers to a new way of thinking and new pedagogical methods, there will be no development of the educational system in Ghana, which is built on the British education system and has not changed much since Ghana obtained independence in 1957.

If we look at the post-2015 process so far, it is encouraging that quality rather than quantity is one of the key words. Another key word is sustainability.

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**Final on 'Future action 2015-2020':**

**Jumping from the presentation with focus on AWE activities and ideas and influence from a decade of international and global discussion about and for sustainability, I find it important to emphasize that the new post-2015 Goals will be our new focus! At the same time we want to reflect critically on the MDGs and the status of the Development Goals so far.**

**This presentation leads us to ask the questions for the Workshop**

**Questions and Prompts:**

The following questions and prompts will be employed in the workshop to define the context for small group discussions during the workshop -

- How do we effectively move from public information campaigns on the MDGs to a focus on the SDGs?
- How can we transform the new Sustainable Development Goals into concrete programs for Education for Sustainable Development?
- How do we develop inter-organizational collaborations to create such campaigns?
- What is it youth and adults need to know and how should they learn it? What are the most effective ways to engage them in the SDG agenda?





## References

First written 19-20 August 2014 in Svendborg, DK as a presentation for Workshop

Text: Rex O. Schade / co-translation Gulli Jakobsen

*Re-edited / revised January 2015 and May 2015*

Following the 23.01.2015 Eco-Net / RCE / 92-Group national NGO network, and the UNESCO recommended *conference* on ESD at Christiansborg, Fællessalen the Danish Parliament and the Global and 'Annual Report' from AWE Presidency, 1 April 2015 led to some changes.

The transformed presentation on behalf of AWE International at the UN DPI Conference at UN New York, now formulated as a comprehensive article about some dimensions and supplements to the AWE identity, was ready to be printed in May 2015 in a new AWE Journal or any other magazine on World Education.

Rex O. Schade  
July 2016

Svendborg, Denmark, August 2016

Author: Rex O. Schade, on behalf of the UN Work Group/AWE UN Committee.

Translation and language editing: Gulli Jakobsen

**“Now that we can do everything, what will we do”?**





# "AWE - Educators sans Frontières"

— *educators across, over and beyond borders of many sorts*



'AWE – Educators Sans Frontières' facebook page aims to educate, support and stir debate and comment on AWE UN related work. It functions as an activity window for UN work since 65 UN DPI NGO conference in New York and tries to build relationships among work group and focus towards the future work of UN Work Group.

Since 1974, AWE has had consultative status to the UN via ECOSOC and in periods to UNESCO. The UN work group is committed to maintain and develop the relationship between the UN and AWE. The facebook was created 31.08.2014 as a support to AWE's United Nations (UN) work.

The facebook page highlights the new Sustainable Development Goals (SDG) 'beyond 2015' and 'OUR ACTION AGENDA', which is the positive signs and signals of the work agenda for the whole UN DPI NGO culture. The page gives special highlight to the four pillars (Sustainability, Human rights, End poverty and Climate change) declared on the 65 UN DPI NGO Conference 2014.

The page also tries to become a platform for the current and future debate and campaigns on Education for Sustainable Development (ESD) with a focus on SDG-2015-2030 and shares relevant education activities and efforts thereby helping to lay a foundation for the ideas of future endeavours. More than anything, the facebook page administrator, Mr Rex Schade keeps the page well updated and hopes for the fruitful and active participation of AWE members. According to him, the page will exist as long as 'likes' are alive and he will carry on sharing as long as educators 'like' this page and the group members find it meaningful to each other.



## **Three rounds of email communications January 2015-September 2016**

As you have read now in 'The aim and goals', the working UN Work Group was organized during the month of December 2014, ready to take off in January 2015. We have been working continuously since then.

As mentioned, the reason for establishing a working UN group was that the UN Committee formed at the IC Meeting October 2013 in Bisserup, Denmark, was too big (15 persons) to work on a weekly basis. At least this was the experience that Mary Cattani and Rex O. Schade had during the first year, November 2013 to July 2014, after the IC Meeting. So, after in October and November 2014 submitting the UN Reports to all of AWE International about observations and collections of good ideas and educational material during a month's stay at UN New York 20.8.-22.9.2014 and at CCLC in Maine, for one of your UN Reps, I (Rex O. Schade) thought about taking a new step in organizing a constant working UN group within the UN Committee.

As a UN Representative I took the liberty to ask those members who were guest teachers in the first and second MDG educational tours, October 2010 and September 2013, to join such a group. The original MDG group 2010

was Roberto Boi, Kwesi, Gulli, Rex and in 2013 supplemented with Asmaa and Jørn. In March 2015 the new UN Work Group added two new members, Igor from Ukraine and Omar from Venezuela.

From the beginning the http-like facebook that was organized during the stay at UN NYC, ready by 1 September 2014, had several followers (members and non-members of AWE). It was great as well to add to the UN Work Group several followers. As of September 2016, this group has indicated again that they like to stay there as followers. This means that from time to time they get newsletters and other pieces of information about what the main work group is doing. So, in fact we are networking with the best of intentions of this phenomenon: Ever since 2014 the UN group has used various ways of communication consisting of a mixture of regular email, skype meetings, individual facebook communication, sometimes mobile call and regular Newsletters. Despite difficulties of establishing skype meetings where we could all be there together, we have succeeded in having this networking, and I would say democratic communication, going on now for almost two years.

### **Results of these three rounds**

The result as per August 2016 is the 'Documentary Magazine' that you are reading now. Our results have also been reflected and described in the AWE Annual Reports. They can be found in the Presidency files.

The regular work since December 2014 consists of especially three rounds of email communication. Each round was started and finished with Skype meetings. Between the rounds we had individual emails and skype meetings person-to-person, before at a defining skype meeting we decided on the next round.

The three email rounds and contents of communication will now follow in a short version with some good examples:



### ***The first round was about 'Crucial Questions'***

The starting point was based on terrorist attacks at the time 2014/15. The growing fear in the world and what NGOs could do about this was the focal point. But also the 'outcome documents' from the '65 UN DPI NGO Conference August 2014' was shown and played a role. The first round was running from January 2015 to winding up with a resume on the 24 March 2015.

### ***The second round began on 7 April 2015 continuing until November 2015***

As a result of the first round an important question was formulated and became the basis of the following second round. At a skype meeting on 6 June we decided that some of the group members should try to re-write and transform all the inputs into a cluster of 'Educational programme ideas'. It was argued during this process that we should use the result as a background paper for a Statement that could be presented first of all to the AWE Presidency and the members of AWE International. It should be used and shown in public at the UN before all the crucial UN events in 2015. It could be used as well as a deeper presentation of who AWE is today and what is going on in the organization between International Council meeting 2013 and the coming meeting at Mitraniketan in Kerala, India late October 2016.

The second round of discussion was about a collection of points on "Education", using the Noble Prize winner speech in Education, 2014 Kailash Satyarthi and Malala Yousafzai. Both are Children Rights activists and a challenge for the original author of the MDG from 2000, the UN economist Jeffrey D. Sachs. It was sent out to all AWE International members in order to stir up another common debate in AWE on a possible common project. (July 2015)

### ***The third round from January 2016 till July 2016***

Please find a comprehensive result document below (page ) named point 4.2 and 4.3, made by Roberto Boi Nicolasora and Sabith LK Pillai. So explanation and the good examples follows as one document (4.2 and 4.3).

4.3) Suggestion to Educational programme by Roberto Boi, Asmaa

### **A summary (2016) reads:**

We, the UN Work Group of the Association for World Education (AWE), a conglomerate of individuals and organizations committed to education work, support the United Nations' education policy and programmes recognized as one of the foremost and fundamental tasks in responding to global issues.

Inspired by the important questions addressed at a Workshop AWE was sharing at the 65. UN DPI NGO Conference (26-29.8.2014) and the newly announced UNESCO ESD plan of Action (by 23. January 2015), we have prepared a 'Statement' to be suggested to the AWE Presidency, July 2015. This Statement should be addressed to the crucial and important UN conferences and events during autumn 2015 - important to all mankind.

With three major UN events relevant to world education namely: UN 70-Year Anniversary NGO Conference in August 2015; UN Summit on SDG in September 2015; COP21 Paris in December 2015 it is imperative that we, AWE education advocates, would like to be heard and take part in these herculean undertakings as our share of UN world education goals, particularly the SDC goals, defined after September 2015 as 'SDG 2015-2030'.



These UN goals are generally understood as having their own lives in various concrete expressions based on the local circumstances. In this regard, AWE wants to contribute by working with these goals among our members and provide roll-out activities to diverse institutions and multispectral organizations at the local level.

Since AWE cannot focus on all the goals, hence, we choose the goals that are closest to our natural area of work and expertise - i.e. **education**. We firmly believe that education is the basis of development. Without education most of the other goals will be difficult to fulfil. Allow us to present a cluster of doable educational exercises that all other UN groups involved in education work may want to consider and most likely adopt in their own perspective.

These, we believe, are possible and realizable areas of work we want to pursue as AWE and a UN partner in education work.

#### Main points to 'Awareness Curriculum'

- In order to create an impact as an international organization and network we will share information about planned activities in the name of AWE; coordinate our efforts time-wise and agree on a limited number of goals to focus on.
- We will encourage civil society in both the North and the South to understand that we all have a role to play in spreading the knowledge of the SDGs. Without general knowledge in civil society about the SDGs there is no one to put pressure on local and national government authorities to take responsibility and action as well as approve and distribute the necessary funds for implementation of projects and programmes.
- As educators, we will generate a knowledge base of SDGs accessible to all AWE by having a cluster for a capacity building agenda assisting all of us to deeply understand SDGs and Education for Sustainable Development, consequently promoting lessons learnt leading to design innovative practices and activities.
- As educators, we are challenged by the 'outcome' of the 65' UN DPI NGO Conference 2014 by trying hard to link the four pillars in the future NGO work 2015 – 2030. This means: to define a syllabus or Awareness Curriculum seen from the AWE point of view in which we are linking issues of 'Sustainability', 'End of Poverty', 'Human Rights Education', and 'Climate Change', as none of the pillars can be left out.
- We will set up case stories and studies around each of the four pillars – at least as a kind of tests, best examples or showcasing sustainability progress aligned with positive stories about human rights education progress.
  - To generate a model for ESD material as a pre-test to promote these teachings while seeking others to share experiences with; assess them for improvements to spread awareness about the subject matter. Having our own tangible product we will promote a certain course through AWE's education philosophy.

#### A cluster of points in an Awareness Curriculum – 'as pearls on a string'

- Initiate small projects allowing proactive participation, a leverage to turn this vision into reality.
- Environmental issues remain an imminent threat and should continually be discussed and adopted with the mandatory participation of civil society in the process of decision.



- It is also important to assist teachers in getting rid of poor and old-fashioned performance and support them in considering sustainable goals; be aware of the deeper link between Economic Development, Social Inclusion and Environmental Sustainability; and how achieving this link provides improvement of the lives of people everywhere in the world.
- We need to improve inter-organizational communications depending on the subject of interaction (horizontal and vertical), depending on type of relationship (formal and informal), and establish basic principles of development of functioning and directions of inter-organizational communications.
- The interdependent nature of sustainable development calls for an approach that goes beyond borders such as geographic and institutional in order to coordinate strategies and make the right decisions. It has been contained within the specified terms of reference, such as in a governmental agency or a single area, and reasonable solutions require cooperation as part of the decision-making process.
- To get in touch with local school authorities or individual schools and encourage them to participate in educational activities relevant to current global issues.
- Work on tangible activities, even small ones, like educational tours, awareness campaigns, collaboration with other SDG work groups so that we create our own impact both in the local and international scene.
- Replicate all that is done together, measure the impact of those activities, provide recommendatory improvements to serve as an input for a grand SDG tour.
- Brief summary of the previous MDG campaigns and their final result; what was successful and which among the goals failed. Summarize the MDGs into audio visual form as a link and an introductory contextualization to the current focus, the SDGs.
- Work on a modular workshop for the SDGs that are participatory in form. One workshop programme for AWE members to produce education materials for ESD designed for testing with concrete demonstration lesson. Ensure the availability of training tools and teaching aids for ESD.
- One major workshop programme for teachers for each AWE member country focused on SDGs. Promote SDG through formal and informal learning. Teachers' development for competence to include SDG in their teaching.
- Identify which AWE member country is willing to host a joint activity within a realistic time frame and resources with the assistance of AWE members. It could be an activity organized by regional member organization. Strengthen cooperation on ESD at all levels within the region.
- Roll-out programme for local education advocates in each member country: target audience are including: GO, NGO, PO, PWDs, academe, students, communities and villages.
- We must develop innovative and fun engaging catchy activities for young people in presenting SDGs. To use more audio-visual art form approaches and output; theatre, music, painting, poetry and to maximize current technologies, short video films, slide shows, or fusion of these forms. They can present their output to other communities as a roll-out campaign.
- Gather experiences on SDG implementation in various sectors. Evaluate and work on recommendations as enhancement for the continuing education activity.
- Promote research in the field and development of ESD.



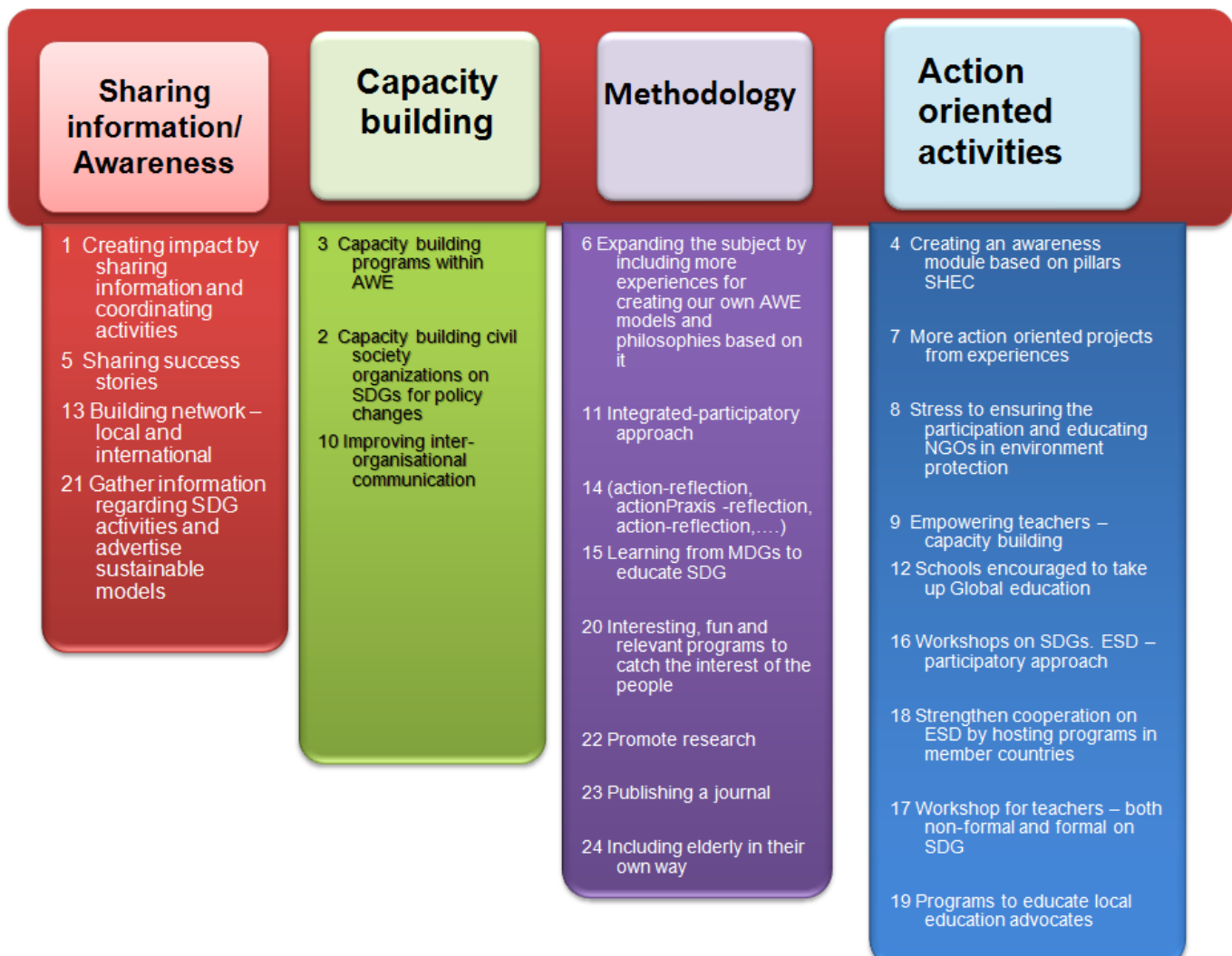
- Produce a Journal both in print and for the AWE virtual library a year after the implementation for continued information access.
- For the senior citizens (retired, active professionals) create an approach appropriate to their current condition presenting the SDG goals. Persuade and challenge them to choose which SDG goals they can realistically contribute to and in what form.

In adherence with the United Nation education agenda, the Association for World Education embraces the challenge and comes up with an agreed functional plan as our commitment to put into action the goals of Education for Sustainable Development

1.7.2015, by Roberto Boi Nicolasora assisted by Asmaa Sleem

### Comments and Educational model, by Sabith Pillai

#### A model of four categories: sharing information, capacity building, action oriented activities, methodology by Sabith LK Pillai, 2015





## **Workshop 28 April 2016 Copenhagen, by Global Focus CSO Futures, Innovation & Partnership Programme**

AWE Denmark is member of a Danish umbrella organisation Globalt Fokus (Global Focus) with a membership consisting of a large number of NGOs working with development aid of all kinds and with civil society relations in the countries they work in. AWE Denmark participates in the group dealing with education. Approx. 15 NGOs are members of this group. The members meet regularly and exchange information on the issue and discuss projects and other activities related to education and civil society.

Global Focus holds workshops and organizes conferences on various relevant topics, and also has close connections to the governmental organization Danida, Danish International Development Assistance.

The below workshop was organized by Global Focus.

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Workshop held on 28 April 2016 in Copenhagen organised by Global Focus, Denmark, about

### **CSO Futures, Innovation & Partnership Programme The world of Tomorrow: Re-inventing my organisation**

Presenter: Burkhard Gnärig, Executive Director of International Civil Society Centre, Berlin

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Short, personal reflections from the workshop by Gulli Jakobsen, AWE Denmark

Burkhard Gnärig delivered a presentation with power point, which I have already forwarded to you. It was very inspiring, and although AWE is quite different from most of the NGOs present, as our activities are based on volunteers, there were still bits and pieces to pick up.

After that we had break-out sessions, and the following are my thoughts based on discussions in the break-out session I participated in: "Developing new business models for my organisation", headed by Morten Högnesen, DanChurchAid.

Eight Danish NGOs of varying size were represented in my group in this session, and AWE was the only one based solely on volunteers. It became clear to me that in fact we have a lot of freedom to do what we want as we have no specific management structure and procedures in AWE DK apart from the statutes of the Chapter Board. On the other hand we are quite limited in our activities, as we have no money in the organisation, but have to do ad hoc fundraising for every specific activity we want to implement.

Looking at AWE International from this perspective, the volunteerism and the lack of a big money coffer are the soft spots of the organisation. How can we hold the organisation together in a constantly changing world with relatively few members thinly spread and no funds? Especially in the global south this can be a problem.





On this basis, we may need to re-define AWE; to look at our Mission/Objectives and to find a focus for any activity we may enter into. We may need to build alliances with like-minded organisations if we want to make an impact, make a difference in our respective countries.

One way of looking at AWE in a different way could be to expose the association to a Logical Framework Approach exercise; maybe we should spend a couple of hours at the coming ICM to do so. This method of analysis often helps to clear our traditional way of thinking as we are forced to think ahead and 'out of the box' and especially think about ways and means to obtain our goals/objectives.

With the new Sustainable Development Goals it should not be too difficult to find common ground for all AWE members around the world. Look at Goal 4, Education, where it should be possible to find an "umbrella" issue that can serve as inspiration to activities globally.

Based on the above, I see AWE International as a discussion forum or platform for exchange of ideas within education, enlightenment and global citizenship etc. inspired by the UN, other international/national bodies and each other. We should build closer links to the UN system to get connected to like-minded organisations, nurture these allies and through such alliances and be able to make ourselves known and obtain some influence.

9 May 2016  
Gulli Jakobsen

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## **UN '66' DPI NGO Conference 31.5.-1.6.2016 in Seoul** AWE President Noel Bonam participated

Following points collected by your UN Rep.:

### **The purpose of the 66 UN DPI NGO Conference was focused in the Concept Note:**

quote

- 'Rooted in Sustainable Development Goal number 4, is to harness strategies, expertise and resources across the widest spectrum of civil society to unleash a range of education initiatives that ensure inclusive, safe and equitable quality education and promote lifelong learning opportunities for all'.

unquote

We could add to the Concept Note of the 66.UN DPI NGO Conference in Seoul (31.5. – 1.6.2016) the following positive points: the good spirit and optimism expressed by the UN General Assembly Head Mr Mogens Lykketoft, May 2016 on the 17 SDG's and the carrying out right now in Bonn (20.5.2016) of the good results of the COP 21 in Paris (December 2015). All gives a lot of hope for the future.

*The Outcome of the 66.DPI still remains to be known, but hopefully the Global NGO world, organized under the DPI in UN New York (Department of Public Information) and by the NGO Liaison Office in Geneva, will underline and support the address just mentioned by the official UN via General Secretary Ban Ki-Moon and David Nabarro (Chair of the 17 SDG document) saying in the Overview that:*

**'Education for Global Citizenship  
will achieve and lead to Sustainable Development together'.**

### **Possible comment and question:**

One good question in any workshop after '66' must be: Goal 4 on Education takes a lot to carry through in all member states. Does it generate innovation and innovative education?

Add to this comment and question:

*UNESCO Educational model, after 2013, 'the Principles of GCE Pedagogy'.*

(This Note on '66' UN DPI NGO Conference and possible question was used at the NGO Baltic Sea 14th Forum in Gdansk, Poland the week after the '66' in Seoul.)

You'll find more about the information and background story of the quotations on the AWE UN Information Platform (see 'Filer' in English) at:

<https://www.facebook.com/groups/rex.schade/?fref=ts>

**"Now that we can do everything, what will we do"?**



# Parts in UN MOMENTUM 2014 – 2016

*composed by Rex O. Schade and members of the UN Work Group*

## **World's largest workshop took place in Copenhagen, 20.10. - 2.11.2014 The UN IPCC came to town!**

The global climate front runners met for two weeks in Copenhagen organised by the IPCC, the UN Climate Panel, in the UN City in Copenhagen together with people from the Copenhagen municipality, a number of think-tanks, among them the Danish Journalist Science Group in the newsletter 'Mandag Morgen' (Monday Morning) and Institute Sustania. 2,000 scientists met as well as a huge number of science groups and institutes. Very important groups around the International Alliance of Research Universities (IARU) in cooperation with University of Copenhagen arranged a two-day seminar 'Sustainability Science Congress' where 700 of the world's leading scientists presented everything about sustainable development. The UN Climate Panel, IPCC, together with 600 scientists presented the result of seven years of work (the Fifth Main Report about our planet's climate). A total of 15 themes were discussed during the 14 days. One sub-workshop for 'C40' was interesting, where the 40 biggest cities in the world are planning to become the greenest city before 2020.

The world got a present at the end of the UN IPCC, on 2 November 2014: The extended climate concept. As Katherine Richardson said before 20 October 2014, 'the goal is also to break down the narrow scientific walls, because the big transition will be across walls, 'No more silos of thinking and leadership'. On 2 November the UN Climate Panel's chief, Rajendra K. Pachauri, presented the fifth Main Report and Status of the Planet's Climate and the way forward.

## **UNESCO world conference 2014 ends ESD (Education for Sustainable Development)**

**4.-12. November 2014, Aichi-Nagoya and Okayama, Japan**

Motto: "Learning Today for a Sustainable Future". Participants are UNESCO Associated School Project Network. It is also the 9th RCE conference (Regional Centres for Expertise). (AWE.dk is member of RCE.dk). Please **find final draft of the 'Aichi-Nagoya' declaration at filer**, on <https://www.facebook.com/groups/rex.schade/?fref=ts> UNESCO:

Final Draft Aichi-Nagoya Declaration on Education for Sustainable Development: quote: ...'We, the participants of the UNESCO World Conference on Education for Sustainable Development held in Aichi-Nagoya, Japan, from 10 to 12 November 2014'. ...unquote. The Final document contains 16 important points on ESD.



Find at filer: UNESCO text on 'Global Citizenship Education, Prepare learners for challenges of the twenty first century' (UNESCO, 2013/15) also named GCE, Principles of Global Citizenship Education-Pedagogy or at this link

[http://blogs.edweek.org/edweek/global\\_learning/2015/03/how\\_asia-pacific\\_education\\_systems\\_are\\_shifting\\_to\\_21st\\_century\\_skills.html?intc=bs&cmp=SOC-SHR-GEN](http://blogs.edweek.org/edweek/global_learning/2015/03/how_asia-pacific_education_systems_are_shifting_to_21st_century_skills.html?intc=bs&cmp=SOC-SHR-GEN)

***Around New Year 2014/2015 Momentum was heard in the doorways of the United Nations in New York.***

It was said and argued by Ban-Ki-Moon, the Secretary-General of the UN.

It was argued in the huge UN paper by Mr Moon himself "The Road to Dignity by 2030, - Ending Poverty, Transforming All Lives and Protecting the Planet". It was a 50-page argument and documentation that the draft proposal for the new sustainable development goals, which was the outcome of the 65. UN DPI conference (hereafter '65'), must lead to a momentum, as all member states and their current governments could not refuse to sign a final Document for 17 SDGs. A final agreement and convention should be worked out. The paper contained also all the good documentation for ESD (education for sustainable development) since Rio 92 and from the recent Rio +20 (in 2012). There were no way back for those against, as everyone related to Global Compact, meaning the UN and private business at global campaign, were supporting the Road to Dignity by 2030.

Please note: In August-September 2014 in UN New York, AWE was present at the '65' Climate Summit, the UN Climate Week and the March on 21.9.2014.

***The small AWE International: AWE UN representatives participated in the autumn 2014 work at least online and with current information from UN DPI and NGO Liaison work.***

We did so under the globally known mural paint: - 'Despair is an insult to the future'. Why despair? I think it was due to all the bad reports on climate crisis released by official UN bodies, NGOs, critical media, individual researchers, think-tanks and so on! We had to do something. We had our share of the causes of the climate crisis. We, the peoples of the world, all world governments and private companies of the world were the cause of all the problems.

During the autumn 2014 your UN representative wrote three major reports about his experiences at the '65' and on 15.12.2014 sent to all AWE members a 20-page UN Rep. Report about this Momentum phenomenon seen from both the NGO world and the official United Nations. Correspondence with the two mentioned global NGOs AWAZZ and '350.org' was included as well as summaries of meetings that took place in the UN in October/November 2014. Among important meetings was High-Level Panel discussions that we could have taken part in if your UN rep. had had the opportunity to participate. With our consultative status at ECOSOC we always have the possibility to participate in current High-Level Panel discussions whether in New York or Geneva and Vienna, Copenhagen and Seoul for that matter.

*29 December 2014 – as a New Year Greeting your UN representative wrote a three-page Newsletter with six ideas suggested to the AWE UN Committee and the Presidency*

Among those ideas could be mentioned: How to work with the SDGs after 2015? How could we prepare for the '66' UN DPI conference on education? And finally: Is it possible to work for an AWE 'New Journal' reflecting AWE work from the AWE International Council meeting October 2013, the '65' UN DPI conference and AWE exhibition in UN NYC in late August



2014 and towards the future?

At the '65' we as AWE made our first experiences with exhibition material about our work worldwide; material that disappeared within 48 hours (including a very nice poster).

The Newsletter was sent out 10.01.2015.

*Attempt to engage in and organize a 'rapid-reaction' UN Work Group out of AWE UN Committee followed that Newsletter (during January and February 2015 work was done)*

Three documents mention: 1) why a 'rapid reaction' group is needed? Because of the amount of questions and global topics that always are floating around in the UN often materialized in the DPI calendar. 2) Emphasise our possibilities to take part in the UN 'High-Panel' discussions about current mainstream topics and cases; very often meetings leading to a UN resolution or programme action. We tried very hard to hang in there twice. 3) The third document was a direct address to six AWE persons to become members of an AWE UN Work Group out of the 15-person large AWE UN Committee.

From March 2015 an ad hoc UN Work Group was formed. Later on a follower group of AWE non-committee members was organized, and it was the responsibility of the coordinator/UN Representative to send frequent updates to all AWE UN Committee members (among them possible new UN representatives).

### ***Educational one-day teach-in session on the new 17 SDGs, 23 January 2015 at Christiansborg in the Danish Parliament Public Hall***

It was arranged by a national NGO network, 92-gruppen, RCE (Regional Centre for Expertise) chaired by ECO-Net, Lars Myrthue Nielsen and Troels Dam Christensen, 92-G. One of the main speakers was Professor Charles Hopkins, UNESCO head office. The 17 Goals were presented officially for the first time by Hopkins in relation to change of teacher training and education of teachers. Motto: 'We must educate for sustainability'. A Panel of Danish MPs was also stirring up a debate on how to develop the SDGs, a debate with a full Hall (app. 160 participants). For ECO-Net it was also a way to celebrate its 20 years birthday in 'popular ecological enlightenment'. Please find the programme on

[http://folkeoplysningforfremtiden.dk/wp-content/uploads/konfe\\_esd230115.pdf](http://folkeoplysningforfremtiden.dk/wp-content/uploads/konfe_esd230115.pdf)

On ESD, Professor Hopkins is the most important person you can find within a programme for better teacher training and education. He holds the UNESCO Chair in Reorienting Teacher Education towards Sustainability at York University in Toronto, Canada. He is also the United Nations University (UNU) Chair on Education for Sustainable Development and an advisor to both UNESCO and UNU regarding the UNDESD.

He played major roles in the Rio 92 and Johannesburg United Nations Summits on Sustainability. He was one of the authors of the chapter 36, "Promoting Education, Public Awareness and Training" of Agenda 21, the document from the Rio Summit in 1992 that launched ESD; a real scoop for Lars Myrthue Nielsen, Eco-net and RCE to get him to Copenhagen.

### ***UN agreement; 23 September 2015 heads of governments from 193 member countries agreed on the 17 SDGs***

On 23.9.2015, after years of preparation, at least since 2000 with the MDGs in mind, and with



the 'outcome document' from the '65' UN DPI NGO 2014 on new 17 Sustainable Development Goals, 193 countries finally adopted 17 global development goals and 169 relevant objectives of the 2030 Agenda for Sustainable Development.

(This short note comes from UN NYC Press and repeated in fact sheet in UN Special, No. 757, March 2016). Please find tons of information and work descriptions at the Filer on the AWE UN information platform (facebook).

More on DESA: <https://www.un.org/development/desa/undesavoice/in-case-you-missed-it/2016/03/#25407>

### COP 21 December 2015. United Nations Climate Change Conference

**COP 21** was held in [Paris](#), France, from 30 November to 12 December 2015. It was the 21st annual session of the [Conference of the Parties](#) (COP) to the 1992 [United Nations Framework Convention on Climate Change](#) (UNFCCC) and the 11th session of the Meeting of the Parties to the 1997 [Kyoto Protocol](#).<sup>[1]</sup> Please find the full programme at this link:

[https://en.wikipedia.org/wiki/2015\\_United\\_Nations\\_Climate\\_Change\\_Conference](https://en.wikipedia.org/wiki/2015_United_Nations_Climate_Change_Conference).

Major outcome document: **Paris Declaration** with 140 programme paragraphs from COP 21, December 2015: <https://unfccc.int/resource/docs/2015/cop21/eng/l09r01.pdf>

"When in 2014 the UN Secretary General convened his UN Climate Change Summit and hundreds of thousands of people marched in the streets of New York, and many other big cities in the world, we knew that we had the power of the people on our side", quote of Christiana Figueres, head of UN climate talks. Please find on files several documents about COP 21 and the '12.12.12' example from NGOs gathered in Paris: you could sign 'Statement on respect' and so on. On [10 December 2015 kl. 13:45 Rex O. Schade](#) made an update telling also about the NGO activities, among those a 'World letter' quote: 'Friends, yesterday a near-final text of a global climate agreement was released in Paris. Over a dozen global movements and NGO leaders, from Naomi Klein to Vandana Shiva to Maxime Combes all put their support behind the mobilization on 12 December with a powerful public letter. Here are the first lines of what it said: **This gathering is about respect ....Find very important proof of D12: action consensus. NGOs keep up the spirit after 12.12.15.** On 12 December we will meet in the streets of Paris for a day of mass mobilization and actions.' Find it at filer.

### AWE: April 2016, in UNGO Geneva

Report of a week programme on: Introduction to the UN system in Geneva by NGO Liaison Office, Human Rights issues at the UN Council, Wilson Palace, HRC preparatory for the 33. HRC Session (12.-30.9.2016), Earth Day with Geneva city council and the UNGO; first presentation of the peaceful transition process in Tunisia (in the XX Hall, UNGO); Syria peace talks at Public meeting etc. sent to AWE UN Committee and Presidency, present at 'filer'.

### UN: The High-level Political Forum on Sustainable Development (HLPF) 25.9.16 in UN NYC. Will AWE have something to share?

The High-level Political Forum on Sustainable Development (HLPF) is the United Nations central platform for the follow-up and review of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals adopted at the United Nations Sustainable Development Summit on 25 September 2015.

Some elements in this process: What will happen during HLPF in 2016?

HLPF in 2016 is the first since the adoption of the 2030 Agenda and the SDGs. The session will include voluntary reviews of 22 countries and thematic reviews of progress on the Sustainable Development Goals, including cross-cutting issues, supported by reviews by the ECOSOC functional commissions. HLPF will also include a range of side events, a Partnership Exchange event, SDGs Learning as well as Training and Practice sessions. How



can member states, UN system entities, major groups and other stakeholders participate?  
(Updated on Filer 8.7.2016)

### COP 22 in Marrakesh, 7.-18. November 2016

<http://cop22.ma/> COP21 was just the beginning - Find out how nations have progressed on their COP21 commitments by attending the [Sustainable Innovation Forum 2016](#), taking place on 15-16 November 2016 in Marrakech, Morocco – the largest business-focused event being held during COP22, <http://www.cop22marrakech.org/>

PS: Find on files: 2030 AGENDA; implementation of 17 SDG Goals; from DESA and ECOSOC March 2016, 'In case you missed it'.

### Right now, 01.09.2016 in Denmark 'Dansk Supermarked' venture out

*mm.dk (Monday Morning Journalist think-tank): The Danish retail giant 'Dansk Supermarked' is a pioneer in transforming the UN goals into specific CSR work. "The goals are a perfect tool for prioritising and focusing our CSR", says Helene Regnell, head of CSR in 'Dansk Supermarked'.*

This is an interesting point in the building blocks of Momentum, but it is a reality. In fact, Global Compact works, as the organization of supermarkets in Denmark sticks to the deal on 17 SDGs, where our current government is really reluctant and not as eager and in the forefront as Denmark used to be.

One negative example is the fact that the minister of Finance in the Liberal-Right wing government, Claus Hjort, now stops the financing of the Wind Mill Parks near coast lines, although it was part of a political 'agreement' with Green Transition and growth in 2015.

## Summary

Making a short resume is difficult, and making a short conclusion is even harder. It is not possible to do it in five lines. Five lines appeared in a paper recently about needed leadership in Europe, called 'Value of Freedom' (by a Danish-Swedish thinker Kasper Winther). It expressed that current politicians elected by the people 'always are faced with mending of problems caused by their predecessors'. In the case 'Value of Freedom' it emerged that the problems that must be mended now in the most troublesome year 2016, maybe since the end of the Second World War, was made 1500 years ago in the

dismantling period of the Roman Empire! Decline with grace or was it brutality? And what is the medicine? Simply, that today's politicians should work together for solutions - as simple as that! Could this really make a difference?

So, after using already more than ten lines to make a summary in this case, - after this documentary, UN team work done within the last two or three years only and without any comparison at all to the trouble of leadership and the lack of it in Europe, the Middle East, in the UN and



everywhere else in 2016,

some twenty lines of Conclusion would be as follows:

- The documentary and the work results achieved show that cooperation in a small team is possible, a result of long-time inspirational, sometimes difficult, but always energetic cooperation was possible in this UN Work Group, and that
- Ideas and inspiration and 'lust for learning' (as Åge Rosendal said it and wrote about in a book in the 1970s) is a good symbol to use. We like to learn more, where ever we are living in AWE International
- Together with this old term of learning there is one word and characteristic that could be used to symbolize this great team work, and that is 'perseverance' (in Danish 'vedholdenhed') that is what we could put on our shirts when we meet in India.
- Please combine this with some of the latest recommendation, argued for and formulated at the end of the Report from UNGO Geneva, April 2016 and some more added to 'Suggestion for future AWE UN Work'. From this it will emerge that there will be a rich and challenging future culture of learning for all of AWE international despite the troublesome year 2016 and all obstacles in International affairs and politics world-wide,
- More than two years engagements in Climate Change, SDG/ESD and the emergence of 17 New SDGs, the UNESCO's Global Citizenship Education have all been our frame, visible also at the facebook to anyone interested, the UN Work Group Information platform.
- If you have not followed the perseverance, the somehow persistent UN Work that has been delivered almost on all weekdays since 1.9.2014 at that ÅWE UN Information platform, it is a pity. But do not despair, it is still there! Over the time we have worked with the mentioned issues in many other ways, as you might know.
- Knowledge, Inspiration, Learning, Cooperation sometimes provoking and shocking, etc., but always something you could use and grow from or something that could be useful in an email communication tread or as a take-off for a serious group study, are qualities we have cared for and committed ourselves to.

Finally having said all this and made seven points of conclusion on top of the documentation of the UN work done 2013 – 2016 we do hope we will

***be involved in the International Council Meeting in SDG/ESD work/workshop and the same for GCE, global citizenship education, the UNESCO version compared and measured by the concept of World Education as well as in future AWE International work.***

**Gulli Jakobsen, Sabith LK Pillai, Roberto Boi Nicolasora, Rex O. Schade, Asmaa Sleem on behalf of all of the AWE UN Work Group and the UN Committee**

**October 2016**

## Appendix:

**'References 2016' the list has certain logic: Three streams and waves.  
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**“Now that we can do everything, what will we do”?**

**“The more clearly we can focus our attention on the wonders and realities of the universe around us, the less taste we shall have for destruction”.**