

THE EUROPEAN DECLARATION ON GLOBAL EDUCATION TO 2050

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2050

The Dublin Declaration

THE EUROPEAN DECLARATION ON GLOBAL EDUCATION TO 2050

THE DUBLIN DECLARATION

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

Working towards the day
when all people in Europe
– in solidarity with peoples globally –
will have access to quality Global Education.

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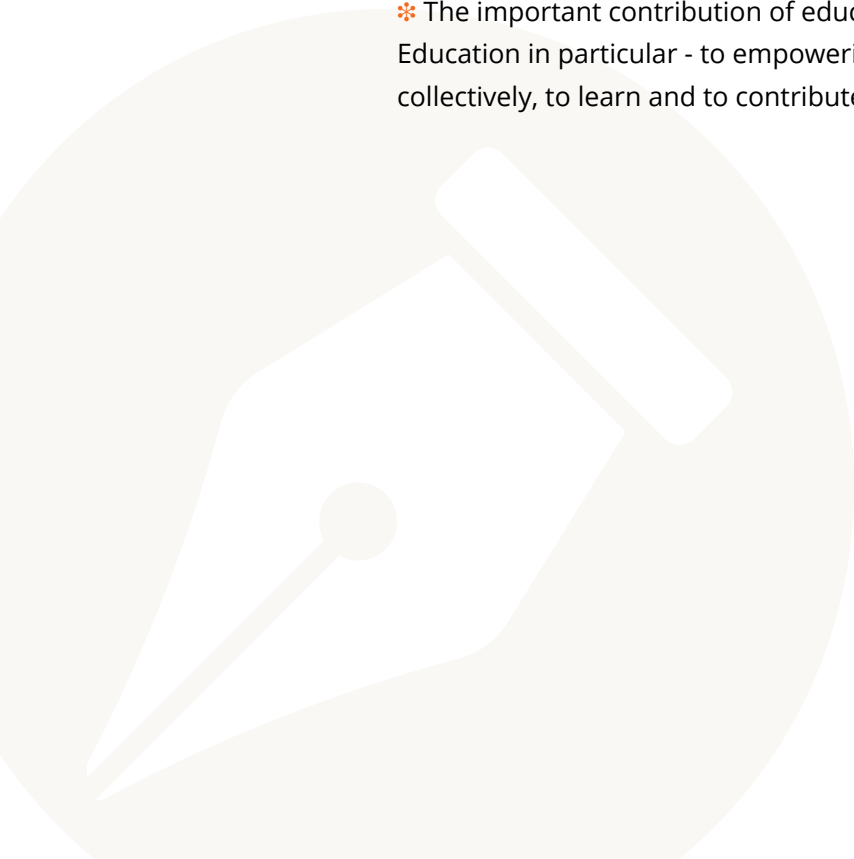


Preamble

We, the participating delegations at the European Congress on Global Education, meeting in Dublin Castle on 3rd and 4th of November 2022, convened by GENE - Global Education Network Europe - and hosted by Ireland, with Luxembourg as co-chair, representing participating Member States, having consulted with a broad range of stakeholders from youth organisations, civil society, local and regional governments, academia and peers and colleagues from other regions; and in close co-operation with the European Commission, the Council of Europe, the OECD, UNECE, and UNESCO; set out our vision and commitments for Global Education to 2050.

Conscious of

- ✳ The range and complexity of crises and challenges facing people, other living beings and the planet.
- ✳ People's right to learn, to critically reflect on their place in the world, to respond and to act in solidarity, as global citizens with planetary responsibility.
- ✳ The important contribution of education – and Global Education in particular - to empowering people, individually and collectively, to learn and to contribute to changing the world.



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Our Vision is of

- ❖ A world of greater social and climate justice, peace, solidarity, equity and equality, planetary sustainability, international understanding, respect for diversity, inclusion, and the realisation of all human rights for all peoples and a decent life for all, particularly the most vulnerable and excluded, locally and globally. Quality Global Education for all can play an important role in the realisation of such a world.
- ❖ A Europe where all people have access to quality Global Education, as a right; and in which there is a shared understanding of quality education, including Global Education, as a human right, a global public good and a transformative learning process.
- ❖ Education that promotes and values the perspectives and the knowledge of differing cultures, including diaspora communities and minorities, and makes the most of this richness to support inclusive responses to local and global challenges.
- ❖ A Europe where Global Education, life-long and life-wide, is adequately resourced and informed by critical dialogue with local and global partners.
- ❖ Greater critical public understanding of historical and geo-political relationships, including the legacies of colonialism, conflict, wars and oppression, and greater critical public engagement with global challenges and power dynamics.
- ❖ A shared perspective regarding the transversal, intersectional nature of Global Education which gathers a variety of related national and international definitions and concepts, all of which share a common core.¹
- ❖ Building and strengthening – country by country, region by region, community by community, and sector by sector policies, strategies, support mechanisms and capacity-building platforms for the achievement of universal, life-long and life-wide access to quality Global Education.
- ❖ Involving and including all relevant stakeholders in dialogue, networking and cooperation around Global Education; including new publics, marginalised communities, and those less-engaged previously, in order to reach all people in Europe.
- ❖ Inspiring people, individually and collectively, to take action and get involved in social and environmental movements and organisations locally, nationally and globally in the fields related to Global Education.

¹See Appendix 1 for further details of the renewed definition and umbrella term.

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The Definition: our understanding of Global Education

Global Education is education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level. It empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding. It involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future.

Global Education encompasses a broad range of educational provision: formal, non-formal and informal; life-long and life-wide. We consider it essential to the transformative power of, and the transformation of, education.²

In this spirit, we declare our determination to further advance Global Education in Europe.

We Build on Existing International Agreements and Commitments

✱ The 2002 Maastricht Declaration on Global Education and other European commitments to learning for sustainable development, human rights, gender equity, peace and social justice, local and global, which recognise the importance of Global Education and public engagement.

✱ International commitments, global agendas and goals in regard to Education for Sustainable Development, Education for Global Citizenship, Human Rights Education, etc. including, inter alia, Agenda 2030, SDG 4 (including particularly target 4.7), and the UNESCO 1974 Recommendation concerning education for international understanding, co-operation and peace, which recognise the role of Global Education as a necessary core to the learning of 21st century global citizens.³

² See Appendix 1 for details of the broad range of educational provision which includes a Global Education perspective.

³ With specific reference, inter alia, to agreements outlined in Appendix 3.

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We recognise the growth and development of Global Education in Europe over 20 years

- ❖ Strong and clear results in Global Education since the Maastricht Declaration.
- ❖ Enhanced policy frameworks at national and European levels.
- ❖ The increased recognition and educational impetus that place Global Education at the heart of quality education; formal, non-formal and informal; life-long and life-wide.
- ❖ The increased acknowledgement of the need for a “universalist, rights-based approach to Global Education”, exemplified in national strategies and policies which are explicitly designed for all people in countries in Europe, in solidarity with peoples globally.
- ❖ Increased and improved whole-sector coordinated approaches in, inter alia, the formal education sectors within school curriculum reform, teacher education, student assessment, whole-school approaches, school leadership and self-evaluation processes and school inspectorate training, early childhood education and care and in non-formal education across various sectors.
- ❖ Greater structured involvement of civil society sectors, including in consultation processes and in national and European strategy development, implementation, review, and re-design.
- ❖ Better coordination among specific stakeholder sectors in the field, particularly among local and regional authorities, youth organisations and Global Education-focused CSOs at national and international levels. We recognise the importance of youth engagement through youth organisations and platforms.
- ❖ Greater reflection on and more critical approaches to Global Education, with due attention to questions of historical legacy and global power dynamics, including the decolonisation of curricula.
- ❖ Strengthened research capacity in the field as an essential enabler of better, research-informed policymaking.
- ❖ The development, revision, and growth in aggregated totals of national funding levels and of European funding mechanisms, including instruments such as EU DEAR.
- ❖ Increased international networking and policy learning between policymakers, and greater quality assurance including, inter-alia, through GENE Roundtables and through the European GE Peer Review process.

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We acknowledge the context, challenges and opportunities for Global Education in Europe and globally.

Global Education in Europe to 2050 will be forged in the context of

- ❖ Changing planetary realities; geo-political alignments; multilateral, national, regional, and local political contexts.
- ❖ Increasingly complex and inter-related global and local challenges including, inter alia, climate change; loss of biodiversity; pollution; inequality; poverty; food, water, and energy insecurity; pandemics; wars and the threat of wars.
- ❖ Continuing threats to democracy, peace and security, international understanding, human rights and sustainability; these include inequality, intolerance, all forms of discrimination and human rights violations, as well as polarisation, misinformation, and manipulation of and through social media.
- ❖ The engagement of global and local peoples' movements in response to global challenges; coupled with growing recognition of the need for solidarity, in care for the planet and for a world of peace, understanding, equity and equality and human rights for all.
- ❖ An understanding of the need for Global Education at the heart of these movements, and for strengthening the role of civil society, in contexts of shrinking/closing civic space.
- ❖ The importance of valuing the perspectives and knowledge of all cultures, particularly indigenous cultures, to co-create just and sustainable solutions in the face of global challenges.
- ❖ Growing recognition of the need to ensure that all education – formal, non-formal, informal, lifelong and life-wide, from early childhood education and care to adult education – should include learning for social justice, at local and global levels, as well as human rights, gender equality, diversity, sustainability, and peace.
- ❖ The potential for technology to play a central role in offering user-oriented and inclusive educational solutions, building global connectivity, and increasing solidarity, while also acknowledging the potential for technology and social media to divide people and undermine democracy. We also recognise the potential environmental impact of technology and the challenge of the digital divide.



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We also recognise the importance of Global Education to

- * Enable the acquisition of necessary learning, critical thinking, skills and competencies, attitudes, and values, to deal with complexity in an increasingly uncertain world; to the understanding and appreciation of the richness of our diverse heritage and of differing cultures, and to respond to crises and threats to peace.
- * Empower us to deal with the existential challenge posed by the climate crisis, loss of biodiversity, growing inequality, persistent poverty, racism and xenophobia, lack of access to basic human rights, wars and the threat of wars.
- * Empower people to take action for social, economic, and ecological transformation.
- * Provide democratic, participatory learning processes that can promote global citizenship, sustainability, intercultural understanding, inclusion, a culture of peace and non-violence and gender equality in education and in society.
- * Encourage public awareness and ensure public understanding of and critical engagement with local and global issues, recognising the relevance of these issues to their own lives and the well-being of society.
- * Enhance policy coherence between global education and other policy fields such as foreign and development policy, environment, agriculture, trade, finance and investment, migration, justice and health.
- * Respond to the growing educational impetus and the increasing necessity to place global and local justice, solidarity, and other issues dealt with by global education, at the heart of education system reform, curricula, and learning.
- * Ensure an informed understanding of historical context, including the legacies of colonialism, conflict, wars and oppression, of global power dynamics, of geo-political and economic structures and relations.





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We make the following commitments, based on our respective mandates, at national level, to

- * Increase emphasis on Global Education within relevant national policy and strategy across government departments, including education policy, strategy and provision – formal, non-formal and informal and from early childhood through adult education; in foreign, international and development cooperation policy, partnership and cooperation programmes and in coherence with local and regional policies.
- * Strive to develop or, where they already exist, strengthen, national, regional, local and sectoral strategies for increasing and improving Global Education, to achieve access to quality Global Education for all people.
- * Enhance policy coherence in Global Education and related fields and to strengthen inter-ministerial co-operation and coordination in the development of national strategies, policies and initiatives in Global Education.
- * Support efforts to strengthen the work in this field of, inter alia, youth organisations, civil society organisations, adult education and community organisations, people's movements, local and regional governments, diaspora communities, peers and colleagues from other regions, and researchers, recognising their expertise in the field of Global Education.
- * Develop adequate structures of support for educators in Global Education, in order to incrementally bridge the gap between the willingness to integrate Global Education, and the confidence, skills, competencies and support to do so.
- * Support the development of appropriate standard-setting, quality assurance, monitoring and evaluation mechanisms, based on models of good practice that are both relevant and appropriate to Global Education in particular sectors.
- * Seek to ensure adequate, accessible and, where possible, predictable resourcing for Global Education commensurate with the ambitions of this Declaration.
- * Support and where possible resource the further development of research in Global Education to enable research-informed policy.
- * Seek to ensure the inclusion of and support for marginalised communities and groups in the process of Global Education.
- * Support innovation in Global Education.
- * Reach out to new sectors and publics, including the private sector.
- * Provide support for international networking between policymakers, to ensure continuing improvement in Global Education policy and practice.

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We make the following commitments, based on our respective mandates, at European level, to

- ❖ Develop and strengthen a universal, rights-based approach to Global Education in Europe, in dialogue with peers and colleagues from other regions.
- ❖ Support continuing coordination between local, regional, national, pan-European and international levels to ensure support for policy dialogue and policy coherence in the field, in line also with ongoing work on United Nations agendas and education targets.
- ❖ Support sector-wide coordination of Global Education through networks at European level; enhancing and enabling networking between Global Education actors from civil society, youth and local and regional governments and partnerships with other sectors and different types of actors and organisations.
- ❖ Seek to ensure adequate and accessible funding for Global Education at pan-European level, coherent with national level funding and with this Declaration's ambitions.
- ❖ Advocate for Global Education as a cross-cutting and integrated priority within European Institutions including the Council of Europe, subsequent EU Presidencies, as well as in other international organisations.
- ❖ Continue to work with peers and colleagues from other regions of the world to engage in mutual learning and support regarding the development of regional structures for networking between policymakers, and other stakeholders, inter-regionally, and globally.
- ❖ Continue to strengthen the European Global Education Peer Review process, the State of Global Education in Europe, and other quality improvement mechanisms.
- ❖ To support the work of GENE, as an intergovernmental organisation devoted to networking policymakers in member states, for increased and improved Global Education in all countries in Europe.
- ❖ Develop a monitoring framework, with clear and manageable reporting mechanisms based on existing models and focused on key milestones leading up to 2050.
(See Appendix 2).



APPENDICES

Appendix 1: Renewing the Definition of Global Education

A Renewed Definition of Global Education

Building on the 2002 Maastricht Declaration and informed by subsequent processes and emerging definitions and changing realities, the Dublin Declaration proposes the following definition:

Global Education is education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level. It empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding. It involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future. Global Education encompasses a broad range of educational provision: formal, non-formal and informal; life-long and life-wide. We consider it essential to the transformative power of, and the transformation of, education.

Core Values, Principles and Dimensions of Global Education

Global Education includes certain core elements. These include:

- * Core values of global and local social justice, peace, solidarity, equity and equality, planetary sustainability, inclusion, human rights, the embracing of diversity, and international understanding.*
- * A focus on the interconnection between local and global dimensions of issues affecting people, other living beings and the planet; between generations; between cultures and between past, present and future.*
- * A common commitment to pedagogical practices that are inclusive, participatory, inspire hope, enable critical thinking, and do justice to the primacy of the learners; while building competences and skills for informed, self-reflective, meaningful action, individual and collective.*

Appendix 1: Renewing the Definition of Global Education

Uniting for Coherence and Impact

This Declaration recognises the diversity of terms used according to national circumstances, and that the use of specific terms changes over time. It uses Global Education as an umbrella term to bring together related concepts and areas of policy and practice, to promote coherence, facilitate policy learning, avoid silo-isation and ensure greater combined effect.

Global Education encompasses formal, non-formal, informal education; life-long and life-wide and intergenerational learning. It is about people's realities, local, national and global, in a planetary context.

It involves critical thinking, learning to deal with complexity, democratic and participatory pedagogical practices. It encompasses a variety of ways of understanding how people learn. It includes historical consciousness, a critical analysis of present systems, and a vision of hope for the future of people and the planet. Currently aligned to the Global Goals and to specific commitments such as SDG4.7; Global Education also harnesses the power of broader, longer and deeper human aspirations for social justice, peace, equity and equality, sustainability, human rights and a decent life for all.

Global Education includes...

Global Education is an intersectional umbrella term which encompasses a variety of related terms that are used at national and international level, including, inter alia:

- * Anti-Racist Education
- * Development Education
- * Diversity and Inclusion Education
- * Education for Gender Equality
- * Education for Global Citizenship and International Solidarity
- * Education for Sustainable Development
- * Global Citizenship Education
- * Global Development Education
- * Global Learning
- * Global Youth Work
- * Human Rights Education
- * Intercultural Education
- * Learning for Environmental Sustainability
- * Peace Education

The global dimensions of

- * Citizenship Education
- * Civic and Moral Education
- * Digital Citizenship Education

Appendix 2: Monitoring Progress

Follow-up to the Dublin Declaration will involve a monitoring and reporting mechanism that seeks to build on existing reporting and monitoring, balancing transparency and the need to monitor and celebrate progress annually and every five years, with the need to be realistic about reporting.

The following is proposed:

An annual national reporting process to report on progress vis-à-vis the Declaration; based on and taking account of existing processes of national reporting annually to peers (at GENE Roundtables). This would include:

- A focus on National Strategy and policy development (and review, evaluation, re-design, etc.) that will also be reported annually, and compiled on a pan-European basis.
- A focus on national funding mechanisms, data and changes to levels of funding, from ODA and from other sources, being shared at European level annually.
- A focus on developing inter-ministerial cooperation, on supporting stakeholder engagement, dialogue, and networking.

All three categories will inform the periodic State of Global Education in Europe report. Dialogue with other stakeholders, including

at local and regional levels, and with colleagues from other regions may also act as mechanisms for critical dialogue and strengthening progress.

Progress towards the achievement of the aspirations of the new Declaration will also directly feed into the European GE Peer Review process, facilitated by GENE, with national reports using the Declaration to develop nationally relevant benchmarks. Where relevant and appropriate, national reports should also feed into OECD DAC Peer Reviews.⁴ European conferences will also be used to report progress and, where necessary, review the Declaration, starting in 2027, and in principle, every five years.

These processes will, in keeping with good practice at national level, build space for political, policymaker, stakeholder and researcher engagement, reflection, dialogue and scenario-building; into each of these processes.

The GENE Secretariat will also ensure that this process of reporting is consistent with, and aligned towards, the re-invigorated UNESCO process of reporting towards the revised 1974 recommendation and other relevant international processes (EC, OECD, UNECE, CoE, IEA) and will seek to strengthen cooperation in this regard.

⁴ Pillar I.3 of the (2021) OECD DAC Peer Review Methodology – approved by consensus by the OECD DAC – focuses in Section I.3 on “Global Education, awareness-raising and public support”. This focus, and the associated indicators, will be assessed in all DAC members. See [here](#) for the official document.

Appendix 3: Core Reference Documents

The Declaration on Global Education in Europe to 2050 is a European Strategy Framework for agreements, including the following, while also seeking to be coherent with relevant emerging international processes.

UNESCO (1974) [Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms](#)

UN (1992) [Report of the United Nations Conference on Environment and Development](#)

UNECE (1998) [Aarhus Convention on the Right to Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters](#)

EU Council (2001) [Development education and raising European public awareness of development cooperation](#)

Council of Europe/GENE (2002) [The Maastricht Declaration on Global Education in Europe to 2015](#)

UN (2002) [World Summit on Sustainable Development](#)

UN (2004) [World Programme for Human Rights Education](#)

UNECE (2005) [Regional Strategy for ESD for the UNECE region](#)

Belgium DGDC & European Commission (2005) [European Conference on Public Awareness Raising and Development Education for North-South solidarity](#)

Council of Europe (2010) [Charter on Education for Democratic Citizenship and Human Rights Education](#)

European Union (2010) [Council Conclusions on Education for Sustainable Development](#)

GENE/EDUFI (2011) [The Espoo-Hanasaari Conclusions on Global Education in Curriculum Change](#)

Council of Europe (2011) [Recommendation on Education for Global Interdependence and Solidarity](#)

UN (2011) [United Nations Declaration on Human Rights Education and Training](#)

UNECE (2011) [Learning for the Future: Competences in Education for Sustainable Development](#)

GENE (2012) [The Hague Conclusions on Global Education to 2020](#)

European Commission (2012) [Commission staff working document on Development Education and Awareness Raising \(DEAR\) in Europe](#)

UN (2012) [Rio+20 The Future We Want, A/RES/66/288](#)

Council of Europe (2013) [Reference Framework of Competences for Democratic Culture](#)

UNESCO (2013) [International Decade for the Rapprochement of Cultures \(2013-2022\)](#)

GENE/EDUFI (2014) [The Espoo Finland 2014 Conclusions on the Education of Global Citizens](#)

UNESCO (2014) [UNESCO Education Strategy 2014 – 2021](#)

UN (2015) [Transforming our World: the 2030 Agenda for Sustainable Development](#)

Appendix 3: Core Reference Documents

UN (2015) [Paris Agreement \(COP 21\)](#)

UNESCO (2015) [Global Action Programme on Education for Sustainable Development 2015-2019](#)

UNESCO (2015) [Second UNESCO Forum on Global Citizenship Education: Building Peaceful and Sustainable Societies](#)

UNESCO (2016) [Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all](#)

European Union (2017) [European Consensus on Development](#) (see paragraph 122, page 54)

OECD (2017) [Measuring Distance to the SDG Targets: An Assessment of where OECD Countries Stand](#)

European Union (2018) [Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning](#)

European Union (2018) [Council Resolution 2018: The European Union Youth Strategy 2019-2027, including the European Youth Goals](#)

OECD (2018) [The OECD PISA Global Competence Framework](#)

Council of Europe (2019) [Global Education Guidelines](#)

European Union (2019) [The European Green Deal](#)

Bridge 47 (2019) [Envision 4.7 Roadmap](#)

OECD (2019) [Conceptual Learning Framework: Transformative Competencies for 2030](#)

European Union (2020) [Final Declaration of the 3rd European Youth Work Convention Signposts for the Future](#)

European Union (2020) [Council Resolution on the Framework for establishing a European Youth Work Agenda](#)

European Union (2020) [Council Conclusions on Youth in External Actions](#)

UNESCO (2020) [Education for Sustainable Development: A Roadmap](#)

UNESCO (2020) [Extraordinary Session of the Global Education Meeting, Education post-COVID-19: 2020 Global Education Meeting Declaration](#)

GENE (2020/2021) [CODEV Deliberations on Importance of GE/DEAR](#)

European Union (2021) [Council Resolution on a Strategic Framework for European Cooperation in Education and Training towards the European Education Area and Beyond \(2021-2030\)](#)

European Union (2021) [Neighbourhood, Development and International Cooperation \(NDICI\) Instrument – Global Europe](#) (Article 8 paragraph 7, p.23; and Annex III, Section 2, paragraph 3 (a) and (b), p.65)

OECD (201) [The Updated Youth Action Plan: Building Blocks for Future Action](#)

Appendix 3: Core Reference Documents

UN (2021) [The Glasgow Climate Pact](#)

UNESCO (2021) [Berlin Declaration on Education for Sustainable Development](#)

UNESCO (2021) [Reimagining our Futures Together: A New Social Contract for Education](#)

European Union (2022) [GreenComp: The European Sustainability Competence Framework](#)

European Union (2022) [Council Conclusions on the transformative role of education for sustainable development and global citizenship as an instrumental tool for the achievement of the sustainable development goals \(SDGs\)](#)

UNESCO (2022) [Marrakech Framework for Action on adult learning and education](#)

European Union (2022) [Council Recommendation on Learning for a Green Transition](#)

European Union (2022) [Proposal for a Council Recommendation on Pathways to School Success \(COM/2022/316 final\)](#)

UNESCO (2022) [Vision Statement of the Secretary-General on Transforming Education](#)

UNESCO (2022) [Revised Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms \('1974 Recommendation'\)](#)

UNECE (2022) [Draft Ministerial Declaration of the Ninth Environment for Europe Ministerial Conference](#)

UNESCO (2023) [Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development](#)

This repository of agreements will be reviewed and amended periodically.



Rialtas na hÉireann
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An Roinn Gnóthaí Eachtracha
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