

**COUNCIL OF EUROPE
COMMITTEE OF MINISTERS**

Recommendation Rec (2009) XX of the Committee of Ministers to member States on global education/education for global citizenship and responsibility

(Adopted by the Committee of Ministers on XX XX 2009 at the XXth meeting of the Ministers' Deputies)

1. The Committee of Ministers under the terms of Article 15.b of the Statute of the Council of Europe;
2. Considering that the aim of the Council of Europe is to achieve greater unity between its members for the purpose of safeguarding and realising the ideals and principles which are their common heritage - human rights, the rule of law and pluralistic democracy - and in view of the Council of Europe's willingness to remain open to co-operation with Europe's neighbouring regions and the rest of the world, in particular through the European Centre for Global Interdependence and Solidarity;
3. Bearing in mind the Wroclaw Declaration on Fifty Years of European Cultural Co-operation (Wroclaw, 9-10 December 2004) and the Declaration and Action Plan adopted at the Third Summit of the Heads of State and Government of the Council of Europe (Warsaw, 16-17 May 2005), which expressed the will to "promote the universal values shared by the member states of the Council of Europe in the human rights field and to achieve the United Nations Millennium Development Goals in Europe" and the understanding that the promotion of a democratic culture among all citizens, which requires increased efforts of the Council of Europe in the field of education, aims "at ensuring access to education for all young people across Europe, improving its quality and promoting, *inter alia*, comprehensive human rights education";
4. Bearing in mind Recommendation Rec (2002)12 of the Committee of Ministers to member states on education for democratic citizenship, adopted on 16 October 2002, which declares that "education for democratic citizenship should be seen as embracing any formal, non-formal or informal educational activity, including that of the family, enabling an individual to act throughout his or her life as an active and responsible citizen respectful of the rights of others";
5. Bearing in mind that the European Ministers responsible for education at the 22nd Session of the Standing Conference of European Ministers of Education "Building a more human and inclusive Europe: role of education policies" (Istanbul, 4-5 May 2007) recommending to "acknowledge the crucial role that education plays in the pursuit of the aims and core values of the Council of Europe: human rights, democracy and the rule of law and to this end, maintain the necessary resources for ensuring the quality and effectiveness of its education programmes";
6. Bearing in mind the Budapest Declaration of the Committee of Ministers for a greater Europe without dividing lines, adopted on 7 May 1999, on the occasion of the 50th Anniversary of the Council of Europe, and its appended Declaration and Programme on Education for Democratic Citizenship based on the right and responsibilities of citizens;

7. Bearing in mind the Europe-wide Global Education Congress representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe (Maastricht, 15-17 November 2002) and its Declaration to contribute to “international, regional and national commitments to increase and improve support for global education, as education that supports peoples’ search for knowledge about the realities of their world, and engage them in critical global democratic citizenship towards greater justice, sustainability, equity and human rights for all”;
8. Bearing in mind the Recommendation Rec (2007)13 of the Committee of Ministers on gender mainstreaming in education, which underlines “that democratic societies must be based on partnership and the equal sharing of rights and responsibilities between women and men, cater for their respective needs, ensure balanced participation in all areas of life and full citizenship rights to every woman and man”;
9. Bearing in mind the White Paper on Intercultural Dialogue - “Living Together As Equals in Dignity”- adopted by the Committee of Ministers on 7 May 2008, stating that “education for democratic citizenship involves, *inter alia*, civic, history, political and human-rights education, education on the global context of societies and on cultural heritage” and that the Council of Europe “remains open to co-operation with Europe’s neighbouring regions and the rest of the world” and is strongly committed to ensure co-ordination and complementarity of its action with other international institutions contributing to intercultural dialogue at international level;
10. Having noted the Parliamentary Assembly Recommendation Resolution 1318 (2003) on Globalisation and Sustainable Development where the Assembly recommends that member states “promote global education to strengthen public awareness of sustainable development, bearing in mind that global education is essential for all citizens to acquire the knowledge and skills to understand, participate in and interact critically with our global society, as empowered global citizens”;
11. Having noted the Recommendation 183 (2006) of the Congress of Local and Regional authorities of the Council of Europe on the North-South Centre, which recommends frontier cooperation in the field of culture and education, thereby highlighting the centrality of education for global citizenship (global education) as an important pillar of education for peace and conflict prevention, as well as intercultural education.
12. Having noted the European Parliament’s resolution on “Challenge of EU Development Cooperation Policy for the New Member States” (13 March 2008) welcoming the strategy framework “The European Consensus on Development: The Contribution of Development Education and Awareness Raising” and stressing that the Parliament has an important role to play in highlighting the actual and potential role of development education and awareness in both formal and informal education in the new member states;
13. Having noted the strengthened policy framework for global education in Europe, both at national level, and at European level, through the outcomes of the 2005 Brussels Conference on Public Awareness and Development Education, and the declarations of the 2006 Helsinki Conference on Development Education, the European Consensus on Development Education (2007) and the European Youth Forum’s Policy Paper on Global Education in 2008;

14. Reaffirming their commitment under the United Nations General Assembly resolution 57/254 (2002) to put in place a United Nations Decade of Education for Sustainable Development (DESD), spanning from 2005 to 2014, particularly article 2 and 3 in the pursuit of fulfilling the United Nations Millennium Development Goals.

15. Reaffirming their commitment under the UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms from 1974, and the responsibility of Member States to encourage and support any activity designed to ensure the education for all for the advancement of justice, freedom, human rights and peace and to promote "understanding and respect for all peoples, their cultures, civilizations, values and ways of life including domestic ethnic cultures and cultures of other nations" and the "awareness of the increasing global interdependence between peoples and nations";

16. Affirms that:

17. a world vision based on the universality and indivisibility of human rights, a culture of peace, justice and equality is an essential prerequisite to guarantee all individuals, women and men, the right to live their lives in dignity, and the capacity to exercise their inalienable rights as citizens in a democratic sphere;

18. the construction of inclusive spaces for all citizens is required with a view to allow globalisation to become a positive, fully inclusive and equitable force for all the world's people and to distribute costs and burdens fairly and solidarily and in accordance with basic principles of equity;

19. the persistent exclusion of individuals in all forms and on all levels in some societies demand common efforts to work towards an increased and shared responsibility for managing social and economic development on a global level and the adoption and strengthening of sustainable patterns of production and consumption, following the principle of sustainable development and respect for nature;

20. education for global citizenship is an important factor for the creation of socially just societies in which all individuals are empowered and provided with access to knowledge and skills to understand, participate *in* and interact critically *with* their local and global surrounding, and are enabled to adjust themselves to the challenges of a changing society;

21. an appropriate educational vision is required - recognising that a globalising world requires global competencies, that growing inequity requires different educational responses, that global and local poverty and injustice cannot be ignored by educational systems, processes or methodologies, and that growing uncertainty requires education in freedom;

22. a universalist, rights-based approach to global education is increasingly seen as the benchmark of adequate policy and strategy. The Maastricht Declaration vision suggests that we work "towards the day when all people in Europe have what is theirs by right – access to quality global education";

23. Declares its commitment:

24. to develop strategies, or where developed, to mainstream global education and make it an integral element of education systems and policies, drawing up national policy frameworks and action plans and relevant programmes, taking into account the national conditions, providing access for all to quality global education;

25. to improve the collaboration and coordination with respect to global education between all relevant ministries with a view to increase and improve global education towards the implementation of the United Nations Decade for Education for Sustainable Development;

26. to support cooperation and coordination between international, national, regional and local actors - particularly between governmental and civil society stakeholders, and to support coordination mechanisms both on a pan-European level and a North-South level;

27. to address global education as a life-long and life-wide learning experience, stressing the complimentary nature of formal education, non-formal education and informal learning – including that of the family – and having a holistic approach vision to education;

28. to foster greater engagement of teachers, formal and non-formal educators and teacher trainers in global education in the development of new projects, programmes and networks;

29. to recognise the importance and support of civil society organisations, such as youth organisations, development organisations, media and journalist associations and trade unions, in taking the lead in developing global education further within the non-formal education field, with a view to strengthen civil society itself and to bring about a stronger awareness of global realities;

30. to recognise the importance of the ownership of each learner over their educational path, which implies that all education is managed or co-managed by young people and recognising the valuable role of student councils as a strong instruments to foster democratic participation in formal education, and moreover, further recognise the importance of mobility as a strong learning experience that contributes to better understanding of both host as sending societies;

31. to use global education as a tool for the promotion of gender equality and the empowerment of women as effective ways to achieve the Millennium Development Goals and to stimulate development that is truly sustainable;

32. to support and utilize to a much greater extent the existing diversity within Europe and the experience of ethnic and religious minorities, migrants and their communities in managing cultural diversity and shaping in one way or the other global education;

33. to promote academically sound and critical research on all issues related to global education, as well as the expansion of relevant academic courses in the whole of Europe;

34. Recommends to the governments of the member states that they:

35. review their acquis and practices with a view to implement the strategies and measures outlined in this recommendation and its appendix;

36. promote and encourage measures aimed specifically at implementing global education on all levels of the education system, education contents and in teacher education with a view to achieve education for global citizenship;
37. create mechanisms that enhance the promotion, implementation, monitoring and evaluation of global education throughout the education systems in schools, as well as in the realm of all educational initiatives of civil society actors;
38. bring this recommendation to the attention of the relevant political institutions and public and private bodies, in particular the ministries and/or public authorities responsible for framing and implementing education policies on the central, regional and local level, as well as non-governmental organisations;
39. support international coordination, strategy learning and peer review for enhanced quality in the field;
40. monitor and evaluate progress arising from the incorporation of global education at school, and inform the Council of Europe's relevant organs of the measures undertaken and the progress achieved in this field.

Appendix to the Recommendation Rec (2009) XX of the Committee of Ministers

41. Significance of terms and definitions:

42. For the purpose of the present recommendation:

43. “global education” means: holistic education for global citizenship and responsibility, the latter of which implies joint commitment and ethical action. Global education embraces human rights education, intercultural education, education for peace and conflict transformation, development education and sustainable education, which together can be considered as constituting the global dimension of democratic citizenship;

44. The abovementioned education areas strive for the same aims of opening peoples’ eyes and minds to the realities of the world, and to awaken them to bring about greater justice, equity and human rights for all. Global education stresses the strong interdependencies and links between the economic, socio-political, technological, demographic, ecological, cultural and religious aspects of social life. Global education concerns all citizens and is embedded in life-long learning, that takes place in schools, associations, day-care centres, work places, youth clubs, families and every day life;

45. Global education takes stock of the Council of Europe’s long standing work in the field of education for democratic citizenship, being the global dimension of citizenship education;

46. “education for democratic citizenship” means: in line with the CM/Rec(2007)13 education for democratic citizenship is herein understood as assuming and exercising one’s rights and responsibilities in society, by participating in civic and political life, and by valuing human rights and social and cultural diversity.

47. The governments of the member states are invited to consider the following measures with a view to implement them:

48. Legal framework:

49. review their legal acquis and practices with a view to implement the strategies and measures outlined in this recommendation and its appendix;

50. Education policies and support structures:

51. launching special programmes to bring global education as an integral component into education policies, curricula and schools, through improved collaboration and coordination between all relevant ministries;

52. drawing up national policy frameworks and actions plans and allocating resources to implement global education programmes, including monitoring and evaluation elements;

53. working towards the initiation and support of educational programs which are inspired by the principles of equal rights, inclusiveness, fairness and multi-perspectivity, and which foster cultural sensitivity and critical thinking;

54. giving explicit attention to the importance of global education in education and development policies, programmes and budgets in formal and non-formal education policies, programmes and budgets;

55. setting up of national committees and/or task forces on global education with a view to improve cooperation and coordination between national, regional and local actors – and governmental and non-state actors – to support implementation of global education in formal and non-formal education;

56. preparing documentation, guidelines and good practices for global education for schools, teachers and curricula planners in order to incorporate a global democratic citizenship dimension in their work and disseminating these materials, *inter alia*, via the relevant websites of the ministries and authorities;

57. supporting the work of the Wergeland Centre and other local, regional or national education centres for global democratic citizenship for the enhancement of coordination, dissemination of information and actions taken in this field;

58. requiring increased dialogue and cooperation on national and international levels, paying special attention to the relations between the North and South and East and West;

59. studying the impact of global education, providing qualitative and quantitative instruments for impact assessment and thus raising its quality;

60. School organisations:

61. encouraging school management bodies to introduce and/or reinforce global education in schools and stimulating global education projects and programmes through formal curricula;

62. promoting multidisciplinary approaches and actions in teaching, through the transversal inclusion of global education in all relevant subjects in different school subjects such as, *inter alia*, teaching of history, languages, religion and social sciences;

63. inclusion of specific citizenship courses as a vital part of the curriculum, the former of which could then provide a background and framework for the work done in other courses and school projects;

64. promoting a holistic approach to formal, non-formal and informal education in schools that will empower pupils and students to be responsible citizens and to take well-informed decisions;

65. promoting a democratic school culture which embraces educational practices, destined to further pupils' and students' full and active participation in view of its characteristic as both an important milieu to learn about and fully exercise citizenship and as a natural arena for interaction with civil society;

66. supporting the work of pupils, students and student organisations and acknowledging their contribution to education processes; providing the time and space for peer-education, student-initiated projects on global education, awareness raising, active participation and critical thinking and exploring further their role as a bridge to other youth organisations working on global education;

67. encouraging parents and the wider community, including local authorities, to accept the school's objectives in this field and to participate actively with children, pupils and students in the implementation of global education practices;

68. facilitating partnership networks between educational institutions, schools and persons and working towards greater school links in the member states and beyond, and providing the means for the promotion of international/global school/youth exchanges;

69. Teachers and educators

70. promoting awareness-raising and training for all school personnel on global education and generating teacher-training material on global citizenship education and distributing them to teachers;

71. providing pre- and in-service teacher training, which will provide the relevant space and allow teachers to reflect on their own values, beliefs and attitudes vis-à-vis globalisation processes, as well as their teaching practices. This, in turn, will stimulate teachers to take a professional interest in global education approaches and provide easier access to the latter;

72. bringing diversity, justice, equity and the globalisation issues into various areas of pre- and in-service teacher training, in particular with respect to the preparation of teaching itself and the transmission of knowledge, as well as the dynamics of teaching, considering that teachers are potentially strong examples/models of global citizens;

73. addressing global education in a life-long and life-wide learning perspective stressing the complimentary nature of formal and non-formal education, and facilitating the links between the two in educational processes;

74. supporting and defining complementarities with the educational initiatives of development organisations, trade unions, socio-cultural organisations and youth organisations in the non-formal education field that aim at promoting active citizenship and shaping (young) peoples' attitudes, behaviours and identity;

75. implementing educational approaches and teaching methods, which aim at promoting peaceful coexistence and respect in multicultural, ethnically and religiously diverse societies;

76. using global education as a tool for the promotion of gender equality and the empowerment of women and to stimulate development that is truly sustainable;

77. applying special actions for ethnic and religious minorities, migrants and their communities in managing cultural diversity and shaping in one way or the other global education;

78. Teaching materials, methods and practices

79. raising awareness among authors and publishers of school textbooks, educational and other teaching materials of the need to make global citizenship education one of the quality criteria for the elaboration of new education materials for pupils, students and teachers;

80. supporting teachers, educators and trainers to analyse, critically approach and challenge existing education material related to global citizenship education in order to enhance the overall educational process and the quality of learning;

81. providing educational materials and resources to all educational actors that incorporates the different dimensions of global citizenship;

82. raising awareness among teachers and educators of existing research and impact evaluation on global education, and disseminating these results and making use of the knowledge in their teaching and education processes;

83. promoting education for global citizenship in leisure time activities where processes of identity-building, skills acquisition, intellectual development and social integration also take place;

84. Civil society organisations and media

85. recognising the importance and support of civil society organisations in taking the lead in developing global education further within the informal and non-formal education field, with a view to strengthen civil society itself and to bring about a greater awareness of global realities;

86. establishing partnerships and genuine collaboration with practitioners and decision-makers in formal and non-formal education systems, enabling the integration of development-related concerns and global education in ongoing policies and practices of those systems;

87. providing structured and ongoing support to processes of collaboration between people and organisations in the South and teachers, educators, researchers and media actors in Europe, enabling the public to respond to global challenges;

88. developing education in new information and communication technologies and media as far as global citizenship education is concerned;

89. supporting the development of (young) citizens' critical approaches to information and media reporting;

90. raising awareness and educating journalists, as well as other media actors, about the challenges of global interdependence and about the responsibility of citizens and the development of new projects, programmes and networks on global education;

91. promoting innovative educational pilot projects and programmes which are assisted by new information and communication technologies in areas related to global citizenship education;

92. encouraging the media to contribute to the promotion of education for global citizenship;

93. Research, monitoring and evaluation

94. promoting academically sound research, studies and other evidence-based initiatives on global education and bringing theory and practice closely together through the educational approaches;

95. developing the support for the expansion of relevant academic courses in the whole of Europe and thus raising the quality of global citizenship education and supporting the sharing and exchanges of practices through universities, academic channels and think tanks;

96. setting up of national, regional and local monitoring and evaluation mechanisms for the implementation of global education. Such evaluation mechanisms and impact assessments should include references to explicit quality standards;

Implementing frameworks

primary importance of elaborating national policies based on the principles and guidelines set up above, and involving all relevant actors (at state, regional and local level as well as the civil society), embracing a global vision on education that includes formal education, non-formal education and informal learning;

relevance of the set-up of the CoE structures and main bodies, such as the Committee of Ministers, the Parliamentary Assembly, the Congress of Local and Regional Authorities, and the Platform of INGO and the Council of Europe, as well as importance of using the existing structures (steering committees), networks (national focal points) for the enhancement of education policies and practices;

relevance of the Council of Europe's international partnership agreements (MoU's) with UNESCO, the Alliance of Civilizations, the Arab League Educational Cultural and Scientific Organization, and the Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures for the promotion of global education policies among citizens in European societies and beyond;

building on the North-South Centre's position as a bridge between the Council of Europe and other regions of the world adding an important dimension to the international efforts aimed at raising public awareness for the respect for human rights within Europe and between different continents through the promotion of the Global Education Guideline

encouraging the European Commission to expand its cooperation with relevant governmental and non-governmental stakeholders in the elaboration of additional proposals for the further implementation of the European Consensus on Development, leading to greater awareness in new EU member states;

calling upon the European Parliament to comply with the European Consensus' on Development pledge to draft a report on Development Education and Awareness Raising;

importance of other existing networks representing civil society and of state actors, such as the CoE's Conference of INGO, European Youth Forum and other collaborating youth platforms in Africa and Latin-America, CONCORD, Global Education Week Network (GEW), Global Education Network Europe (GENE).

importance of identifying complementarities and synergies with the newly established European Centre on intercultural understanding, citizenship and human rights education in Oslo, Norway.