

THE EUROPEAN DECLARATION ON GLOBAL EDUCATION TO 2050

SUMMARY

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2050

The Dublin Declaration

The European Declaration on Global Education to 2050 The Dublin Declaration: Summary

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

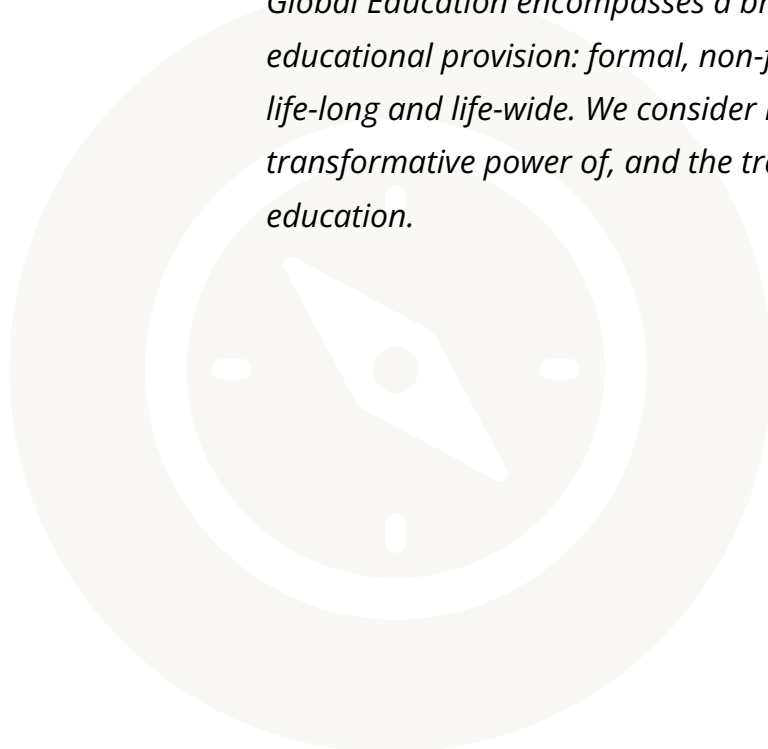
Definition

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.



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Vision

✳ 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.

✳ 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.

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Commitments (based on our respective mandates): National Level

- ❖ 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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Commitments (based on our respective mandates): European Level

- * 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.





Rialtas na hÉireann
Government of Ireland



An Roinn Gnóthaí Eachtracha
Department of Foreign Affairs



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