

THE HAGUE CONCLUSIONS ON GLOBAL EDUCATION TO 2020

We, the participants of The Hague International Symposium on Global Education in Europe, being representatives of Ministries and Agencies responsible for the support, funding and coordination of Global Education at national level in European countries, gathering in The Hague in November 2012, 10 years after the Maastricht Congress, under the auspices of Global Education Network Europe (GENE), at the invitation of the NCDO, and with the logistical support of the European Commission.

I. RECALLING

- The Maastricht Declaration and the outcomes of the Maastricht Congress in 2002;
- Further European commitments and processes in Global Education since Maastricht including: the Brussels Conference Conclusions 2005, the Helsinki Conference Conclusions 2006, the European Consensus document on Development Education and Awareness Raising 2007, various European Commission evaluative initiatives 2008-2012, the Espoo Finland 2011 Conclusions on Competences for Global Citizens in Curriculum Development, the European Parliament written declaration on development education and global active citizenship in 2012 and the Lisbon Global Education Congress in 2012;
- Policy learning from twenty seven GENE roundtables, peer review mechanism reports etc.;
- The Millennium Declaration;
- Commitment to Global Education, and development education within development cooperation commitments and frameworks;
- Vast global inequalities persist and basic human needs are not yet met for all people.

II. RECOGNISING

That Global Education is a shared responsibility and

Inspired by the Maastricht declaration, which provided a framework for the development of many streams now constituting Global Education, while providing a vision, a reference point and clear goals, we have made progress over a decade in:

- Conception: with clarity and increased refinement of the concept;
- Awareness: that global education is an urgent necessity for democratic, sustainable societies.
- Policy commitments: both at national level, with increased quality national strategies, and at European level, with the European Commission more involved in policy dialogue and more committed;
- Funding: both government and civil society funding, including new funding lines;
- Structures: new agencies and the stronger involvement of civil society, local authorities and institutional support;
- Coordination of Ministries and Agencies; in the involvement of civil society, and in the sharing of international experience;
- Sectoral spread: in formal education, non-formal education and informal learning;
- Reach: in the number and type of schools and other learning settings, various curricula involved, more involvement of regional and local level (federal states, municipalities), included in teacher education and training;

- Quality: with enhanced support, evaluation, definition of quality criteria, and dissemination of learning;
- Research and academic practice, and the growth of academic centres and networks in the field;
- Paradigms: with shifts from target to partnership approaches, from top-down to more participatory and mixed strategies; and with the move from issue-knowledge to a focus on competencies.

Also recognizing the importance of engaging the public towards increased understanding of persisting global inequalities, and understanding of and participation in Global Education.

III. AWARE OF¹

- The changed political, economic and social context due to the multiple crises of today;
- The changed and changing education context;
- Changes in Global Education;
- Growing recognition of the importance of Global Education;
- Emerging questions in education theory, practice and reform that recognize the convergence of education and Global Education and call for the centrality of Global Education within education.

IV. INTERESTED TO PURSUE GREATER COMPLEMENTARITY, COOPERATION, COHESION, COHERENCE AND SUBSIDIARITY IN THE FIELD OF GLOBAL EDUCATION THROUGH THE FOLLOWING:

- Enhancing support for experimentation, innovation, flexibility and creativity for new projects, new features, social media where relevant - including within European partnerships;
- Supporting the development, implementation, monitoring and evaluation of global education strategies or other strategic approaches, based on transparent and participatory processes, political commitment, sufficient time and other resources allocated;
- Developing seed-funding mechanisms to initiate Global Education activities;
- Continued support for bilateral and plurilateral policy learning in Global Education, including through GENE;
- Continued importance of quality processes and procedures (including continued definition of quality criteria, quantitative, qualitative and mixed evaluative processes);
- Greater complementarity in Global Education funding, policy, support and provision between EU and national levels and between different types of actors;
- Greater cohesion across EU Member States in the field of Global Education;
- Increased coordination between European Commission and Member States provision while recognizing subsidiarity.

V. REAFFIRMING, AGREEING AND LOOKING FORWARD TO

- Strengthened support for Global Education by all appropriate actors at various levels;
- Strengthened structures at various levels to increase policy learning across Europe and beyond;
- Depending on national context, to sustain, strengthen and increase support for Global Education;
- Enhanced synergies regarding funding from all relevant Ministries;

¹ See The Hague Symposium Report for detailed analysis of the changing contexts.

- Funding guided by quality strategies and evaluation mechanisms, well-targeted and clearly appropriately communicated;
- Within funding support mechanisms increased opportunity for experimentation, innovation and research;
- Intensified policy learning among GENE participants;
- Cooperation between various actors at local, regional, national and international level is key to enhance Global Education;
- Enhanced cooperation between Ministries and their related Agencies and regular inter-ministerial mechanisms, including support of the Ministries of Finance;
- Stimulate single-stakeholder approaches and multi-stakeholder dialogue involving government, parliamentarians, civil society, local authorities, private sector, academia and education sectors.

VI. WISH TO COMMIT TO

- Enhanced sharing of knowledge, analysis and policy learning in Global Education among the GENE members and beyond;
- Continued development of the GENE peer review process, including new country reviews;
- Broadening understanding and deepening cooperation between actors in Global Education at local, national and international level;
- Exploring the possibilities of replicating successful approaches to funding and other support mechanisms, such as seed-funding mechanisms;
- Contributing to international coherence in the field of Global Education through moving forward this agenda within international policy processes (under auspices of the OECD, European Commission, Council of Europe, UN system etc.);
- Continued focus on the quality of Global Education;
- Openness to enlarging the scope and reach of networking for policy learning in Global Education;
- Continued work in the spirit of the conclusions.

The Hague, the Netherlands, 17 November 2012