

Global Education Week 2024

Concept Note

" Global education is education that opens people's eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all. "

Maastricht Global Education Declaration, 2002

" Global Education 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."

The European Declaration on Global Education to 2050

The Global Education Week is a unique campaign that sparks civic engagement in favour of solidarity to contribute to a more sustainable and equitable world. This campaign takes place annually in November, this year from 18 to 24 November. It offers limitless opportunities for participation and aims to develop learning communities for active global citizenship. The campaign is implemented by the North-South Centre of the Council of Europe and nationally promoted by the [North-South Centre Global Education Network](#) as part of the joint project [iLEGEND III](#), Intercultural Learning Exchange through Global Education, Networking and Dialogue.

Following the same structure used in previous years (a specific theme focused on two of the five pillars of the [2030 Agenda](#)), national coordinators of the Global Education Network have decided to centre the 2024 annual theme on the 2 Ps: Planet and People. The slogan for this 2024 edition is "Connected People for an Inclusive Planet."

The Earth has not always been perceived solely as a resource, but rather as an aspect of existence that deserves preservation and care, fostering a mutual protection dynamic with communities. The industrial era transformed this relationship, Societies have gradually focused on mastering and exploiting the environment to meet the growing needs of their populations, marking a turning point where the exploitation of natural resources became intensive, leading to major ecological upheavals.

Currently, the impact of this societal model is raising global concern. Environmental disasters related to climate change, such as deforestation, biodiversity loss, and pollution are claiming many victims. Inhabitants of already vulnerable areas, affected by the social consequences of a globalised economic system, are often the hardest hit.

Co-funded
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Co-funded and implemented
by the Council of Europe

The implications for human rights, such as forced migrations or increased conflicts due to resource scarcity, have sparked numerous social movements worldwide and heightened international community mobilisation. One conclusion from the [Lisbon Forum 2023](#) highlights that the gap between developing and developed countries creates inequalities and regional imbalances due to "disproportionate environmental risks." Similarly, at the [4th Council of Europe Summit in Reykjavik](#), heads of state and government affirmed that human rights and the environment are intimately linked, and that a clean, healthy, and sustainable environment is essential for the full exercise of human rights. The jurisprudence of the [European Court of Human Rights \(ECHR\)](#) and conclusions of the [European Committee of Social Rights](#) also affirm the undeniable links between environmental protection and human rights.

One conclusion from the recent [Global Education Thematic Seminar, "The Benefits of an Intercultural and Holistic Approach to Sustainable Development Education: A North-South Perspective,"](#) focused on the importance of educating for sustainable development rather than just about sustainable development, within a dynamic of active learning. This approach involves educating not only on environmental matters but on the many other social justice goals as well as part of the global development agenda.

In this process, there is a strong demand from young people for changes within educational systems and public reforms. They are actively involved in defining societal and environmental priorities, emphasising the importance of immediate and sustainable action in facing global challenges such as climate change and social justice. Simultaneously, there is a need to enhance the capacity to challenge established norms, analyse the social and environmental implications of political and economic decisions, and propose sustainable alternatives within both formal and informal educational spaces.

The Global Education Week represents a unique opportunity to reflect about complex relations of global interdependence and collective responsibility while valuing the contributions of each culture and individual. Interdependence is a fundamental element that transcends cultural, economic, and geographical differences. For instance, indigenous people, who maintain strong attachments to their lands, and strong knowledge of local ecosystems, offer valuable perspectives complementing scientific approaches. Connecting people through dialogue, cooperation, mutual learning, and collective engagement at all levels of society thus provides concrete responses to our shared challenges paving the way for a more inclusive planet.

Therefore, the 2024 Global Education Week is an inclusive initiative inviting everyone, especially policymakers, teachers, educators, students, and learners, to celebrate global education as a tool to (re)connect people for an inclusive planet.

Global Education Week is a world-wide campaign implemented by the North-South Centre of the Council of Europe and the Global Education Network in the framework of the iLEGEND III, a joint programme of the European Union and the Council of Europe: co-funded by the European Union and the Council of Europe. It aims to raise awareness on Global Education as a tool for solidarity and change and contribute for a more sustainable, peaceful and equitable world.

The activities organised in the framework of Global Education Week are the sole responsibility of the organisers and do not necessarily reflect the views of the European Union or the Council of Europe.