



GLOBAL CITIZENSHIP EDUCATION IN TODAY'S SCHOOLS

POSITION PAPER

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1. The World we Live in and its Challenges

A growing awareness has arisen in the last forty years of the fact that the current global development model is unsustainable as we are living beyond our own means and beyond our planet's and our ecosystem's capacity to sustain us. The development model adopted by rich countries in the Global North contributes to the spread of poverty and interdependence by countries in the South. The distribution of power, resources and of wealth is becoming increasingly unequal. Over a billion people, the majority of whom are women, live on less than a dollar (€0.67) a day; more than 800 million people suffer malnutrition and over two and a half billion people do not have access to safe and clean water or to sewage systems. Poverty and social exclusion are not exclusive to the South however as they also have impacts on transition economies and industrialised countries.

Gender discrimination on a social, cultural, economic and institutional level continues to spread throughout the world. The world has gone through historical processes that are dramatically and rapidly transforming our habitat. Men and women today are increasingly interconnected and interdependent. This aspect could potentially raise greater awareness of the fact that we are all part of a single community that shares a common background and destiny, namely that of being part of humanity living on Earth. There are, in addition, many experiences which are taking us away from "the world we live in" towards "the world we want to live in". Today there are opportunities to create new spaces and to motivate critical thought, democratic debate, to offer alternative solutions, to exchange experiences and to join efforts. It is at this crossroads between the opportunities of change and the questions raised by the predominant trends of our contemporary world, that we and future generations face a number of challenges. Our choices today will determine what will be tomorrow.

The challenge of globalisation

In today's world everything is globalised especially the market and communication networks which are causing great risks to participatory politics, economies and local cultures. The unfair and unsustainable development model created by globalisation is causing a centralisation of capital. Following the logic of a free market and neo-liberal ideology (based on individualism, instability and competitiveness) this, in turn, is bringing about disproportionate poverty, social exclusion and forced migration. There is therefore an urgent need to implement sustainable strategies which are not dominated by a free market ideology in order to effectively eradicate poverty and guarantee equal opportunities to everyone. We are, nevertheless, aware that there is no one single interpretation of globalisation. This indeed calls for a pressing need to be able to distinguish between several points of view, some of which actually emphasize the enormous potential of global processes in terms of participation, solidarity and common actions.

The media challenge

The presence of increasingly sophisticated information and communication technologies (ICT) has extended opportunities for many but has also widened the divide between those who have access to knowledge and information and those who do not, leading to greater social exclusion. Information is playing an ever increasing role in forming public opinion and social consensus. Mass media and new media are becoming more and more significant and are one of the most important keys towards accessing public debate within a modern, global world. It is therefore fundamental to analyse the rules governing the global communication system, to reduce the current digital divide and to encourage and promote information models and channels that are more accessible, more democratic and pluralistic. The vast opportunities generated by new technologies call for citizens who are not only competent but also critical, responsible and reflective.

The multicultural challenge

"Glocal" societies are those which are becoming increasingly more pluralistic and heterogeneous in which diverse identities, cultures and religions live together. Cultural diversity is an asset within a society but is simultaneously an educational, social and political challenge to the model of integration and social cohesion that needs to be constructed with an intercultural perspective. As opposed to the ideas being put forward by a number of political

and social actors of 'absorbing' a common civil ethos, it is necessary to work together to 'develop' one. That is to say, a common public ethos, that is grounded in intercultural dialogue which makes it possible for everyone to live in society that is both pluralistic and integrated, a society that takes into consideration the interests, needs and the cultural identities of its minorities.

The challenge of technology and ethics

Undeniably, scientific and technological progress in fundamental sectors such as medicine and communications has contributed to a marked improvement in the quality of life. It is, however, also necessary that universal access to these scientific advances is guaranteed. Technological progress, especially relating directly to basic human rights, needs to be accessed by all and given priority over economic interests, thus contributing to equality opportunities.

On the other hand, current developments in scientific and technological research raise a number of ethical questions. Areas of research regarding technological warfare and security issues, as well as nanotechnology and biotechnology elicit complex and undeniable debates within society today. Technical research and investments in different areas do not advocate a common good as their overall aim but serve the interests of those who finance the research itself. Genetically Modified Organisms (OGM's), for example, far too often enrich those who produce them, whilst forcing those who use them into commercial traps, often without any research and information regarding the effects OGM's may have on consumers' health. Pharmaceuticals that are essential for saving lives remain inaccessible to a large part of the world's population because they are "protected" by patents.

How can we bring together technical research and progress with ethics that favour people and the planet?

The environmental challenge

The ecological fabric of our time is beginning to be torn apart. This is witnessed by a loss in biodiversity mainly brought about by deforestation, uncontrolled exploitation of fishing and the negative effects our consumerism and wasteful lifestyles are having on the environment and on our health. There is also a trend towards the privatisation and liberalisation of humanity's common goods such as water and crops. No future for the human race can exist without respect and care for the environment, which we are all part of. This is precisely the reason why any project that foresees 'the future' must be eco-compatible. The myth of economic growth and development has not, to this day, guaranteed wellbeing or the eradication of poverty which it promised but, on the contrary, is putting the future of the planet at risk. Fighting environmental degradation, the causes of climate change, the decrease in biodiversity and advocating the right for everyone to have access to water and other basic needs requires a commitment from all actors (citizens, schools, governments, businesses and civil society organisations) to construct a new cultural, social and political context that includes the concepts of de-growth together with new personal and communal lifestyles that are more sober and responsible.

The challenge of violence and war

Violence and wars have once again become plausible symbolic options for an increasing number of people and communities. Armed humanitarian missions, wars that prevent terrorism, surgical wars, missions that are justified with the aim of implementing democracy, clashes between people are all concepts that are being increasingly popularised by political and economic powers that influence public opinion throughout the world. Whilst military spending is at its highest, entire populations live excessively violent situations with several conflicts being triggered or perpetuated by the interests of a few. Only a sensible multilateral policy that courageously defends the most vulnerable and that reinforces the United Nations prime mandate can offer new hope for overcoming war and promoting human rights for all. This, however, must be accompanied a growing and mature cautious civil society able to denounce and mobilize itself whilst also being fully aware of its own strength.

The challenge of sexism

Women are the ones most affected by poverty and who have the greatest difficulties in gaining access to opportunities. Girls are often left behind in various contexts, compared to their male counterparts, especially with regards to having access to education. Gender inequalities tend to increase even more so at higher levels of education. Lower paid jobs, in their majority of cases, are carried out by women whilst men dominate work placements that have decision making/power positions. All over the world women are the most likely victims of violence in all

its forms. This type of discrimination is promoted much more frequently than often imagined, mainly through a continuous reinforcement of stereotypes and roles that fail to challenge traditional relationships between men and women. Equal gender relationships are not only essential to equal opportunities and responsibilities, but also to overcome the patriarchal system and to oppose androgenic knowledge systems.

The challenge of governance

This is a challenge for all political classes simultaneously: at a local, national, European and international level. Traditional political categories have become obsolete and there is a pressing need for a new structure of power management. If we want to establish future institutions then we have to start from active participation of citizens and civil society organisations, from the reformation of roles and structures within political parties, from the set up of a healthy and transparent relationship with economic power, from recognising diverse ways of thinking and acting which already exist in our societies and from a multicultural dialogue between different political entities that have arisen throughout the world, supporting civil society organisations and other effective direct or representative means of participative and critical democracy.

2. The Educational Challenge

Each and every one of the above challenges concerns all of us and so we all have our responsibilities towards them. There are, however, certain contexts such as those dedicated to educating people, which take on a fundamental strategic value that subsequently needs to be supported in all possible ways.

Schools, for example, form one of these contexts and as such must be provided with all the necessary resources in order to assume a positive and active role in enabling people to respond to the abovementioned global challenges. All those who work in schools must be provided with more resources, tools, training and thought provoking contexts especially if these same people are interested and committed in strengthening the social and political significance that schools potentially embody.

Families also form another important pillar in the educational system and it is therefore essential that these two bodies interact and debate the values which they propose within education. They must also collaborate within the educational process in order to avoid schizophrenic dynamics brought about by different educational and behavioural theories and perspectives that mirror the complexities children and students face in today's world.

Civil society and non-governmental organisations also have an important role to play in education, especially regarding the challenges under focus. Such organisations often work in geographic, economic, social, political and cultural contexts that are very diverse and thus gain first hand experience and awareness of the interconnection between local and global aspects of what people experience. NGOs have assisted dedicated teachers and educators for the last couple of decades and have to continue doing so. These organisations, however, have to learn to work more 'with' schools instead of simply 'within' schools so as to adopt long-term strategies that will widen and improve the work and exchange of information already carried out – as well as developing methods and supporting common activities both in and beyond schools.

Schools together with civil society and non-governmental organisations must find an educational working relationship that will enable them to confront the challenges of our world in a coherent and cooperative manner.

Let us therefore look at the current educational scenario in order to define our proposals to re-evaluate the educational system in order for it to become the most efficient and effective response to today's challenges.

2.1 The Current Educational System

Several activities and projects implemented by small groups of teachers or single schools constitute interesting pilot studies of a transformational education. In the majority of cases, however, these are just isolated experiences and the prevailing dominant educational characteristics in our countries remain distant from those needed to prepare citizens for the challenges they face today.

What we witness today is that:

- education is not about understanding reality but **about accumulating knowledge through individual subjects which are disconnected from each other** and decontextualised;
- **the text book** plays a dominant role, replacing the teacher in defining and choosing 'conceptual contents' and in selecting material which is most suitable for students to work on, thus causing a lack of key educational elements within the transformational educational process;
- **languages** (audiovisual, ICT) **of the 20th and 21st centuries** have been integrated in an irrelevant and at times improper manner due to an oral tradition that continues to dominate the educational system;
- the educational system does not provide a democratic experience, as it continues to be based on **hierarchical structures** and on a subject based organisation of the school that is isolated from cultural and social contexts as well as those involving families;
- teachers are also increasingly experiencing a **loss of their moral and social role** whilst simultaneously witnessing an increase in responsibilities and expectancies society poses upon them;
- the **teacher-student relationship is in a dire situation**. A teacher is still considered as the person who passes on strictly pre-defined, subject-based knowledge to a student who, in turn, is not considered as a "person" in his/her entirety (intellectually, emotionally and physically). A student is only expected to receive, absorb and demonstrate a "possession" of contents, without being given the opportunity to participate in constructing knowledge;
- schools remain **an educational space which is increasingly focused on assisting students to enter employment**, whilst sidelining **transformational learning methods** which would require a teacher to adopt a more complex role as one who experiments, tutors, etc.

Fortunately, there are a small number of teachers and head teachers who carry out innovative proposals that tend to promote a different type of education.

3. Global Citizenship Education: a Realistic Solution

3.1 From Development Education to Global Citizenship Education

The effort to include a global perspective in school syllabi has taken place in recent decades – and continues to happen today. This is also due to the work carried out by external educators such as those working with non-governmental organisations able to bring "a part of the world" into classrooms through what is known as Development Education. By doing so, such educators raise students' (and teachers') awareness of issues regarding the inequalities and interdependence between the political and economic global North and South.

It is, in fact, Development Education that acts as our starting point, reflecting our commitment in the educational field as non-governmental organisations.

This document embraces and utilises the 2004 definition suggested by the Development Education Forum according to which "Development Education is an active learning process based on the values of solidarity, equality, inclusion and cooperation. It presents people with

an opportunity to set on an educational voyage that starts from a basic awareness of the priorities of international development and of sustainable human development, passes through the understanding of the causes and effects of global issues, and ends with a personal commitment through informed action. It encourages a full participation of all citizens towards the eradication of poverty in all parts of the world and towards the fight against exclusion. Its aim is to influence economic, social and environmental policies at both national and international levels, so that they are fair, sustainable and based on respect for human rights.”

The evolution of Development Education is a historical process with clearly identifiable stages and approaches. Some of these stages (or characteristic features) have followed on from each other in a linear manner through a number of activities carried out by various actors, whilst others have occurred in a more converging manner. In order to better understand the background of Global Citizenship Education, we will try to provide a historical overview of the five generations or approaches of Global Citizenship Education.

The first generation of Development Education (1940s and 50s) is characterised by a mainly **charitable approach**. The organisations were mainly humanitarian and religious in nature and focused on conflicts and humanitarian aid. The 1960s gave way to the **developmental approach** advocating for growth in stages, believing in the need for underdeveloped countries to modernise themselves in order to reach the same levels as those in the North. This period witnessed the first development NGOs that began to propose collective participation of the beneficiary population as a strategy and provided information about the projects which they were involved in, in the South. They were criticised for their Eurocentric perspective and for their failure to criticise the existing model of development. During the seventies **development education** became more **critical** and promoted **solidarity**. Together with the decolonisation processes that entailed front-line citizen participation, the contemporary model of development was criticised and a new economic order was advocated. Underdevelopment was interpreted as a structural consequence of international relations and of the unchecked development of rich countries. The **human and sustainable model of development** in the eighties developed in the light of increasingly proven social inequalities and casted doubts over economic globalisation and a hegemonic model of development. Alternative models of sustainable and human development were proposed by social movements in the North and South. The 1992 UN Conference on the Environment and Development defined the essential role education has in adopting development that respects a common natural environment. All these principles were reaffirmed in the 2003 Johannesburg Summit which finally highlighted the importance of **an education for sustainable development**. In addition, the World Social Forum and the 2003 protests against the war in Iraq witnessed millions of citizens from across the globe advocating for global justice. At this point, Development Education was challenged to provide an educational response that could support a global vision of global problems. This is why many organisations, including the four of us, feel an urgent need to sustain and implement a **Global Citizenship Education** that provides all the necessary skills that will help citizens understand globalisation and its effects. Global Citizenship Education is an instrument that presents a wide variety of alternative proposals whilst developing strategies of cooperation that entail political activism on general as well as specific issues. Today we can consider Global Citizenship Education as part of a common heritage of different 'educations': Peace Education, Human Rights Education, Environmental Education and so on, which continue to evolve and interact.

3.2 The proposal put forward by Global Citizenship Education

The concept of Global Citizenship supports a new model of citizenship based on the full awareness of the dignity which is inherent in every human being, on his/her belonging to a local and global community and on his/her active commitment to obtain a world that is more just and sustainable. Global Citizens are people who are capable of *LEARNING through connecting*, of *DOING through thinking*, of *LIVING TOGETHER through awareness*, of *BEING through becoming*, of *CHANGING through imagination*.

The proposal of Global Citizenship Education developed by several organisations from around the world seeks to integrate in a coherent manner development education and human rights, education for sustainable development, peace education, intercultural education and gender

education, respecting the direct relationship between all of these areas as well as the ever increasing interdependence between human beings on a planet whose sustainability is threatened.

Here are some characteristic elements of Global Citizenship Education.

In defence of human dignity

Human dignity is a value shared by all people, which gives them the fundamental right to live freely and in appropriate conditions for their entire development as individuals and as members of their community.

A perspective on human rights

Global Citizenship Education is built on the premise that a better and just world is possible only if human rights are respected in full. It is essential to further develop strategies that will be able to break and transform vicious circles of poverty, conflicts and a lack of skills and power into virtuous circles within which all people have the right to question those responsible and are willing and able to protect, defend and activate human rights.

Global and local interdependence

Educating global citizens implies raising awareness and understanding of the interdependence between problems afflicting the planet: how local actions have a global effect and vice versa. Any activity we do or stop doing has a direct effect on the future of others. This makes us responsible for the future of mankind and of the planet, within a concept of global citizenship that integrates local and global dimensions (global citizens /local citizens). Global Citizenship Education supports exchanges and twinning opportunities within and between schools so as to facilitate an understanding of the above concept.

Cosmopolitanism and complementary identities

We promote the recognition of diversity as a form of mutual respect within a complex vision of identities.

Identities are built upon diverse and dynamic aspects of belonging. Global Citizenship Education tries to develop a cosmopolitan or global citizenship within children and youth, aimed at bringing to an end the current dual approach of 'us and them' which contrasts universal identities. A cosmopolitan or global citizenship challenges the perspective of 'the other', favouring a common good and takes on the battle against all types of injustice and discrimination.

A political and ethical proposal

Global Citizenship Education is an ethical and political proposal that starts in schools to transform society through the development of a committed citizenship.

The educational system has often been considered as one of the key institutions responsible for reproducing dominant values and social inequalities.

Global Citizenship Education, however, emphasises how the educational system can be a central change agent, a place in which to communicate, to gain knowledge and how it can help students to build visions that stop the unjust dynamics of neo-liberalism or cultural hegemony. This has helped the development of the concept of schools as "public democratic spheres" directly linked to the concept of teachers as "intellectuals change agents", public intellectuals, grounded in a conception of school life as a "form of cultural politics" which is distant from a neutral or technocratic concept. The educational system is committed to the values of equality, critical citizenship, democracy and economic and social justice.

A challenge for democracy and dialogue

Global Citizenship Education challenges the traditional relationships between the various actors in the educational system. It is a proposal that emphasises democracy and dialogue at all levels. The educational system is seen as an opportunity to develop a global and democratic citizenship that succeeds in involving all those actors involved. This concept nevertheless needs a radical change between the traditional teacher/student relationship, between teachers and educational authorities and in the organisation of schools and their curriculum.

Education that develops emotional skills

Global Citizenship Education includes education that develops emotional skills as fundamental components of cognitive development and of learning about how to live together thus integrating thinking and feeling skills with the ability to react.

3.3 The Importance of Global Citizenship Education in Today's Schools

Within the educational system, Global Citizenship Education is a proposal that goes beyond the study of specific issues inserted in a single and minor subject within the broader context of compulsory school curricula. It also goes beyond regular "programmes" carried out by external educators who introduce and raise students' awareness on issues during extracurricular activities. It is an educational option that aims at developing a coherent proposal on *the way to educate*.

The *Delors Report* opens by stating that, when faced by the numerous challenges of our times, *the educational system represents an essential tool for the progress of humanity towards peace, liberty and social justice, a path towards harmonious human development that can help bring about the eradication of poverty, misunderstandings, injustice, inequalities, oppression and war*.

This is why there is a need to change the central vision of education and to reconsider its function in its entirety: namely as the complete development of a person, who needs to learn how to be, to think, to feel and to act. The educational system needs to reclaim its human and global dimension, give sense to our lives, our actions and our relationships and be responsible for building a just and sustainable world.

We are in favour of an educational system that can stimulate a student to have a broad understanding of himself/herself and of the world, whilst also offering elements that enable him/her to contribute towards a fair society. In this system, the student is able to question the structural causes of poverty and exclusion and consequently gain understanding of how to challenge them. Our concept of schools is thus of being a social actor in this process.

If we want to attain this goal, the educational system must change and move towards a critical approach that is based on dialogue, using **methods**, creating participative dialogue and relationships, promoting learning spaces that have a human dimension in which children and young people are recognised and appreciated as individual people. It must bring about greater flexibility concerning timetables and space in schools, establishing more democratic **roles and relationships** between students and teachers, thus making it easier for them to take on the role of agents in educational processes.

In short, this means that we need to change the school into a place of exchange, reflection, socialising and planning that promotes knowledge as a collective construct, that values the knowledge and experiences of all actors in the educational community and not, therefore, as a mere individual strength. This means that we need to change the educational system until the school curriculum and the school itself become a learning and participative "community" in which students, teachers, families, local governments, associations and NGOs can be integrated. The educational system needs to change with regards to today's challenges, thus becoming part of the solution and not the problem.

4. Recommendations

We will take part as actors in dialogue with all the other stakeholders, who are capable of sustaining, affirming and implementing Global Citizenship Education in schools.

Considering and recalling all the published European documents and commitments, with particular focus on: the Council of the European Union Resolution on Development Education (2001); the Maastricht Declaration (2002) that promoted the recognition and integration of Global Education as an essential tool for citizens to critically understand and participate in a global society; the European Conference on Public Awareness Raising (2005) and on Development Education (2006) during which all the participating European Member States committed themselves to simultaneously work on a European strategy and national strategies of Development Education in which there was an agreement on the necessity to integrate Development Education within formal and informal curricula in educational systems; the European Consensus on Development (2005) which promotes a common European Union vision of global development, reaffirming the commitments of the EU towards the eradication

of poverty and indicates the eradication of poverty and the attainment of the Millennium Development Goals as primary objectives of the EU's development policy; the European Consensus on Development Education (2007), a declaration that was elaborated in collaboration between civil society, the European Parliament, Member States of the European Union and the European Commission and that provides the first strategic framework on Development Education and awareness raising in Europe on a local, regional, national and European level;

Considering and recalling the significant commitment of those teachers, educators and civil society organisations who work with children and youth on a daily basis and who emphasize together with us, the urgent need to introduce Global Citizenship Education in schools not only as a concept but also in practical terms.

We ask for an ever wider recognition of Global Citizenship Education. In this view, we highlight a number of specific areas within the formal educational system that could be improved and propose the following recommendations:

Curriculum and educational organisation

Within a world where contemporary life and knowledge are becoming continuously more complex, there is an urgent need for a Global Citizenship Education, considered as a cross-cutting and interdisciplinary educational process, to be located not only within existing subjects but also in new interdisciplinary programmes which promote learning through socially relevant issues.

In a time where different programmes and identities intersect on both an individual and collective level, Global Citizenship Education calls for schools to be extensively grounded in their local communities, allocating greater attention, understanding and participation to global contexts whilst also paying more respect to people and communities with regards to different contexts and experiences, involving all actors in the socio-educational sector.

*We demand **national and local political authorities** to commit themselves in carrying out these recommendations, whilst calling upon **teachers** and **civil society** to do the same.*

Method

Due to its inherent characteristics, Global Citizenship Education requests methods that are:

- active (learning to be, to know and to do);
- interactive (through discussions and debates);
- innovative (focused on real challenges for children and young people as well as for the whole society);
- critical (encouraging critical thinking based on values and beliefs whilst supporting autonomy);
- cooperative (strengthening the positive aspects of mutual learning, networking and solidarity);
- based on a socio-affective approach (improving the acquisition of emotional skills) and
- participative (giving voice to different actors, whilst recognising their roles and encouraging their critical and creative involvement).

The methods of Global Citizenship Education develop all these fundamental skills that need to be passed on to children and young people in order for them to be able to respond to today's challenges.

Within this educational process, students must be the converging point of all objectives, motivating factors and needs.

In order to face this challenge and responsibility, teachers and all educational actors have to be granted the opportunity to gain and strengthen the skills they need. Specialised initial and in-service training in Global Citizenship Education is a key factor for the entire educational

process and offers essential support for teachers and school heads to understand, aim at and put into practice issues that can be very complex, interconnected and/or controversial.

Acknowledging that educational materials condition day-to-day educational practices and are an essential support for teachers means that on one hand they have to be free from all discriminatory messages and references or those that encourage stereotypes, whilst on the other hand have to be re-conceptualised and renewed in terms of content and form, embracing the values and principles of Global Citizenship Education.

We also believe that it is important to carry out an evaluation of the coherence between values and proposals, between declared principles and values and the reality found in schools, between objectives and strategies, theory and practice, content and form.

*We demand **national and local political authorities** and call upon **teachers, publishers who produce textbooks, universities and NGOs** to commit themselves to carrying out these recommendations.*

Roles and relationships

Global Citizenship Education in the formal educational system requires a democratic, participative and open environment within schools. Within this environment, all participating actors – students, teachers, administrators, educational officers, families – are recognised as citizens that can play a leading role within the educational process and are encouraged to share their experiences, thoughts and proposals of improving and promoting joint initiatives.

This educational system has a role to play in building global citizenship and in transforming society. It needs to do this in collaboration with civil society and with social movements in a way that values and recognises diverse skills and that respects the specific role each has, using the outcomes of creative and motivating interaction in the best possible manner.

In order to carry this out, committed, critical, change promoting teachers are needed who consider education as a creative activity, who, from the perspective of their daily reality, prepare to educate for freedom, individual growth and the common good. These teachers work in a collaborative manner, networking so as to generate the processes which are necessary for change. They advocate a movement that transforms education and involves the entire educational community within their respective schools.

In those contexts where media are powerful educational agents which have unprecedented access to and distribution of information and opinion, it is essential to learn to use and interpret them in a critical manner, contributing to the set up and strengthening of alternative media that are able to encourage attentive, active and socially involved lifestyles.

*We demand from **national and local political authorities** and call upon **media organisations** together with **teachers, students, their parents and civil society** to commit themselves to carry out these recommendations.*

Ac

This position paper was conceptualised in a project called "Conectando Mundos" which is co-financed by the European Commission. It is the result of shared ideas and experiences belonging to the four European NGOs that make up the consortium of the project: CIDAC (Portugal), Inizjamed (Malta), Intermón Oxfam (Spain) and Ucodep (Italy). These four organisations propose that it acts as a thought provoking document and a commitment for all those actors who work, cooperate and influence the educational sector at national and international levels so that Global Citizenship Education receives the recognition it deserves.

This first paper has the aim of acting as an initial thought process on the basis of which the four NGOs propose to continue to work on together in order to produce an international manifesto in 2008.



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