



North-South Centre

European Centre for Global
Interdependence and
Solidarity

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African Cities

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World Social Forum

The Rights-based Approach: The Right Approach

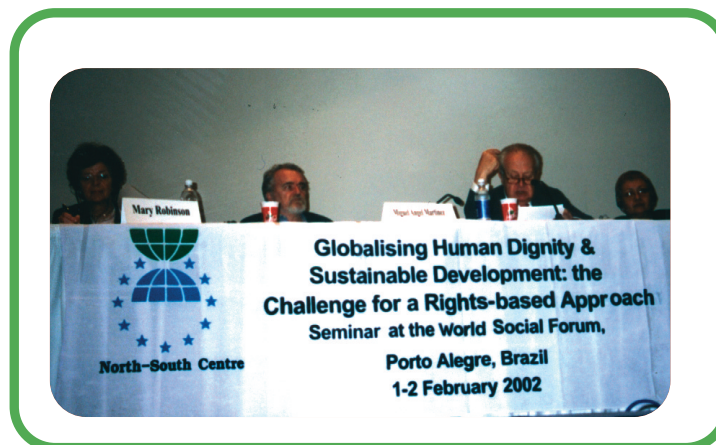
The North-South Centre of the Council of Europe organised a seminar on "Globalising Human Dignity and Sustainable Development: the Challenge for a Rights-based Approach" at the second World Social Forum in Porto Alegre, Brazil. The seminar was undertaken in the context of the Dignity International initiative and with the support of the Rio+10 Coalition.

The well-attended seminar brought together a blend of human rights experts, human rights practitioners and grassroots

United Nations Committee on Economic, Social and Cultural Rights; and Philippe Texier, judge and member of the United Nations Committee on Economic, Social and Cultural Rights. The seminar was chaired by Miguel Angel Martínez, Chairman of the Executive Council of the North-South Centre of the Council of Europe and member of the European Parliament.

The World Social Forum organised parallel to the World Economic Forum is

based on the conviction that 'another (better) world is possible' for people on this planet. The Centre contributed to this vision by emphasising the primary role of human rights and human rights instruments in the current globalisation process.



organisations who are all leading the global fight against poverty – some well known and others unsung heroes. Speakers and participants discussed why a human rights based approach is in fact the right approach to achieve human dignity for all.

Keynote speakers at the event included: Mary Robinson, the United Nations High Commissioner for Human Rights; Mário Soares, former president and prime minister of Portugal; Virginia Bonoan-Dandan, Chairperson of the

In her appeal to the World Social Forum, Mary Robinson said "Human rights provide a rigorous framework to empower people from around the world to harness the energies of the global movement and shape a new globalisation that benefits all people." ■

Fifi Benaboud,
Senior Advisor to the Executive Director

Aye Aye Win,
Co-ordinator - Dignity International

Global Education Thematic Network

Alessio Surian
International Global Education Consultant

With the support of a Comenius grant from the European Commission, the European Federation for Intercultural Learning (EFIL) co-ordinated in 2000-2001 a thematic network of organisations, schools, and trainers who play a key role in promoting global education in Europe, among them the North-South Centre of the Council of Europe.

The project aimed to explore current practices and the implementation of global education and related fields (democracy, development, environment, human rights, peace), links with intercultural education, opportunities for international co-operation and the dissemination of good practice.

The data collection period lasted from September 2000 to June 2001. It was monitored by a core group of project partners including representatives from EFIL, the North-South Centre, the Open Education Centre (Sofia, Bulgaria), the Centre for Global Education (CMO, University of Nijmegen, the Netherlands), the National Innovative Centre for General Education (Roskilde, Denmark), the Hellenic Association of Educators for Environmental Education (HAEEE, Athens, Greece), the Centre for Global Education (University College of Ripon and York, UK) and the International Centre for Citizenship Education and Research (Leicester University, UK). They held four meetings: in Lisbon (November 2000), Budapest (January 2001), Athens (May 2001) and Copenhagen (June 2001). The Budapest and Athens meetings were open to additional participants from key organisations and institutions

promoting Global Education and greatly contributed to the exchange and discussion of key global education projects and materials.

The project outcomes are available through the activities section of the EFIL website (www.afs.org/efil) and include:

1. A reader presenting selected texts aimed at defining global education and the main challenges concerning its implementation in European school curricula;



Photo: UNICEF/5553/Jeremy Hartley.

2. A reader presenting teaching modules addressing global education and linking its related fields (democracy, development, environment, human rights, peace) and intercultural education;

3. A short study on the differences, similarities, and opportunities for implementing global education in the European Union and the central and eastern European countries, including an overall assessment of institutional support for global education from European and national institutions;

4. A directory of relevant organisations, teacher colleges and institutions involved in global education.

Who can benefit from the project?

The project provides relevant outcomes to decision makers, teacher training institutes, head teachers and teachers interested in global education. The results of the Thematic Network on global education can be instrumental for the implementation of global education in bodies responsible for formal education policies throughout

Europe, both at national and international levels. The project should be particularly useful for reflection on the different global education practices supported by budget lines from the different directorates general of the European Commission.

Through the readers' collection of teaching modules and selected articles, the project presents concrete answers to current teachers' expectations vis-à-vis global education. In a recent teacher and trainer course on global education organised by the Council of Europe, participants' expectations included

items such as:

- comparison of trends and projects in eastern and western European countries;
- discussion of the definition of civic education, as well as its European and global dimensions;
- identification of active teaching methods, teacher training modules and resources;
- establishment of links with teachers in other countries;
- collection of ideas for improving the definition of the curriculum;
- identification of methodologies for teaching global education as a cross-curricular topic. ■

The Educational Agenda of the World Social Forum

Old and New Challenges for Global Educators

Alessio Surian

The last “acampamento” (land squatting) of the Movimento Sem Terra (Landless Movement) near Porto Alegre (Brazil) includes 90 children. Within a week after the squat began, the Itinerant School of the state of Rio Grande do Sul's Education Department had set up four classrooms that included desks, chairs, educational materials and tents. These Sem Terra children (and 3,500 others) are thus able to regularly attend school lessons in nine such encampments located around the state.

In Latin America, to bring school to where the children are is one way to apply “education for all” policies. Unfortunately, this approach is far from general; the main trend seems to favour privatisation and reduced resources for many educational areas, including teacher training. Indeed, education was a missing theme in the programme of the first World Social Forum in Porto Alegre (January 2001). The local authorities and the state government of Rio Grande do Sul (two administrative models for their participatory budget policies) thus joined forces with NGOs, continental educational movements and academics to organise a forum on their own, the World Education Forum, held in October 2001 at Porto Alegre's Gigantinho Stadium and the two local universities. The outcome was impressive, as it included four major conferences and 800 workshops, attracting over 12,000 participants from 60 countries; the result was major educational input for the 2002 World Social Forum.

The main achievements of the World Education Forum were presented at the second World Social

Forum (2002) in Porto Alegre by Professor Bernard Charlot (Paris VIII University), who asserted that education is increasingly viewed by many governments as a commodity, subject to trade and competition rules. While the percentage of pupils enrolled in primary education is increasing, the gap in the access to information and knowledge has widened over different sectors of the population and across countries. Key elements in promoting “education for all” policies are:

- the idea of education as a fundamental right and not just a service/commodity; public education should therefore be viewed as a universal right, as was recalled during the Council of Europe/North-South Centre/Dignity International seminar on the rights perspective on development policies;
- educational programmes should be inspired by human rights and children's rights, and promote literacy for all;
- education should acknowledge and value diversity;
- educational programmes should promote awareness and action for sustainable development, active citizenship and peace;
- educational programmes should promote critical thinking, understanding of scientific and technological achievements and a holistic approach to human abilities (attention given to the process of thinking as well as creating, relating and feeling).

The message shared at the World Social Forum urges all those engaged in educational programmes with marginalised people (the poor, minorities, indigenous communities, etc.) to consider such groups as not just beneficiaries of

educational policies but as subjects able to transform their reality. Adult education experiences can make a significant contribution. The President of the International Council for Adult Education, Paul Bélanger, thus stressed that the dominant market-oriented educational trends create ambiguity as well as new opportunities. Such scenario should stimulate different social actors, such as the trade unions and education, health and labour movements, to co-operate and work towards common goals.

Governments have failed the commitments made in Jomtien and Dakar, as well as those in Rio, Beijing, Istanbul and Copenhagen. The areas where progress is registered are generally related to close civil society involvement and monitoring/pressuring activities. It is thus time to make use of the extensive research and campaign work prepared by NGOs such as Oxfam International (“Education Now – Break the Cycle of Poverty”) and to denounce state budgets' stagnation or reductions with regard to education policies. Injustice needs to be addressed at the local and global levels: a tiny percentage of the world's 225 biggest fortunes would be enough to gather the amount needed to provide basic education for all. ■



Photo: UNICEF/HQ92-1217/Sean Sprague.

Citizen's Protection

Established in 1993 to deal with criticism over the World Bank's hegemony, the Inspection Panel works with two of its five constituent institutions: the International Bank for Reconstruction and Development (IBRD) and the International Development Association (IDA).

The Panel is a permanent and independent structure based in Washington. Its members, appointed for five-year terms, comprise two representatives from the donor countries and one from the receiving countries.

The three current Panel members are Jim MacNeill of Canada, Maartje van Putten of the Netherlands (see facing interview) and Edward S. Ayensu of Ghana.

The Inspection Panel is charged with overseeing inquiries that follow complaints against projects financed by the World Bank.

Filing a claim is easy: a minimum of two people directly affected by the implementation of a project write a short letter in which they describe how they will be adversely affected by same.

Some 25 claims have been registered since 1994 (eight from Africa, eight from Latin America and the Caribbean, seven from South Asia and two from the East Asia-Pacific zone).

The Inspection Panel's ambition is to be a place of expression for the people. It should enable citizens, including the most underprivileged, to make their voices heard by the World Bank.

The widespread public dissemination of Panel reports and recommendations responds to this same willingness for transparency – a first from within a major international organisation. ■

The Inspection Panel User's Guide

What are the conditions required in order to file a request?

- A minimum of two people (or their representatives);
- Must reside in an area affected by a project financed by the World Bank;
- Consideration that implementation of a project adversely affects the local inhabitants;
- Must have already reported such concerns to World Bank officials, without either reception of a reply or satisfaction with the supplied explanation;
- Request must be submitted in writing.

What happens once the request has been sent?

- The Panel registers the request and transmits it to the World Bank's Management, who must reply within 21 business days;
- The Panel undertakes a first investigation for a maximum

of 21 business days in order to determine whether the request is receivable or not. It submits its report to the Board;

– Three days after the Board has decided whether or not to carry out a thorough investigation, the Panel's first report is released;

– The Panel effects its investigation with no time limit, and then submits its report and conclusions to the Board and Management;

– Management has a period of six weeks in which to submit to the Board its recommendations on actions the Bank should take in response to the Panel's observations and recommendations;

– Three days after the Board has made its final decision on follow-up for the project, the Panel's report and recommendations are released. ■

Information on World Bank projects:

www.worldbank.org

World Bank Information and Documentation Centre:

www.worldbank.org/infoshop

Inspection Panel website:

www.inspectionpanel.org

Ongoing Investigations

Chad

More than 100 residents living in the vicinity of three oil fields in southern Chad have filed a request protesting against a project, begun in the context of a poverty reduction programme, to develop 300 oil wells and build an oil pipeline through Chad and Cameroon.

They hold that the project is a threat for both local communities and the environment. ■

India

The requesters hold that the Parej East coal mine rehabilitation project has destroyed their means of livelihood, dramatically reducing their access to food, healthcare and education. They also complain that they have not received new land in compensation for their loss. Most of them are unemployed, while the jobs offered by the mine have yet to come.

The final report is awaited. However, a decision was made to push back the project's closing date by one year, until 30 June of the current year. ■

To Intervene Wherever the Law is in Danger

Interview with Maartje van Putten, member of the Inspection Panel
By Florence Marchal

Maartje van Putten (the Netherlands) was appointed to the Inspection Panel in 1999. She had until then been a member of the European Parliament and played an active role on its Development and Co-operation Committee for 10 years. A free-lance journalist over most of her career, she is the author of numerous articles and works on globalisation, the international division of labour and dossiers on sexual equality.

A hands-on woman of convictions, she has always worked in close collaboration with civil society organisations and is currently president of the European Network of Street Children Worldwide (ENSCW).

You have been a committed journalist, human development activist and member of the European parliament. Today, as a member of the World Bank's Inspection Panel, are you able to continue the fight?

Yes, I continue. With me, it is my nature to be involved. I want to fight when the law is in danger. That's a part of me, whatever job I hold. Of course, my involvement varies according to my functions. It comes out differently according to whether I am a journalist, parliamentarian, activist or member of the Inspection Panel. It's up to me always to find space to give expression to my nature.

What is that space within the Inspection Panel?

It is the relationship between people's rights and the work undertaken by the World Bank management. It is the power to say that a project adversely affects people, that it infringes on their rights.

What are the strengths of the Inspection Panel?

As I see it, the fact that the Inspection Panel reports are published once there has been a ruling is very important. This transparency with regard to the public is our strength.

I must specify that the system is increasingly clear and that this need for transparency is correspondingly better understood by the Bank's management – not entirely, though the positions are slowly changing.

The Inspection Panel is a sort of doctor to the Bank; sometimes its diagnoses don't please the latter.

And the weaknesses?

We are often accused internally of being more sensitive to the arguments of NGOs than to those of the World Bank.

We also need to work to explain our mission both within the World Bank and vis-à-vis the exterior. There are still too few people, even in human rights protection organisations, who know about the Inspection Panel.

Can you recollect your favourite moments?

The first was in Latin America, where a contract for projects in the social area had been agreed on. One of them concerned an education programme for very poor peasants. It involved explaining to them how to best use the land, and included the shantytowns.

The money to implement the project was late in arriving, so a group of jurists, the same who support the Mothers of the Plaza de Mayo, turned to the Inspection Panel.

We investigated and discovered that there was a technical problem at the level of the World Bank's local office.

Everything was then put in order and the project went ahead.

Do you have any other case close at heart?

Yes, a huge project carried out in southern Ecuador in the 1990s. Given the poverty and terrible living conditions endured by 40,000 miners, the Bank recommended that the government modernise facilities and also envisage professional training.

Money was also provided to improve working conditions, the environment and even legislation. It was thus a comprehensive project – and that was how the region's mining resources were mapped.

As it happened, one mining site was near a protected national park. The local inhabitants were afraid that miners might exploit and loot their territory, and demanded control of the map.

It was decided that the World Bank would set up an independent group charged with controlling who bought the CD-Rom containing the maps. Moreover, the CD cost 100 dollars, which was dissuasive.

Is the vocation of the Inspection Panel to set an example?

Of course, it is the first time that a large organisation such as the World Bank endows itself with such a control mechanism. It is interesting to note that other regional banks are little by little following our mode, like the Osteuropabank in London, as well as development banks in Asia and Africa.

This kind of structure prefigures what could be an international jurisdiction. However, allow me to remind you that we formulate recommendations; it is up to the Bank's Board of Directors to follow them or not... ■



Dignity International

"All Human Rights for All" Campaign in South East Europe

At the invitation of the South East European Network of Associations of Private Broadcasters (SEENAPB), representatives of the Balkan Human Rights Network (BHRN), the South East European Network for Professionalisation

of the Media (SEENPM), the Dignity International initiative and journalists met last January in Sofia (Bulgaria) to work on an ideal framework for relations between NGOs and the media, in favour of promoting human rights.

The meeting served to highlight the problem of access to information.

The NGOs, media and consequently citizens are barely aware of most of the rights that protect them. ■

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Mea Culpa

Florence Marchal*

"All Human Rights for All".

Neither human rights activists nor the media charged with describing the world's progress seem truly aware of the range encompassed by this resounding slogan.

For "all rights" implies civil, political, social, economic and cultural rights.

And "for all" involves young people, children, the elderly, minorities, recognised social groups, the poor, the rich, men, women, the handicapped, the healthy, refugees, immigrant workers, cadres, the jobless, homeless and those without documentation.

"All human rights for all" thus means that all the rights listed above apply equally to the world's 6 billion inhabitants.

As a television journalist in France, I often reported on neighbourhood health clinics or soup lines for the underprivileged. The story would emphasise the social exclusion suffered by the sick and homeless, without however framing these tangible examples as a violation of the Human Rights Declaration.

Not because that theory was rejected, but rather through pure ignorance.

A spoiled baby-boom child of the Mitterrand generation, I confess I never realised that the threatened right was an endangered human right.

Led on by the turbulent flow of words and events, I did not seek to understand just why those rights were recognised as such.

For example, it never occurred to me to group this or that event with the existence in Europe – unique in the world – of a social charter that guarantees the right to housing, health, education, social protection and non-discrimination.

That experience is thus rich in lessons learned.

It demonstrates to what extent the press and civil society actors must meet in order to work out the bounds for profitable collaboration – everywhere, on all continents, with all and for all. ■

* Head of the North-South Centre Multimedia Unit.

The compatibility of anti-terrorist measures with the Council of Europe's values – human rights, democracy and the rule of law – was the subject of a dialogue last January in Strasbourg between the Council of Europe Secretary General and NGO representatives.

"What we need from now on is a real multicultural and inter-religious dialogue (...)", said Walter Schwimmer on the occasion.

The gathering was held in the context of action undertaken by the Council of Europe in the wake of 11 September – a programme to which the North-South Centre is associated.

www.coe.int/T/F/O.N.G/Public/

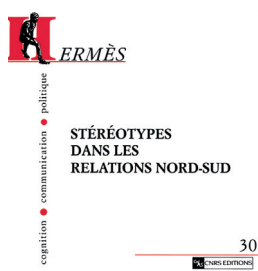
The 40th session of the United Nations Commission for Social Development was held in February in New York, where the order of the day was integration of social and economic policies.

The meeting was preceded by the organisation of three expert meetings in 2001.

The aim of the programme is to formulate recommendations aiming to reconcile economic and social policies.

www.un.org/esa/socdev/

In its new report on
 “Racism and Cultural Diversity
 in the Mass Media”, the European
 Monitoring Centre on Racism
 and Xenophobia (EUMC)
 includes a detailed study on
 research in media matters, and also
 provides examples of good
 anti-racism and cultural diversity
 practices current in the 15 European
 Union member states.
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Stereotypes in North-South Relations

Hermès, the first Francophone scientific magazine in the area of information and communication sciences, has published an issue on stereotypes. It explains how they enter daily life and how they are transmitted over time.

The issue focuses particularly on stereotypes specific to North-South relations and presents a study of the different supports (oral, written, images) that provide a vehicle for same. ■

The third Annual Report
 on Human Rights for 2001, which
 provides details of human rights
 promotion initiatives undertaken
 by the European Union between
 1 July 2000 and 30 June 2001,
 is available in English at:
[http://europa.eu.int/comm/
 external_relations/human_rights/
 doc/report_01_en.pdf](http://europa.eu.int/comm/external_relations/human_rights/doc/report_01_en.pdf)



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<http://book.coe.int>
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1st Report of the Human Rights Commissioner

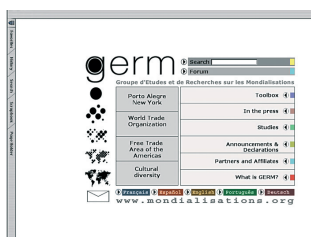
This report released by Council of Europe Publishing describes the official trips and activities undertaken between 15 October 1999 and 1 April 2001 by Alvaro Gil-Robles, the first human rights commissioner of the Council of Europe.

Submitted to the Council of Europe's Committee of Ministers and Parliamentary Assembly, it provides valuable information for all those interested in questions of human rights and democracy.

The document is available in English and French. ■

The annual synthesis
 of international political problems,
 including the events of
 11 September 2001, is included
 in the 3rd edition of l'Année
 diplomatique.
 Gualino Éditeurs,
 34 rue Bienfaisance,
 75008 Paris, France.
 Tel: +33 1 42 94 11 00
 Price: EUR 25

Dossier no. 40
 of Confluences Méditerranée,
 prepared by Jean-Paul Chagnollaud,
 covers the effects on the
 Mediterranean region of
 the 11 September attack
 and the American response.



www.mondialisations.org/

This globalisation website developed by the Group for Study and Research on Globalisations (GERM) provides information on the subject in five languages (English, French, German, Portuguese and Spanish).

It also contains a glossary of terms linked to globalisation, an international press review, studies by network members and a calendar. ■

horizons

NGOs on the Streets of African Cities

Bernard Leduc



Photo: UNICEF/93-1812/Cindy Andrew.

Poverty, low levels of parental education, family violence and drugs are just some of the reasons why tens of thousands of children seek refuge in the streets of African towns. Abdias Laoubau Nodjiadjim is a social training assistant and founding member of the Association for the Protection of Street Children (APPERT) in Chad. Years of civil war have only increased the phenomenon in this African Sahel country, where in 1995 some 3,500 street children were registered in the capital, N'djamena, with a further 10,000 in other towns around the country. Generally grouped in bands, they survive by working minor jobs such as sorting rubbish and selling

water, or by petty larceny and drug dealing.

"Humanitarian and other aid workers all too often don't try to understand how a street works. They don't see the society that's there and want to set up parallel efforts, in the belief that nothing is there," says Abdias.

APPERT was founded in 1994 in N'djamena with an entirely different idea, and like a good student has taken to the streets. By meeting with children's gang leaders on their own ground, the APPERT activists gradually earned their trust. Using the former's authority and knowledge of street needs, they were able after a yearlong effort to establish a neighbourhood listening ground, which soon began drawing in children. They came for the cooking and hygiene service, to relax and most often simply to enjoy an environment in which they are welcome and safe.

Step by step, at the children's pace, APPERT opens the way for their reinsertion in society. And thanks to the financial support of French co-operation, some ply minor trades, working, for example, as cigarette vendors or 'pousse-pousse' cart owners. Others apprentice themselves to craftsmen who are partners of the association. The youngest may on their part obtain an education. APPERT has set up its own primary school, which at night serves as a dormitory.

Several hundred kilometres from N'djamena, in Nigeria's Oyo state, a concerned Biola Lawal combs the streets of Ibadan. A trained lawyer, she is co-president of Voice for the Young, a recently-founded organisation that urges the adoption and internalisation of African and international legislation on children's rights. On the ground, she helps beggar children off the streets, by taking them to school. "These kids have to leave home very early, at five or six o'clock, to go begging with their parents. The latter are blind and depend on them as guides and for the most minor tasks."

After some initially disappointing experiences, Voice for the Young modified its approach and now works to uphold closer collaboration with the parents, enabling the commitment needed to allow children, who beg with the family in the morning (and thus ensure their collective survival), to take their seats in classrooms in the afternoon. But, as Biola emphasises from the start, it is hard to convince parents to make school a priority: "Too many parents, themselves without much education, can't see the use of sending their children to school. And the high level of joblessness, which doesn't spare graduates, reinforces this attitude." She adds that only a pertinent curriculum can show them that school is not a waste of time. ■

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