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President of the Economic and Social Council  
of the French Republic

**B**y actively urging the national economic partners, the academic institutions and civil society to take part in the economic development of all, the study project which has brought us together takes its place in the exact line of the mandate of AICESIS, which seeks to promote dialogue between these partners throughout the world, above all in order to achieve the Millennium Goals.

Our work on 24 October aims at promoting the implementation of the MDGs by means of the new pedagogical tools capable of making them a subject of study. This programme seeks to adapt teaching and training in the MDGs to the realities of the field. Thus it is natural to establish a partnership between AICESIS, university teaching institutions, the private sector, UNITAR and the NGOs Section of the UN.

Mr Sarbuland Khan, Administrative Director of the ESC of the United Nations, Mr Tang, Deputy Secretary General of UNESCO, Mr Gardette, Director of documentary resources of the Foundation of Political Sciences, Mr Boisard, Under-Secretary General of the United Nations for UNITAR, Mrs Mezoui, Head of the NGOs Section in the ESC of the United Nations, Mrs Ruth Engo, President of the African Action on AIDS association, Dr Caneva from La Sapienza University, Mr Lebedev of the Centre for Diplomatic and Strategic Studies, Mrs Kulak from « Belle Planète » and a large number of experts and associative representatives took the floor, bringing their analyses, their wealth and it seems to me their determination to live out the interdisciplinary adventure that we are proposing to them. I would like to thank them all from the bottom of my heart.

We truly hope that this pilot project will become the spearhead that will lead to ambitious programmes by mobilising all of our partners... If the Round Table of Paris, then that of Algiers, followed by that of Brazil and all the others allow us to make a joint reflection ... then we will not regret this project, since for the first time I think that we will be clearly showing that the university, associative and social professional spaces can complete one another, cross-fertilise and facilitate a mobilisation that is invoked by each one of us.

The attached synthesis recaptures and summarises all the interventions. It translates well this moment of mutual attention and conviviality we have had the pleasure of experiencing together.

My thanks to all of you.

## Report

### **Paris Round Table, Palais de l'Iéna, United Nations Day, 24 October 2005 Millennium Development Goals**

The Round Table of 24 October 2005 concerning the project targeting the development of pedagogical and didactic tools centred on the achievement of the Millennium Development Goals was opened and moderated by Mr Sarbuland Khan, director of the division supporting the Economic and Social Council and for coordination of the United Nations in New York. He introduced the President of the French Economic and Social Council, **Mr Jacques Dermagne**, who thanked the assembly for meeting in the amphitheatre of the French ESC, a place steeped in history in which the reflection of the Round Table fits perfectly. He came back to the fact that this amphitheatre has always brought together women and men of quality, who are representative, responsible and concerned about the general interest outside of any partisan slant. It brings together representatives of the people, the populations and organised civil society, for the building of their future, as well as those mainly responsible for economic, social and cultural activities, for the purpose of seeking out together what is acceptable to all. The President returned to the mandate of the ESC, which is to contribute to prosperity and development by fostering the emergence and participation of democratic civil societies. Mr Dermagne likewise underlined that, in the context of the sixtieth anniversary of the United Nations organisation, as an association enjoying observer status to the Economic and Social Council of the United Nations since October 2001, the International Association of Economic and Social Councils (AICESIS) was determined to work resolutely to meet the UN's appeal in favour of peoples and development.

These various elements allowed him to state that the study project that is the purpose of the Round Table took its place exactly in line with the mandate of the international association of councils. According to this same approach, it seeks to facilitate and promote dialogue between its partners throughout the world, above all in order to achieve the Millennium Goals, to seek together (universities, NGOs and economic and social councils) how best to mobilise our society in all of its aspects, and above all in its dimension of training in the Millennium Goals.

He detailed the purpose of the study project, which aims at promoting the implementation of the MDGs by means of new teaching programmes and new pedagogical tools. This programme seeks to adapt teaching and training in the MDGs to the realities of the field, so that it was only natural to set up a large-scale partnership between the association of councils, the university teaching institutions and the private sector, UNITAR and the NGOs section of the UN, for the purpose of analysing and reporting on the activities, as well as determining how the higher teaching establishments of the various countries include the Millennium Goals in their study programmes and how all of this is translated in the developing countries.

The President ended by expressing his desire for this pilot project to become the spearhead which will lead to ambitious and necessary programmes throughout many countries and regions by mobilising all the partners, whether from North or South.

Following on Mr Dermagne, **Mr Khan** took the floor. After thanking Mr Mohammed Seghir Babès, President of the National Economic and Social Council of Algeria for being present, he insisted on the will to stress the meaning and importance of the interaction between government policies, programmes to be carried out and social, humanitarian and financial resources. In order to align policies, programmes and resources so as to obtain results that can be measured in a specific period of time, each individual and partner has a role to play. The goal, he stated, is to create a multi-partnerial approach, to set up working groups consisting of students, university teachers and members of civil society, who should work in conjunction with international political decision-makers to create a zone of exchanges of creative ideas and to encourage a permanent feedback. In actual fact, the studies carried out thus far reveal a lack of inter-institutional coordination that should be palliated by the multi-partner approach. What is important, according to Mr Khan, is to inculcate a change in the way of thinking thanks to a world movement, which will enable institutions to bring artificial establishments to evolve towards living associations of creative educators.

Mr Khan ended his intervention by mentioning the context of change prevailing since the end of the Millennium Summit and the 60th anniversary of the United Nations. The reform of ECOSOC is one of the most direct expressions of these changes, and Mr Khan insisted on the fact that the United Nations is an organisation not only of developing countries, but also for the advanced industrialised countries. It was considered quite remarkable that, in the context of reform of the United Nations, one of the most important achievements of the Millennium Summit on the occasion of the 60<sup>th</sup> anniversary of the United Nations dealt with questions covering or recovering the interests of the developing and of the developed countries: there is an undoubted convergence of interests in these questions discussed around the MDGs which are in particular: migrations, employment, social exclusion and integration. Basically, the United Nations go further than the United Nations programme. Of course the MDGs lie at the heart of all of this, however there are certain actions that all countries should undertake, whether they are developed, developing or in transition.

**Mr Gardette**, Director of documentary resources of the National Foundation of Political Sciences and representing Richard Descoings, Director of « Sciences Po » then took the floor, stressing the importance of the partnership with Sciences Po in the framework of the project. In fact this establishment is endowed with characteristics that are completely pertinent to the study project: it is depository of the documentary funds of the United Nations but, as a university establishment, it likewise has a mission of scientific divulgation and research in the field of international relations. The establishment has a research centre, the Study and International Relations Centre, which for some years has been carrying out research on these questions in the international organisations. The many researchers within CERI, as well as the study programmes from the first to the third cycle dealing with international affairs, push even further afield interest in the participation of Sciences Po in this project. Besides, Mr Gardette underlined that the establishment itself was totally integrated internationally with its 30% of foreign students. Above all he insisted on the development of programmes enabling us to prepare these young diploma-holders on questions connected with the Millennium Goals (by a Science Po master's degree in « international careers ») and

which prepare them for jobs in development, for international careers, for more generous forms of teaching as well as what is known as “elective” teaching. Above all Mr Gardette underlined that the mobilisation of Science Po in favour of the achievement of the MDGs was already materialising thanks to the academic tutoring of an international workshop on the MDGs, to which the Sciences Po students make an active contribution. These same students will likewise constitute the front line of trainers in the Millennium Goals.

Finally, Mr Gardette referred to the policy of the establishment which has always attempted to develop relatively innovative pedagogical initiatives, by giving the example of the chair in durable development.

**Monsieur Boisard**, Under-Secretary General of the United Nations and Director General of the United Nations Institute for training and research then took the floor. He began by stating that the MDGs are the common denominator on which the Heads of State and of Government have arrived at agreement. Its objectives are indissociable and interactive, however a preliminary evaluation of results would unfortunately seem to indicate that, in the present circumstances, the Goals will not be achieved by 2015. Accordingly he called for a profound transformation in the mechanisms of implementation, which would include new actors more directly, and insisted on the fact that intergovernmental authorities should draw closer to the private sector and to the academic world. He declared that it would be advisable to define the role of enterprises in an effort to achieve these Goals and to identify the political and institutional limitations imposed on them, saying that the private companies should work to promote partnership between the public and the private sector. Lastly, he expressed the opinion that personnel in the private sector should be better informed of the specificities of conducting relations with the United Nations.

Mr Boisard reported that UNITAR, in close collaboration with the NGOs Section of the UN and the informal network UN-NGO-IRENE, has carried out pioneer work in the field of public-private partnerships with some big French enterprises, since the achievement of the MDGs will become a concrete reality only if the widest possible fringe of public opinion has a healthy understanding of the reasons implied by their drafting and a good idea of possible strategies for achieving them. He concluded that school teaching at all levels should be undertaken, and that there is an urgent need to prepare pedagogical tools and draw up programmes which will help fill in this gap in the universities of the industrialised countries as in those of the developing countries. These courses and this research would include the origin, historical background and reasons leading to acceptance of the MDGs. They would examine the costs and profits that they may represent. Finally, they would aim at encouraging a dialogue between the United Nations and civil society by considering the contribution of each at local, national and multilateral level, and by insisting on an exchange of experience.

These considerations led Mr Boisard to point out that UNITAR covers training and research and, by its status as an autonomous organ of the United Nations, disposes of experience in the implementation of training programmes connected with the Goals of human development laid down by the United Nations. He gave the example of the programme of decentralised cooperation of UNITAR that has already integrated the MDGs into almost all its training programmes through twelve CIFAL centres. These International Centres for the training of local entities are platforms for the reinforcement of capacities and the sharing of experiences between the local, national and international partners in durable development and back up the local authorities in implementation of the Millennium Development Goals.

UNITAR has likewise fine-tuned a training model based on the interactive method of management of know-how which fosters the sharing of knowledge and the exchange of practical solutions between those in charge at different levels. Mr Boisard concluded that UNITAR takes advantage of pertinent experience to propose to the teaching body a training programme adapted to the requirements of the university environment. This programme containing two parts: a first part dealing with the aspects strictly termed of activity, namely general notions on the MDGs, and a second one which would consider their practical implementation, based among other things on the experience in the field of UNITAR and other institutions of the United Nations system.

Mr Boisard then handed over the microphone to **Mr Tang**, Deputy Secretary General of UNESCO, on behalf of Mr Peter Smith, Deputy Secretary General for Education at UNESCO. Mr Tang noted with pleasure that the Round Table was illustrating a very constructive synergy within the United Nations family. He went on to remark that education for all was not the only objective to be achieved in the period established from now until the year 2015, since UNESCO likewise places at the heart of its efforts human valorisation, human development and all of the Millennium Development Goals. Finally Mr Tang underlined that promotion of the implementation of these Goals depends on concrete actions, and that everyone should foster an awareness of these Goals all over the world, offer technical aid for working out innovative projects, reinforce capacities, for example by drawing up training programmes in the MDGs for the personnel of the NGOs in the field, and be a link between all of these actors. The participation and commitment of UNESCO in the Millennium Goals and as a full partner with AICESIS and the NGOs Section should be sealed in the framework of its specific approach, in particular in the Decade programmes for education and durable development, as well as the experience acquired by the CCT projects for the reduction of poverty (ED, SC, SHS, CLT, CII).

Mr Tang thus brought to a close the interventions of the institutional partners in the study project of the Round Table, with a presentation by the Secretary General of the Institute for Social Development, **Mrs Chaudhuri**. She was acting as spokeswoman of the Indian regional coordinators for the informal network UN-NGO-IRENE. She pointed out that, although India had made exemplary efforts to reduce poverty thanks to a rapid economic growth, imbalances and gaps persisted. Traditional Indian society prevents any veritable equality between men and women, and this has an impact on a certain number of Millennium Development Goals. She noted that the activities of her NGO, the International Institute of Social Development, were recognised and appreciated.. Various actions for the MDGs had already been launched, for example the setting up of groups for the growing autonomy of adult women in rural areas and for poor craft workers, as well as training programmes in the framework of the prevention of HIV/AIDS.

Then it was the turn of **Mrs Mezoui**, for the NGOs Section in the department of economic and social affairs, to take the floor. Hanifa Mezoui has assumed responsibility for the study project as a whole in the framework of a sabbatical approved by the UN. In order to achieve the objectives and targets set by the project, she was proposed as council member of ECOSOC to direct the partnership between the International Association of Economic and Social Councils and Similar Institutions, the university establishments and training centres and the NGOs, above all by means of the network UN-NGO-IRENE network. The latter was launched by the NGOs Section of the department for economic and social affairs of the UN (UNDESA) on the basis of the resolution of the Economic and Social Council (ECOSOC) 1996/31, which seeks to manage the diversity and growing number of NGOs throughout the

world by involving them in a correct, balanced and effective way in all parts of the world. UN-NGO-IRENE aims at consolidating the efforts of the NGOs with a view to the implementation of the Millennium Development Goals (MDGs) in partnership with the United Nations, the governments and the business world. The launching of the world network took place in Aracaju, Brazil in March 2001.

Mrs Mezoui thus began her intervention by recalling that this day of 24 October, World Day of the United Nations Organisation, provided the opportunity to reaffirm everyone's determination to overcome the obstacles, in order to better promote in the long term the achievement of the Millennium Development Goals at the level of the human mind, that is, by means of teaching and training. She went to on remark that, for twelve years now, and even more five years after the signing of the Millennium declaration, the ESCs as well as the NGOs and the UN-NGO-IRENE network want to know how they can contribute to the MDGs and optimise their actions in response to them. Mrs Mezoui then underlined that a big gap exists between the signing by the Heads of State of the 2000 declaration and the implementation of the Millennium Development Goals. For this reason the study project aims at establishing a bridge between civil societies and the commitment assumed by the hundred and eighty-nine Heads of State in the year 2000, by searching for the causes of this rupture and by addressing themselves to organisations serving as relays to the populations, for transmitting international and UN information, namely the teaching establishments and the media.

She made a point of saying that the Economic and Social Councils are a particularly important partner insofar as they bring together the whole of organised civil society, however two other levers of action exist : the media (although their activity is at present insufficient and is not durable) and education.

In order to evaluate the level of awareness of the MDGs, three surveys were sent to the Economic and Social Councils aimed at identifying the measures adopted by them for the implementation of the MDGs, to the teaching and training institutions of university level, and especially to Sciences Po, to ascertain the degree of penetration of the MDGs, and finally to the NGOs to find out what types of training were expected of the teaching establishments in order to meet the MDGs. The results of these three surveys are revealing. Thus, at the level of the Economic and Social Councils, it may be noted that the national reports drawn up with UNDP are not used by the Economic and Social Councils as working and reference tools to evaluate the situation as regards the Goals. Apart from that, the commitment in the sense of achievement of the Millennium Goals has not so far taken the form of a concrete and coordinated mobilisation of all the different actors concerned. For this reason Mrs Mezoui insisted on the fact that, once all the partners have recognised their differences and appreciate their complementarity, the implementation of the Millennium Goals will perhaps become a reality. In addition every effort must be made to ensure that these partnerships are solid, durable and transparent. She likewise remarked that the ministries connected with education do not automatically involve the universities in application of the Millennium Goals, and while a large number of training programmes exist dealing with the general framework in which the Goals take their place, they do not deal specifically with the MDGs. These are only mentioned on the occasion of parallel events (seminars, international conferences), with a positive contribution from the NGOs and civil society. However, they are not the subject of courses or ongoing training programmes, even if they are better integrated in specialised courses relating to questions of maintenance of peace and security, on the occasion of which numerous partners contribute to the circulation, elaboration and dispensation of courses

specifically oriented on the Millennium Goals. Moreover, the relationship between the universities and civil society is growing, but remains selective still. Lastly, she stressed that the NGOs had actively raised people's awareness on the MDGs; their questionnaires show that communications and coordination between governments, educationalists and civil societies are deficient. A greater synergy between them will improve the achievement of these Goals by making each individual aware of the impact he or she has on the planet and of his/her role as a citizen of the world. The MDGs are everyone's business, and it is up to each of us to apply them on our scale.

These conclusions led Mrs Mezoui to state that an approach centred on the field, more interactive with those working with the populations, as well as better adjusted pedagogical tools are required, and that we should evaluate awareness of the MDGs in order to draw up a programme based on needs and to help the local leaders to work in the framework of the governmental plan, to encourage partnerships between NGOs, civil society, the private sector and, of course, local leaders. Referring back to what Mr Boisard had said, she stressed the importance of mobilisation of the communities (municipalities and local authorities) as actors in an enlightened and daily achievement of the Millennium Development Goals. She concluded from this that information on the Millennium Development Goals has not sufficiently penetrated the institutions in a durable manner: the ESCs and the Universities have not systematically included in their programming means of action contributing to the achievement of the Millennium Goals : very few have worked out strategies leading to consequent results. The same applies to the programming of university courses, in which few adjustments have been made to pedagogical approaches and training contents, to adapt them to the needs of the Millennium Goals. Consequently civil society and the active NGOs remain without programmes for courses and professional training that meet the needs of the Millennium Goals in their respective countries. As a result it is necessary to articulate means of action to help achieve the Millennium Development Goals: training remains inadequate in education circles for the achievement of the Millennium Goals for development. She also insisted on the fact that this Round Table should be a forum that will lead to the development of a partnership between the economic and social councils, the sectors of education and training, and the NGOs, in which all of them have their respective roles to play : the economic and social councils, that of committing themselves to support the setting up and functioning of a world coordination centre destined to work for the circulation and achievement of the MDGs; the training centres, of integrating a young people's perspective and participation and developing centres of excellence for evaluating and seeking out answers to all the MDGs; the universities, for greater flexibility and originality; while finally the NGOs should be encouraged in their initiative of capacity for training through the partnership with AICESIS and coordinators of the network. The reform of ECOSOC has the duty of carrying out and supporting the programmes targeted at achievement of the Millennium Development Goals, in partnership with the national Economic and Social Councils, universities and civil society, as presented in this study. And Mrs Mezoui concluded by presenting the MDG portal that will become an Internet site containing statistics and references.

To close the morning session, two short films were shown. The first of these, entitled "Only with your voice" that had initially been made and circulated in the framework of the Millennium Campaign, was directed by Mrs Eveline Herfkens. Mrs Herfkens was appointed by the Secretary General of the United Nations Organisation in 2002 to coordinate, at national and international level, an action with a view to inspiring a global movement in favour of the achievement of the Millennium Development Goals. Mrs Herfkens above all undertook the

Millennium campaign of “Celebrity Voices” in the context of which the making of this short film takes its place.

A second short film « How are you ? » was also shown. This was made by Suzanne Engo and circulated on the occasion of the 58<sup>th</sup> annual conference of the Department of Public Information of the United Nations (UNDPI) from 7 to 9 September 2005 under the title of “Our Challenge: Voices for Peace, Partnership and Renewal”. Mrs Engo took advantage of a synergy between all the world NGOs, gathered around the theme of the conference, to evaluate the impact of the MDGs worldwide.

The Round Table continued with an exchange of views over lunch, offered by the French Economic and Social Council.

The Round Table resumed, giving the floor to the experts who contributed to the drawing up of programmes in the course of the sessions of reflection. The session was moderated by Mrs Hanifa Mezoui, who first of all called on **Mrs Ruth Engo**, President and Executive Director of the NGO “African Action on Aids”. Mrs Engo focused her presentation on HIV and AIDS, the main subject of concern of her NGO, and its programme VI. This is mainly based on the need to transform training (or education) on AIDS, so as to be better suited to the lives of the people and communities receiving this teaching. Accordingly it is a question of bringing the universities that accept this programme to revise their perception of education with a view to situating it somewhere between traditional education and “optimal education”. In fact, education still accentuates the fracture in the field of knowledge caused by depriving certain groups of information and thus making them more vulnerable, while keeping it in elitist centres; as a result this form of education or teaching reduces the sphere of knowledge by accentuating fragmentation. Mrs Engo noted that it is the universities, and the higher teaching establishments, that have the means of proceeding to the creative destruction of traditional education in order to proceed instead towards optimised, or optimal education.

Besides, she reported that her NGO was in the process of drawing up an index of the minimum level of shared humanity, originating from the following consideration: our world is so firmly centred on material well-being that even when our inner spirit elevates us to a realisation of this shared humanity, we do not always manage to achieve it.

For this reason those universities taking the step implied by this project could in this way help their students to develop a critical sense based on a both a philosophical and a material perception of the different concepts.

She then mentioned the link of cause to effect between HIV/AIDS and the elimination of poverty, which requires an inter-generational training involving five commitments arising from the realisation that it is only when knowledge brings about a change in behaviour that the cycle of infection can be broken.

Mrs Engo wound up her reflections by stressing that illnesses call for local, regional or national initiatives, with or without grass roots participation, but that AIDS depends not only on the national will, and on international action, but also on the knowledge and behaviour of each individual, acting individually. For this reason her NGO has elaborated the “start-up micro-credit”, which serves both to learn how to and to eliminate or reduce poverty by breaking down the cycle of poverty thanks to economic self-sufficiency. In fact, when the poorest of the poor become committed and capable of looking after themselves and of leading

a sufficiently healthy life, only then will they be able to benefit and play an active part in the economic life of their community. For this reason such micro-credit builds health rather than building wealth.

Mrs Engo then handed over the floor to **Mr Lebedev**, a doctor in law and political sciences, and a teacher in the Centre for diplomatic and strategic studies of the Sorbonne and member of the International Commission on Reform of the United Nations. He began his intervention by stating that the pedagogical and didactic tools and the new educational programmes are destined to become major tools in the framework of achievement of the Millennium Development Goals. He described the basic philosophy of the study project of the Round Table, which started off from the need to make the eight MDGs known, for the purpose of developing partnerships, setting up networks, promoting their integration and interaction, and thus ensuring the emergence of a world network around the MDGs. He went on to describe certain specialised programmes around the MDGs, comprising above all the « primary education » programme and the « children and the MDGs » programme. The programme of primary education and development is an intermediate programme of twenty-four hours based on eight modules. Like the other programmes, it includes an introduction to the MDGs. In fact it combines a general approach with analysis of the regional stakes involved. It is also centred on the mandate of primary education which aims at overcoming any delays in the field of primary and secondary education. Then, the programme foresees the commitment of the families and local structures as well as the development of solutions and global partnerships. Finally, there is a programme for children and the MDGs, which is largely set up on the same lines.

Mr Lebedev added that another requirement was to ensure the utmost flexibility and adaptability, both horizontal and vertical, of the new educational programmes and pedagogical and didactic tools, thus justifying modular and systemic approaches for their elaboration.

**Mr Caneva**, of La Sapienza university, took the floor next to say that one of the principal challenges of the twenty-first century was peace and international security, however in the light of a new world equilibrium. He accordingly underlined the need to find other paths to peace and dialogue, with concrete and equitable solutions in order to make a concrete contribution to the process of stabilisation of the new democratic countries and in the transition, starting off from the emergence of collaboration to arrive at civil integration. He insisted on the fact that all interventions of the international community must be characterised above all by a global political, economic and social effort, and for this reason it was indispensable to promote a new partnership between universities, diplomats, international organisations, NGOs and civil societies.

He pointed out that it was necessary to reconsider the traditional role of the university which must likewise facilitate the mutual understanding and collaboration of the various components of society and of the humanitarian organisations working in the field for a new culture based on solidarity and international cooperation. This would enable young people to feel more involved in economic, political and social problems, and to acquire a greater awareness of the possibility of contributing actively to the solution of these problems. In order to give concrete shape to these expectations, Mr Caneva has in particular created the degree of Master of Social Sciences and humanitarian affairs, in cooperation with UNESCO. Finally, he stated that it was necessary to ensure a better coordination between universities and

practitioners for cooperating with the professors, diplomats and international actors engaged in work in the field.

**Mrs Kulak**, Co-Manager of the Belle Planète Publications, then took the floor to state that the time had come to implement the Millennium Development Goals on a larger scale. She suggested that in order to achieve this ambition, it is necessary to have an effective, easy to use and low cost tool, and that at the present time Internet was best suited to meet these requirements. In fact, Internet is in constant evolution, and can be updated in real time. Moreover, it is interactive and represents the ideal tool for setting up data banks, in addition to having an invaluable encyclopaedic vocation as far as the MDGs are concerned.

For this reason, in order to make up for the slight knowledge possessed on the MDGs, she proposed education and training modules intended for a varied target public, based essentially on the idea of decompartmentalising knowledge. Their content will be above all of a practical nature, since theoretical knowledge, although necessary, is in any case insufficient.

Case studies, taken from the field will provide the basis of this work. This will be carried out based on a working group comprising practitioners in the field concerned, representatives of the NGOs and economic circles, as well as Economic and Social Councils. By the end, each of the MDGs will have its on-line data bank that can be consulted at any time and updated in real time.

According to Mrs Kulak, these proposals will affect not only the students but also the persons engaged in field actions, in humanitarian initiatives, by offering the flexibility of an interactive link while ensuring its continual updating.

Mrs Kulak thus brought to an end the interventions of experts contributing to the drawing up of the teaching programmes and modules, to give space instead to an interactive dialogue with the members of the assembly meeting around this Round table.

**Mrs Allaume-Bobe**, of the National Union of family associations in France, started off this interactive dialogue by introducing UNAF as an association entrusted with officially representing to the public authorities the grouping of French and foreign families living on French territory in order to promote, defend and represent the family, material and moral interests of all these families. Mrs. Allaume-Bobe noted that, in the literature connected with durable development, the family as such is always forgotten. Now in fact it is the families who can carry on the project of a viable society in the long run, since the family ensures renewal of the generations, is the prime place of children's education and contributes to the transmission of the values and cultures on which our society is based. It is also the cradle of social cohesion, solidarity and learning how to settle conflicts. That is why UNAF proposes a multimedial ethical game project. This game is based on the principle that families inadvertently bring about durable development by all the gestures of their daily lives, thus making people discover that the sum-total of individual choices has a collective incidence, which will be visible and measurable in the game on the network. In the course of the game, for each action, the player will have access to multimedial pedagogical files, thus ensuring an interactive action.

After this, **Mr Cerrato**, of the International Training Centre of Turin, a centre affiliated to the United Nations, took part to stress that its activity had been carried out essentially in the field and was aimed essentially at the United Nations teams in the field. He

reported that first of all tools had been developed for teams by countries, as well as a guide for facilitators. A development group is based on New York, and some thirty training sessions per year take place in the world. Finally, systems for sharing information and material on our website have likewise been developed. These different competencies are thus particularly pertinent to the follow-up of the study project, and the lessons that the partners can draw from its experience and practices will be precious for the training of future trainers in the framework of the Millennium Development Goals. Mr Cerrato ended by reporting that the Turin centre has already organised and taken part in a number of seminars in several universities on this subject of the MDGs.

**Mrs Shahbanou Tadjbakhsh** of the Sciences Po International Centre for studies on peace and the settlement of conflicts then took over, pointing out that seven Goals in the MDGs concern the development of others, while the eighth concerns the institutions of the North. For this reason a new series of master degree programmes have been launched in the spirit of this new approach, above all the master's degree in European studies which has now become "international career and public politics" into which new subjects have been introduced, such as durable development. She noted that Sciences Po more and more frequently engaged practical teachers coming from the world of the United Nations, or the NGOs, but at that point the question arose of how the subject of development should be taught. She stressed the importance of adopting a very critical approach to development, which could be dealt with in the Sciences Po workshop on development, in the course of which students carry out a practical study at the request of an organisation. She then wound up by remarking that élistist systems were often lacking in diversity.

After her, **Mrs Kolesar**, of the NGO IDEAL – from Canada – took the floor. She began by underlining the fact that "education" also includes economics, ecology, ethics and aesthetics. In her opinion, it is indispensable to speak of the family, the first essential cell for forming a society. She remarked that her NGO had contacted thirteen universities in Canada for the purpose of ascertaining how these universities are linked to the Millennium Goals, and to get an idea of the importance of the number of applications for doing on-the-job training courses centred on the Millennium Development Goals. This is why her NGO has developed what are called the "green universities", which are easy for students to attend, and has established a programme of exchanges with universities abroad.

**Mr Malitza**, of the Black Sea University foundation, in Rumania, spoke next, saying that a certain disciplinary totalitarianism reigned in higher teaching : the university still has not succeeded in introducing the big innovations of our century, and there is no university that offers a diploma in multidisciplinary subjects.

Accordingly his NGO has launched an initiative by creating, with two universities, a course on the UN and its global activities. This course consists of fifty modules relative to a UN activity, agency or specialised institution, making use of the new technologies for virtual classes.

**Mr Bisogni** then intervened to stress the need for asking the politicians who affixed their signature on the Millennium declaration how they intended to commit their governments to achieve these MDGs. He insisted on the existence of a big problem of communication. People do not know what the MDGs are, as a result of the absence of any campaign in the press, on television, or in the media. Now, this is precisely what is required. Mr Bisogni pointed out that it was necessary to understand the economic mechanisms of television

channels and to use them in full awareness of their possibilities. In fact, undoubtedly not a single government would refuse to hold a day's discussion, since this could take place free of cost, which is an all-important motivating element. Finally Mr Bisogni concluded by remarking that it was necessary to set up a strike force capable of stirring people's consciences in order to lead them towards the MDGs, as is done for example in an ongoing project implemented by the FORMIT Foundation. In fact he described the project entitled "One Dollar for Development" set in hand, among others, in public administration, education and training. This responds to three basic questions: What applications of technologies with a high added value can be transferred at minimal cost in a process of North-South and South-South cooperation? What applications of technology can contribute best to achievement of the MDGs? What actions can be undertaken to improve cooperation policies with a view to reducing the numerical divide? FORMIT has undertaken to promote this project through the reinforcement of capacities and seminars within the network UN-NGO-IRENE. A pilot initiative is at present being carried out in the Dominican Republic.

**Mr Hesse**, of the Peter Hesse Foundation, took over from him and started off by remarking that it is at the age of fifteen to sixteen that people are most open to new ideas, and can be influenced most easily. That is why it is very important for us to target this age group and to concentrate on the training of trainers. His organisation has focused on the eighth objective that calls for a system conceived in a responsible manner, that is open and transparent. On the basis of this objective, his NGO, in the framework of the global Marshallplan Initiative, is developing systems of durable ecological markets, so as to have an eco-social market system,. He has called on the universities to respond to this challenge to develop something to replace the market dogma which is mortal for the planet if a human dimension is not added to it.

He went on to say that it would be only legitimate to request or demand a minimal juridical framework in order to obtain a human market system, and that a co-funding for those countries desirous of ridding themselves of child slavery would be necessary.

**Pr Malitkov**, president of the Inter-State Committee and of the Commonwealth of Independent States (CIS) then took the floor to announce that his organisation had created a new world university by utilising the satellite, power of the Russian space industry, to cover the whole world and disseminate knowledge by exchanging know-how between universities and experts. This World University is intended for the developing countries and aims at contributing to the achievement of the Millennium Development Goals and at preparing world society for the process leading to world governance. Globalisation, he explained, has entered into our lives and we must make every effort not to miss the train. In this connection, he considered, the best stimulant is education, not "traditional" education which has revealed its limits, but a new education based on a "mental concepts" with systematic recourse to the most modern technologies. It is illiteracy and thus lack of competitiveness that has led to a situation in which hundreds of millions of persons are living in a poverty «without prospects».

**Mr Loriot**, International Lawyer and President of the Bar Association of International Organisations, went on to state that the Millennium Goals were contained in the very first chapters of the Millennium declaration. He took the example of the Universal Declaration of Human Rights to show how difficult it is to pass from the cup to the lips, or from words to action: it took almost twenty-five years, or even more, for the concepts, rules and spirit of the universal declaration of human rights to penetrate people's brains, minds and behaviours, and

end up by becoming a part of the fibre of individuals, a way of living, of defending themselves, and existing throughout the world.

For this reason he hopes to pass from declarations of principle, like those of the MDGs, to an articulation, so that all of this can take root in people's minds. This is achieved by pedagogy and the pedagogical tools that the assembly will do its best to work out on the occasion of the present Round Table. He insisted on the need to bear in mind that it is necessary to mobilise persons who have acquired experience in terms of pedagogy and teaching methods, in order to articulate and forge into rules or standards the principles of the right to development, of the right not to be poor, of the right to health, and to ensure that all of this can be transmitted at teaching and school level.

**Mr Tatsuya**, President of the Peace Boat and international coordinator of the informal network UN-NGO-IRENE, took over from Mr Loriot to outline his programme « Education for peace », a project of educational cruises for peace. This was drawn up with the aid of a boat having a capacity of one thousand persons and making three-month cruises covering three countries each time, with the majority of passengers consisting of young people. He noted that education for peace or for the prevention of conflicts was fundamental at the present time, and that it was necessary to show young people the present-day reality. In fact, he took the example of the university of Japan, incorporating many study programmes which have not as yet had any impact on students. In fact young people need to feel reality and to experience it in order to develop their motivations. The Education for Peace project should contribute to this in its own way since, once on board, an atmosphere of intense discussion may develop. Besides, this project makes it possible to create a network of young people in favour of the Millennium Development Goals.

**Mrs Ceccaldi**, Director of training and international relations in the National School of the Magistrature, was then invited to take part. She deals with the ongoing training of magistrates and reported that so far today she had heard very little talk of adult training. She confirmed that the Millennium Goals must be a strike force, but added that young people are a potential strike force. Whereas, when we manage to capture the attention of adults and direct it towards their sector of activity, there we have our strike force. Thus investment should be made in the vast field of ongoing adult training, as many professions, like doctors and lawyers are obliged to do.

**Mr Hallier** then took over as a former trainee in the NGOs having worked on relations of the European Commission with civil society, and at present working in the private sector. He took this opportunity to say that often one might have the impression of problems being raised and discussed here and there, very pertinently, but without leading to any repercussions in the media. In his opinion, it is here, in striving to achieve the Millennium Goals, that it is important to search out civil society and give adequate space to its representatives, since they have a crucial role to play in this link between international instances, instances of high level dialogue and the local level of real and concrete implementation. It is they who really have the means of giving the media stories that they are capable of transmitting and with which each and every one of us can identify. They will act as relayers of influence that are all the more effective since today the traditional seats of political power have often become less credible. If we are to give back a certain legitimacy to this vague notion of governance, civil society is of crucial importance in order to ensure that this does not remain a debate between initiates. Besides, Mr Hallier noted that some people express doubts on the possibility of achieving the MDGs. In his opinion, this is no fairy tale,

but the best pretext that we can find for not providing ourselves with the necessary means of acting.

**Mr Chérif**, as Executive president of the World for World Organization and coordinator of the UN-NGO-IRENE network for Western Europe, is a partner specialised in the field of communications and media. He takes over from Mr Hallier to state that, in order to get through all the necessary stages, education must promote an individual's potential to orient his values, his behaviour and lifestyle in the direction of durable promotion in order to achieve the Millennium Goals. He then went on to present a concrete project set in hand by the WFWO and Fattorie Italia since 2002, entitled "Adopt a cow". The objective is to make students aware of the problem of poverty and of education in the developing countries and to promote the activities of the MDGs.

This is a complete educational programme for primary schools, a way of facing up to the culture of the environment, and an opportunity for participating in group work, pedagogical activities, information, games, and a complete programme of food education. This proposal is built around five fundamental themes, each of which relates to one aspect of our relationship to food.

This project encompasses one aspect of education in health for drawing up a programme of food education and aims at developing a sense of responsibilities: towards oneself, other people and the environment; it enables the promotion in pupils of a critical reflection on their food habits, making available tools fostering a more responsible approach to their personal food habits, stimulating an interest in local foods, productions and food culture and re-situating the activities of production, distribution and consumption of foods in a context in relation to the environment and society. The project likewise deals with the world of micro-organisms and sets up a pedagogical system of information for teachers.

**Dr La Rovere** of the Vertu Foundation followed on Mr Cherif to support Mrs Engo's words regarding the creative destruction of education, so as to pass from traditional education to an optimal education. The Vertu Foundation was set up following the events of 11 September, at international level to raise fundamental ethical values to harmonious and peaceful world relations. She referred also to the disaster of the cyclone Katrina, on the occasion of which the world came to realise that 66% of the population of the State of Louisiana is living below the bread line. She remarked how revolting it was to have so many poor people in such a rich country. Having noted that education is fundamental to the development of a durable and adequate economy, even in developed and rich countries, she explained that the Vertu Foundation works with the Massachusetts Institute of Technology founded above all by Professor Papot. It was he who launched a similar initiative in the state of Maine where forty-five thousand children have their own portable computers that they use for their individual on-line training. The NGO is working to launch a similar initiative in Louisiana. The campaign « one portable computer per child » implies a cost of only \$US 90 per computer, which can be supplied by solar or wind-powered electricity in order to create potential in regions where people do not have the same access to technologies as we do. She ended by expressing the hope that this initiative will spread to other regions which do not have the same access to information. The time has now come to have a world system of values and a world ethics.

**Mr Khan** now opened the interactive debate, asking those taking part how the two perspectives of theory and practice could be reconciled, and how we could advance

concretely. These questions regarding the gap between theory and practice are clearly especially pertinent in the present context of the reforms arising from the World Summit and the 60th anniversary of the United Nations.

Mr Khan likewise added that there was the determination to build a multi-partnership and to write it into the teaching programmes and practices of higher training establishments, of civil society and of all those individuals desirous of taking part in it.

**Mr Gunn**, President of the International Association for humanitarian medicine, then took the floor to declare that there was certainly a need for periods of reference and elements of comparison for evaluating ourselves and measuring our progress. It is indispensable for us to base ourselves on orientations and guidelines. For this reason the participants and actors meeting today must train trainers and educators. For this reason Hanifa, together with a small group of persons, has met to work out a project, which is still at an embryonic stage, to decide what direction all of this should take. Mr Gunn added that nothing had been said about the University of the United Nations and that some action should be undertaken in that regard.

**Mrs Mezoui** at this point replied, saying that the University of the United Nations had contributed to the round table of the French-speaking cultural association held on 7 July 2005 in New York, on the MDGs, and that this point would be included in the report. It should be noted that the United Nations University is an international academic organisation which works with a network of centres and programmes for research and training both in the developed and in the developing countries. Moreover, UNU works in different parts of the world with university establishments on the study of questions such as the economic aspects of development and the application of science and technology in the developing countries. UNU adopts a multi-disciplinary approach, which thus ensures it a wide range of opinions. On the occasion of this Round Table on 7 July 2005, UNU confirmed that it was dispensing training and carrying out research in the field of the MDGs, meanwhile encouraging international and world universities to follow its example.

**Mr Khan** likewise took the floor to mention the fact that, besides the university, centres of excellence exist all over the world, which could be very important for the network and which must participate to the fullest degree. He mentioned especially an institute in Helsinki, which is working on these questions, which could serve as a base for other centres of excellence.

**Mr Hesse** stressed the fact that the principal stumbling block was not at intellectual level, since people understand what has to be done. The difficulty stems from the fact that people think in a local and not in a global way. Mr Hesse insisted on the fact that it is very difficult to make persons change their perspectives, and that it was necessary to adopt participative methods and an awareness campaign to succeed in the attempt.

**The representative of the Economic and Social Council of Monaco** stated that he intended to take part. Monaco is a small country, but capable of making a big financial contribution to numerous associations all over the world. These are above all humanitarian associations or working in favour of the environment.

**Mr Toukourou (ESC of Benin, President of UCESA)** likewise took the floor to affirm that communication, and awareness at this level undoubtedly implies a certain cost, but is priceless. He likewise insisted on the fact that the students of today will be the middle

management of tomorrow, accordingly every effort should be made to ensure that this extremely praiseworthy initiative is widely supported, starting off from the universities.

**Miss Peter (a Sciences Po student)** now spoke to stress that development was not only something to be studied or which is researched in the North and applied in the South, and that this undertaking should take the form of a dialogue. She also suggested that we should question ourselves regarding the role of the academic institutions of the North. She mentioned two responsibilities: on the one hand, the responsibility of teachers to teach their students, the recipients of the development projects etc., to listen carefully; and on the other, of the academic centres of the North to cooperate with the academic centres of the South. In fact the latter often do not have access to the same means of helping them reinforce their academic capacity of research and take advantage of other opinions and ideas coming from there.

**Mrs Mezoui** made mention of FIAPA, an NGO representing the rights of old age. She wanted to make it clear that the Millennium Goals really took account of old age, and that those who are going to train trainers are those in a position to transmit their knowledge today. In conclusion, it appeared that the suggestions and recommendations made in the course of this Round Table of experts of Paris respond to the appeal of the World Summit since the latter, if at the outcome it had intended to be a review of the MDGs, proved in the final document to be a universal appeal for reform of the United Nations. Training institutions such as UNITAR, the International Training Centre of Turin, the United Nations University, UNESCO, La Sapienza University and training NGOs like FORMIT and the Black Sea University, will serve as a spearhead for inaugurating the training of trainers in all regions prepared to welcome them.

The word liaison was legitimately left to Mr Mohammed Seghir Babès, President of the Algerian National Economic and Social Council. He concentrated his intervention on two essential points: to bear witness to Algeria's commitment to the Millennium Goals, above all through its National Economic and Social Council; and in addition to attest all the interest expressed in the holding of this first round table of experts. For this reason he intends to ensure the success of the second sequence of this series of round tables in Algiers, due to precede the one dedicated to Latin America.

First of all he wanted to point out that lack of pedagogical and didactic tools are not the only brake to achievement of the Millennium Development Goals, and that a certain number of other factors were of decisive importance, above all the inequality in exchange flows between the South and the North. He underlined the importance of evaluating what human and financial resources would make it possible for the African continent to develop as effectively as required the necessary programmes and pedagogical tools to ensure that the MDGs advance. Whence the need to invite to the Round Table of Algiers the officially recognised representatives of the backers in order to identify the possibilities of effective support by the international community.

Mr Babès pointed out that a similar mechanism already existed at the level of the African continent, that is the African mechanism of peer evaluation in the framework of NEPAD. He mentioned the example of Ghana and of Rwanda which have already adhered on a voluntary basis to this mechanism. This has led to a consequent plan of action on the basis of self-evaluation by a national commission involving all the institutional actors, representatives of the people, members of parliament, trades unions and NGOs. While insisting on the voluntary nature of this adhesion, he compared the experience of the Round

Table to that of this mechanism, all the more since the four main registers challenged by this exercise are precisely those of human development and poverty, of the economic liberties, of economic and social governance, and of what is known as “corporate governance”, thus political institutional governance based on democracy. For these reasons, Mr Babès made it known that the Algerian Economic and Social Council had arrived at the determination to sit around a permanent round table which would translate the aspirations of all of the various actors of society. He likewise reminded his listeners of his firm intention to pick up the challenge of Monterrey which aims at establishing an exemplary model of governance which should permit the countries to set up viable and effective pluri-party partnerships involving all of the public and private actors, and in particular those of organised civil society, for the purpose of guaranteeing the necessary conditions for success in the fight against poverty.

He make no attempt to deny the difficulty, in setting up a permanent round table, of developing a constant action, however within previously defined methodological frameworks. In fact a critical step back must be taken in order to evaluate and analyse public policies and thus be in a position to indicate to the public authorities what should be avoided and what paths should be followed, as collective advisers at one and the same time of the public authorities and of society as a whole.

President Babès insisted on the importance of telling the truth. In order to do this, he expressed his determination of going out to see what was happening in the field. In fact, the idea is to hold tables of regional dialogue, and there is the clear perception that at the end of processes of this kind, we will be able to question our capacities of setting up, organising and developing approaches, programmes and pedagogical and didactic tools centred on the achievement of the Millennium Goals. In order to do this, he referred to Mr Marcel Boisard 's words when he stressed the need to associate North and South closely in this effort. Mr Babès also remarked that the need to eradicate poverty concerns the whole world, including even the very heart of the most advanced industrial citadels of the world, since here we are dealing with the eighth objective: creating partnerships. This objective comes to cap the other seven. Mr Babès quoted positive signs in this direction, above all the G8 which takes up the process of NEPAD, as well as the initiatives taken by Tony Blair as regards the treatment of debt. According to the President, all of these elements are signs indicating that very probably the Round Table of Algiers will be the moment when the scales are tipped.

**Mr Silvia** succeeded him, speaking in his capacity of diplomatic representative of Brazil in place of Mr Fernando Roth Smith, Head of Cabinet of the Council for the economic and social development of Brazil. Mr Silvia reported that the economic, social and cultural situation of Brazil was extremely specific. The way in which governments and societies implement the Millennium Goals is also very different. Accordingly it is important to dispose of parameters, methodologies and pedagogical tools in common so as to be in a position to follow such implementation and evaluate it. Mr Silvia went on to insist on the need to avoid duplication of efforts. He stressed the fact that, according to one of the objectives of the MDGs, it was necessary to open up markets, but at the same time, ensure equitable financial and commercial flows. He then make it known that Brazil would host the Round Table of 12 December as a follow-up to the Paris Round Table. This event will take place in partnership with the United Nations, the Organisation of American States and the Institute for mathematics and advanced applied research, based on Brasilia university. He ended up, in reply to a query by students, by saying that even in the South there are centres of excellence capable of proceeding to exchanges in both directions.

**Mr Xueming**, Secretary General of the ESC of China and representative of the President of AICESIS, then took the floor to propose that, in 2006, the fourth Round Table centred on the Millennium Development Goals should take place in Asia, perhaps in China, and stressed that the Economic and Social Council of China was ready to make its contribution in this field. It should be noted that China was the first to answer the questionnaire-survey addressed to the Economic and Social Councils, in the case in point in French, thus demonstrating its very keen interest in the achievement of the MDGs in China.

**Mr Duruflé**, Secretary General of AICESIS, closed the Round Table with conclusions on the day spent and the discussions marking the event. It goes without saying that he thanked all of the participants, enumerating the reasons which had brought them together on this 24 October. To his mind, these are three in number: to meet the concern of the United Nations; because civil society is beginning to realise its responsibilities; and, finally, in order to set in hand interdisciplinary research destined to enrich all of us by means of common and shared experiences as among Sciences Po, the ESCs, and the NGOs.

He announced that, since everyone is convinced of the pertinence of the commitments assumed in the framework of the MDGs, it was not necessary to wait for any hypothetical instructions or requests from our States, but it was already time to act. It is important to delimit the problems of the MDGs from all points of view on the occasion of the two regional Round Tables. The exploration of this path at Paris and the meetings of Algiers and Brasilia, and possibly next year in Asia would not make sense if it were not to meet this commitment. While remarking that the present system of communication is still insufficient, he emphasised that the Economic and Social Councils can play a role for helping ECOSOC and the UN in the promotion and achievement of the MDGs. He then let it be known that it was necessary, very lucidly, to admit the decidedly innovative nature of this undertaking: there has been no example to date of joint actions, at middle and long term, carried out in conjunction by three spaces that are mutually appreciative, but are not in the habit of cohabiting, namely: the universities, the NGOs and the Economic and Social Councils. However, it would seem that a joint action has some chance of getting society moving in depth. Each university entity, economic and social council and NGO has its own customers, its network and space of credibility. These are not the same, however together a large proportion of the economic and social decision-makers of our societies are encompassed by these networks.

Finally Mr Duruflé announced that, from these three first round tables and in order to best prepare the fourth, the partners all together will attempt to draw up a working programme for a centre of coordination to be supported by AICESIS, the NGOs section of the UN, and the National Foundation of political sciences based on the IRENE networks and on the goodwill of all. This working programme will have as its mission to prepare a project of technical cooperation, to be submitted to the backers, so that it is possible to speed up the production and dissemination of pedagogical tools, operations and the training of trainers in the framework of two or three MDGs considered as the most urgent priorities. A note that would be entitled "Conclusions of Paris" is attached as a separate document.

**Mrs Mezoui** then introduced the final act of the Round Table in the form of a musical intermezzo entitled « Berbere sur Seine », sung by Mrs Iness Mezel. If the merging of the universities, the NGOs and the Economic and Social Councils has been an event of a decidedly innovative character, it was even more so since illuminated by this voice celebrating her twofold heritage: Berber and French. She writes, composes and sings since she has something to say, and to live out. She is both from here and from there, from France

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and from Algeria, of Greco-Latin and of Berber culture. There could be no better interpreter than Iness Mezel for United Nations Day, celebrated on 24 October 2005 in this famous Palais de l'Iéna.

The session was closed with thanks to all the participants.

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## ANNEX

### CONCLUSIONS OF PARIS

**IN VIEW OF** the revisions made to the MDGs by the Summit of Heads of State held in September 2005 at the UN;

**IN VIEW OF** the results, studies and reports concerning the MDGs submitted to the AICESIS/Sc Po Round Table held at Paris on 24 October 2005 under the aegis of the Economic and Social Council of France;

**IN VIEW OF** the shortcomings observed regarding information and teaching of the MDGs within teaching and training institutions, constituting obstacles to their achievement by the year 2015 ;

**IN VIEW OF** the proposals aimed at accentuating the role of trainers from the NGOs and civil society for contributing to achievement of the MDGs;

**IN VIEW OF** the proposals of pedagogical and didactic tools that should make it possible to contribute to achievement of the MDGs through the training of trainers;

**CONSIDERING** the social and economic missions of the ECSs and similar institutions;

### IT IS AGREED

- 1. TO DELIMIT**, on the occasion of the Regional Round Table of Africa, the problems and solutions for expanding the role of the NGOs and of civil society in implementation of the MDGs, by identifying the options for accentuating their role in the training of trainers regarding the MDGs;
- 2. TO IDENTIFY**, on the occasion of the Regional Round Table of Latin America, the new pedagogical approaches, new didactic models and strategies for increasing the insertion of the MDGs in teaching circles;
- 3. TO COMMIT AICESIS** to the establishment of a World Centre of excellence for working on the circulation and achievement of the MDGs, in partnership with the NGOs Section of the UN (including the IRENE networks) and fine-tuning a project of technical cooperation for the operations and projects of this Centre of excellence of AICESIS ;
- 4. TO ESTABLISH** two or three MDGs as priorities of this Centre of excellence;
- 5. TO INVOLVE** in this project of technical cooperation psycho-pedagogical and teaching specialists and specialised institutions for the readying of instruments for the training of trainers, the fine-tuning of pedagogical tools, etc.;

- 6. TO PROPOSE to the AICESIS session of 2006 the preliminary project for technical cooperation, which will then be submitted to the backers (EU, World Bank, the UN, Foundations, etc.).**