'WORK IN PROGRESS':

INTERIM REPORT
of the
"Study on the Experience and Actions of the Main European Actors Active in the field of Development Education and Awareness Raising"
[DEAR Study]

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Consultants: Agnes Rajacic
Alessio Surian
Harm-Jan Fricke
Johannes Krause
Peter Davis

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THE EUROPEAN UNION

ACKNOWLEDGEMENT AND ENCOURAGEMENT

The DEAR Study team would like to thank all those who have contributed to the Study up to this point. We hope that the following pages reflect the variety of issues and suggestions which we have received, although we are well aware that not everything we heard from our informants has been included here! We also hope that our informants feel encouraged to make further contributions to the Study.

Findings, analyses and ideas in the following pages are offered in the spirit of 'work in progress' and we explicitly invite suggestions from interested parties that will help in refining information, in developing meaningful conclusions and in making effective recommendations before a final report is submitted to the European Commission in November of this year.
From Monday 16th August until Monday 18th October 2010 contributions to the Study are welcome via the project's website:
https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR:_Development_education_and_awareness_raising

GLOSSARY

AC	Accessing Countries
AIDCO	EC Directorate General EuropeAid Cooperation Office: responsible for the effective and efficient implementation of the EC's development programme (incl. DEAR projects and programmes)
AR	Awareness Raising
Cfp	Call for Proposals
CoE	Council of Europe
CONCORD	European NGO Confederation for Relief and Development
CPD	Continuing professional development
CSR	Corporate Social Responsibility
CSO	Civil Society Organisation
DARE Forum	Development Awareness Raising & Education Forum (of CONCORD)
DE	Development Education
DEAR	Development Education and Awareness Raising
DEEEP	Developing Europeans Engagement for the Eradication of Global Poverty
DEF	see DARE Forum
DG	EC Directorate General
DG DEV	EC Directorate General for Development: responsible for the programming and the definition of priorities for the EC's development policy (incl. DEAR)
DG RELEX	EC Directorate General for External Relations: responsible for the external relations of the EU, incl. on development issues
EC	European Commission
ESD	Education for Sustainable Development
EU12	'New Member States', those who joined the European Union in 2004/2007: Bulgaria (BG), Cyprus (CY), Czech Republic (CZ), Estonia (EE), Hungary (HU), Latvia (LV), Lithuania (LT), Malta (MT), Poland (PL), Romania (RO), Slovakia (SK), Slovenia (SV)
EU15	'Old Member States', those who joined the European Union before 2004: Austria (AT), Belgium (BE), Denmark (DK), Finland (FI), France (FR), Germany (DE), Greece (EL), Ireland (IE), Italy (IT), Luxembourg (LU), Netherlands (NL), Portugal (PT), Spain (ES), Sweden (SE), United Kingdom (UK)
FES	Formal Education Sector
FT	Fair trade
GE	Global Education
GENE	Global Education Network Europe
GLEN	Global Education Network of Young Europeans
GNI	Gross National Income
LA(s)	Local Authority/(ies)
MFA	Ministry of Foreign Affairs, including Ministry of Aid & Development/Overseas Development where in existence
MoE	Ministry of Education
MoEnv	Ministry of Environment
MS	Member State
MSH	Multi-Stakeholder
NGO/NGDO	Non-Governmental Organisation/ Non-Governmental Development Organisation
NMS	New Member States, see EU 12
NSA	Non-State Actors
NSA-LA	Non-State Actors and Local Authorities
NSC	North-South Centre (of the Council of Europe)
ODA	Official Development Assistance
OECD-DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
OMS	Old Member States, see EU 15
PR	Public Relations
WFP	World Food Programme
YFJ	European Youth Forum

1. DEAR STUDY 'WORK IN PROGRESS' REPORT: SUMMARY

1. The 'Work in Progress' report provides an interim overview of findings, analyses and suggestions that contribute to meeting the purpose of the DEAR Study:

   1.1. an analysis of NSA-LA projects supported by the EC in the period 2005-2009;
   1.2. an overview of the main actors, strategies and initiatives in the field of DEAR in the 27 EU Member States; and
   1.3. identification of issues relevant to the development of the EC's support for development education and awareness raising in order for the EC to give improved added value to initiatives in DEAR carried out by EU member states.

2. This report is part of the process of the Study and explicitly invites comments, corrections and suggestions from stakeholders and other interested parties. Responses to the report and the issues it raises are welcome until 18th October 2010 via the EC's project website: https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR:_Development_education_and_awareness_raising

3. The organisation of the Study involves four phases:

   - phase 1: analysis of projects supported by the EC (February to April 2010);
   - phase 2: fieldwork involving interviews with DEAR stakeholders from governments and NSA and LAs in the 27 EU member states (April to June 2010);
   - phase 3: consultation phase inviting comments and suggestions for the Study through a website and a conference (July to 18th October 2010)
   - phase 4: conclusion of the Study and formulation of suggestions for consideration by the EC (October – November 2010)

4. DG EuropeAid's DEAR efforts are intended to meet one of the objectives of the EC's NSA-LA development cooperation thematic programme, namely to provide *"Support to actions in the EU and acceding countries aimed at raising public awareness of development issues and promoting education for development, to mobilise greater support for actions against poverty and fairer relations between developed and developing countries."* A budget of €31 million (2010) is available for the provision of grants in response to applications that meet criteria set out in annual Calls for Proposals.

5. During the period 2005-09 the EC provided support to 268 projects. Lead applicants based in Italy, Germany and the UK together accounted for almost half of all grant funded work, but involvement of organisations has gradually become more wide spread across the EU. However, new member states (NMS) are still under-represented both in relation to the number of projects in which they take part, and in the number of projects per head of population.

6. Explicit attention to the engagement of LAs is a relatively new area of DEAR for the EC. Over a period of two years 19 authorities were contracted, the majority based in Italy.

7. The broad spectrum to themes highlighted in the Calls for Proposals is generally appreciated by NSA-LA respondents to the Study. The most popular categories of development themes covered by projects funded by the EC relate well to the priorities identified by the Calls for Proposals. They are particularly concerned with poverty, MDGs, development policies,

livelihoods, the international economic system (including trade related issues), and environmental concerns.

8. Issues related to (cultural) North-South relations and the EU's multicultural societies are less frequently mentioned. From information gained from project applications and reports it seems that DEAR projects in the main focus on relatively 'safe' areas of poverty and development, ignoring more (potentially) controversial themes and also significantly underplaying issues in the daily lives of the South (and of the North), such as the roles of gender, religion, urbanisation, conflict or participation in development.

9. The main 'target groups' addressed by the projects are the 'general public' and the formal education sector (teachers, schools, pupils, universities). Reaching high numbers of people, usually via the media, is often a priority. Influencing policies (through advocacy/lobbying) appears to be a frequent (explicit or implicit) objective.

10. The fieldwork phase of the Study (phase 2) focussed on interviews with state and non-state stakeholders in the EU member states. It aimed to:

    - obtain information on governmental DEAR policies and support;
    - obtain information on the major civil society initiatives in the area on DEAR;
    - obtain information on DEAR co-ordination structures;
    - obtain information on the operation of other (non-EC initiated) multi-country initiatives in support of DEAR in the EU;
    - obtain feedback from NSA-LA grant recipients and other DEAR actors on the value of current, and the potential for improved, EC support

11. In all countries of the EU specific working groups or national organisations exist to provide national support and coordination of DE. Their focus is in most cases on influencing the formal education sector. Successful attempts in influencing curricula can be noted in particular through multi-stakeholder approaches.

12. Although the focus may be on the formal sector, national DE networks also give attention to work with other audiences, in particular young people outside the school system.

13. DE focussed national networks (and in most cases they are focussed on DE rather than on DE *and* AR) vary in size and staffing: from professional organisations with their own staff, to relatively small organisations with one or a few staff members, to unstaffed networks that are serviced by their own membership. National DE networks in OMS are better serviced in this respect than in NMS. Capacity building of DE networks appears crucial if quality and practice are to be improved, particularly, but not only, in NMS.

14. The main actors in DEAR across the EU are NGOs (including those who are part of NGDOs) who work directly with (segments of) the public and/or with institutions and organisations that play a key role in working with the public. In various countries such channels of communication and collaboration also significantly involve faith based organisations, local authorities, youth organisations (some of these are important DEAR actors in their own right) and migrant and diaspora communities.

15. Funding for DEAR activities appears to rely heavily on support by MFAs, but in most countries

it is supplemented by other sources (including from foundations and charitable organisations and the public). In-kind support from MoEs (e.g. in the design of curriculum guidance) is a feature in many countries, but little direct funding from MoEs is available to DE organisations.

16. Two common features of the national DE strategies are the focus on poverty and global justice and the attempt to address global citizenship by relating to other adjectival educations.

17. Although there have been stimuli coming from Europe for the inclusion of DE in national curricula, these have been largely informal and there is scope for improving the level of collaboration among actors involved in drafting and in implementing national strategies at the European level. This should include forms of collaboration and exchange across actors promoting national DEAR strategies and adjectival educations.

18. Based on the fieldwork carried out in phase 2 of the Study, the report identifies what are seen – by respondents - as aspects of good quality in:

- project partnerships;
- features of work that are participatory, based on facilitation, aiming to empower to participants;
- involvement of partners and experiences from the global South;
- achieving effectiveness, impact and sustainability.

19. Issues of quality in awareness raising/campaigning/advocacy and in projects focussed on the formal education sector are also drawn out from the feedback of respondents.

20. The main reasons given for providing attention to DEAR in the EU, according to respondents, are that:

- …DE contributes to challenge global injustice and poverty
- …DE challenges misinformation and stereotypes
- …DE encourages active participation

21. Attention is given to the various descriptions and definitions used across the EU that relate to DEAR. In summary they include attention to:

- development perspectives;
- the challenge of moving away from a national or Eurocentric view to a global perspective;
- the need to deal with issues of change and how to affect change.

22. On the basis of responses received during the fieldwork phase, characteristics of a (renewed) sense or concept of what DEAR encompasses are suggested. These include:

- attention to developing understanding of the world;
- the need for an value-base exemplified by DEAR;
- the attention to participative, transformative learning processes;
- the need for development of competencies, in particular those of critical reflection;
- supportive of active engagement with (development) issues; leading to
- a sense of what can be termed 'active global citizenship'.

23. Distinctions between 'global learning' and campaigning/advocacy are drawn out and the point is made that such differences need to be recognised in DEAR policy and practice if it is to be successful.

24. Stakeholder opinions about the strengths and weaknesses of the EC's support for DEAR are identified, and suggestions are drawn from this particularly focussed on:

   - the phrasing of the Calls for Proposals;
   - the selection criteria;
   - funding;
   - effectiveness of support;
   - the sustainability that is encouraged by the project duration, financing, and development of partnerships.

25. The final chapter of the report focuses on the main task of the Study, which is the concern of the final phases of the Study. It offers a series of 'top-line' questions (as shown below) and subsidiary questions and issues for further development and debate to be explored in tjhe coming months.

Task: Improvement of the EC approach so it gives added value to DEAR in coherence with the Member States and other major actors' interventions.	
Area of attention	**Key question**
Vision, purpose and strategy	What does the EC DEAR approach aim to achieve?
Partnerships	Who does the EC DEAR approach engage and address and how does it do this?
Coherence and coordination	How should the EC DEAR approach relate to complementary initiatives?
Learning and sharing learning	What are the learning processes that need to be developed and used as part of the EC DEAR approach?
Functioning	How should the EC DEAR approach be managed and administered?

2. INTRODUCTION

2.1 The purpose of the DEAR Study and of this Report

1. This report contributes to a 'Study on the experience and actions of the main European actors active in the field of Development Education and Awareness Raising'. It provides a provisional collation of information, analyses and suggestions that meet the overall objective of the study as described in the Terms of Reference, namely:

   > *"to provide the European Commission with:*
   > - *an analysis of the projects financed by the EC in the area of DEAR in the past 5 years (2004-2009)*
   > - *an overview of the main actors, strategies and initiatives in the field of DEAR in the 27 EU Member States.*
   >
   > *Based on the findings of these researches and following the consultation with the internal and external stakeholders, the study will define possible options in order to improve the future EC initiatives in the area of DEAR."*
   > [DEAR Study Terms of Reference, p.2]

2. Apart from being a 'stand alone' piece of work it is also the EC's intention that the Study will contribute to the 'Structured Dialogue' process. This has been initiated to develop ideas and stimulate discussion about the future collaboration between the EC and non-state actors and local authorities in development. Details of the Structured Dialogue exercise can be found on the internet at https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/Structured_dialogue.

3. An initial draft of the 'Work in Progress' report was discussed with the European Commission's Reference Group for this Study during July. Comments and suggestions received there have been taken into account in the development of this (final) version of the Interim Report.

4. The interim nature of this report means that findings, analyses and ideas are offered in the spirit of 'work in progress'. The Study team is well aware that the work is far from complete. For example, readers will notice that in some areas information is still incomplete. For that reason we explicitly invite contributions from interested parties that will help in refining information, in developing conclusions and making recommendations before a final report is submitted to the European Commission during November of this year.

5. Specifically this Interim Report is concerned with the following aspects:

   5.1. an analysis of the projects financed by the EC, through its NSA-LA co-financing provision for DEAR, in the period 2005-2009;
   5.2. an overview of the major actors involved in DEAR in the European Union;
   5.3. an overview of the major funding sources for DEAR in the European Union and its member states;
   5.4. an analysis of the strategies, national programmes and priorities of the EU's member states in the field of DEAR;
   5.5. an assessment of aspects of selected projects that appear to show good practice;

5.6. an analysis of the perceptions and understandings of DEAR in the European Union, and on this basis an identification of components that may contribute to the development of a conceptual framework for DEAR;

5.7. an identification of the strengths and weaknesses of the EC's current support for DEAR as seen by state and non-state actors;

5.8. an identification of issues for improving the EC's support in the field of DEAR (for discussion and further development with stakeholders).

6. As is implied by this listing of aspects, it is the intention of this report to bring together a great deal of information that is relevant not only to the Terms of Reference of the Study but also, and particularly, to an understanding of the development education and awareness raising field in the EU. Appendices to the report give yet more information that is pertinent to such an understanding.

2.2 The EC's NSA-LA programme in support of DEAR

7. The EC's support for DEAR is organised as a component of the Commission's NSA-LA thematic programme. This 'actor-oriented' programme aims to strengthen the capacity of civil society organisations and local authorities in their contributions to reducing poverty and promoting sustainable development. The programme has three objectives of which the second is particularly pertinent to the DEAR Study:

7.1. Objective 1: Support to development actions, to be implemented by Non-State-Actors (NSA) or Local Authorities (LA), in close cooperation with the local communities and the most vulnerable population groups, aiming at promoting an inclusive and empowered society in partner countries;

7.2. **Objective 2: Support to actions in the EU and acceding countries aimed at raising public awareness of development issues and promoting education for development, to mobilise greater support for actions against poverty and fairer relations between developed and developing countries**;

7.3. Objective 3: Support to actions aiming at achieving more efficient cooperation, foster synergies and facilitate a structured dialogue in the area of development between civil society networks and local authorities associations from the EU and acceding countries, within their organisations and with Community institutions.

Of a total budget of approximately €214 million (in 2010), approximately €31 million is devoted to objective 2.

8. Funding for projects in relation to objective 2 is made available in response to successful applications following a 'Call for Proposals'. This is issued annually by the EC and provides an outline of a number of broad criteria on content of work to be done, and a number of criteria relating to the organisation of work (see Chapter 3 for details).

3. METHODOLOGY

1. The DEAR Study is *not* primarily an assessment of the effectiveness of the DEAR projects supported by the EC, or of the effectiveness of the EC in supporting this work - which is not to say that issues of assessment do not feature in the Study or in this Report.[1] However, the focus of the Study is on:

   1.1. developing an understanding of the types of work supported by the EC in the past five years and the audiences reached by them;
   1.2. developing an understanding of the main actors in the EU and of their strategies and priorities; and
   1.3. the perceptions amongst major actors of the value of DEAR, of DEAR projects and of EC support for this area of work.[2]

   The Study's attention to these and related points should lead to *"suggestions that clarify the added value which EC efforts can bring to the promotion of DEAR in the European Union"*.

   As one of our respondents described it, the potential of the Study is to provide:

   > *"... a contribution to sharing of information, to a more strategic approach by the EC in the future, to more thematic and strategic coherence between the EC and the member states and the stakeholders in the member states, to a synthesization of varied experiences, to more political support."*

2. Apart from desk research, the primary method for developing the Study is through input by and discussion with the major DEAR interested parties from across the European Union. Key questions that help to clarify our task are related to those that are partly fundamental to DEAR *per se* (i.e. its purpose); partly relating to DEAR as an approach within EU development efforts (for example questions such as *"How is DEAR contributing to development goals and to public engagement in creating change?"*); and partly practical (for instance *"How can greater coherence be reached between the EC's support and national efforts?"* and *"How can the EC contribute to improvements in DEAR?"*).

3. In the implementation of the Study we are following four phases:

   3.1. Phase 1 – project research: a period of desk research into the projects supported by the EC in the past five years. This phase started in February and was completed during April. Apart from analysing project information the work also involved the recording of relevant

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[1] Two previous reports for the European Commission specifically aim to contribute to evaluative assessments:
   o 'General Evaluation of Actions to Raise Public Awareness of Development Issues in Europe/Development Education EC: Final Report'; Paul Sfez and Karen Sherlock for the European Commission, 2008. This report is available at: http://ec.europa.eu/europeaid/what/civil-society/documents/de-ar_evaluation2008.pdf
   o 'NSA-LA Programme Mid-Term Review: Final Report'; David McCormick, Yves Rambaud and Paola Minoia for the European Commission, 2009. This report can be accessed at http://ec.europa.eu/development/icenter/files/europa_only/consultation_non_state_actors_main_report.pdf

[2] It is worth noting that with 'major actors' and stakeholders the emphasis is almost completely on organisational, institutional or governmental actors and stakeholders. With the exception of some of our contacts through EC supported DEAR projects the Study has not engaged with members of the public who are recipients of or collaborants in DEAR activities, projects and programmes.

information on the EC's Access database of NSA-LA projects. Findings were reported in an internal document for the EC[3] and at the Study's launch seminar and workshop in April 2010. The findings are also included in this Interim Report, taking into consideration the comments received on the earlier document and at the launch seminar and workshop.

3.2. Phase 2 - fieldwork: a phase involving members of the Study team visiting all EU member states to make contact with and interview major actors in DEAR. This phase, which started in April, has through the publication of this Interim Report come to an end. Reports of findings relevant to individual countries can be found in the Appendices.

3.3. Phase 3 - consultation: a period of consultation with stakeholders and other interested parties in DEAR to further develop the information and analyses, and to formulate suggestions for improvement of EC support to DEAR. This phase is launched through the publication of this report. It will continue until mid-October and enables respondents to make comments and suggestions on this report and on the issues it raises. This phase also involves a conference on 11th and 12th October, involving representatives of the range of state and non-state interested parties in DEAR in the EU.

3.4. Phase 4 – synthesis and conclusion: a period of consolidation by the Study team of the information and ideas that have been gathered. This phase will start in mid October and will lead to a Final Study report in November. We understand that it is the intention of the EC to launch this final report at the European Development Days 2010 in Brussels on 6th and 7th December.

4. The process used in analysing the EC supported projects (phase 1) consisted of:

4.1. Identification of key documents about the projects (sourced from EuropeAid, including its archives and CRIS database);

4.2. Decisions on key data to extract about each project;

4.3. Elaboration of a database for the encoding and analysis of DEAR projects;

4.4. Analysis of the 268 DEAR approved project applications and encoding of relevant information into the database;

4.5. A statistical analysis of the aggregated data (see below);

4.6. Selection of a sample of 49 projects for deeper analysis during the fieldwork phase of the Study (phase 2);

4.7. Refinement of the analytical methodology of the Study.

5. Our analysis of projects formed the basis for our further work, aiming to offer reflections on the *quality of practice* and the *quality of outcome* of DEAR projects and of the EC's approach as a whole. As a number of respondents made clear to us such an assessment is potentially very subjective: after all who determines what is 'good' or 'effective' in these respects? The Study team's approach to this has been to leave it up to respondents to identify in the first instance what *they* see as 'quality'. Using that subjective stakeholder input as a source of information this report attempts to move towards the presentation of a more defined modelling of practice and outcomes in DEAR.

6. In helping us to understand the purpose and intentions of different projects we used a rough categorisation of DEAR projects.[4] As a starting point for discussion with stakeholders we

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[3] 'Study on the experience and actions of the main European actors active in the field of Development Education and Awareness Raising [DEAR Study] – Inception Report'; the DEAR Study team for the European Commission; April 2010

[4] The categorisation was based on a typology used in early versions of the 'DE Watch Report'; Johannes Krause for the

defined them as either focussed on promoting Public Relations (i.e. primarily in support of particular development policies and/or organisations), or on Awareness Raising (i.e. focussed on the provision of information), or on Global Education (i.e. focussed on using pedagogy to increase understanding and skills that enable a knowledgeable engagement with global development), or on Life Skills/Personal & Social Development (i.e. directed towards exploring the relationship of personal and local life to global issues and the consequences of this relationship for personal and communal behaviour). We heard many critical remarks about this categorisation, but in terms of its use as a stimulus to respondents to define what *they* saw as DEAR it seems to have served its purpose. As with responses to issues surrounding 'quality', the DEAR Study team will build on the responses received in this Interim Report in aiming to build up a typology of development awareness raising and of development education efforts.

7. Phase 2 of the Study involved contacts in the European Union member states with government and government agency officials (in MFAs, and where possible in MoEs and/or other ministries and Local Authorities), with NGO DEAR networks, and with the organisers and coordinators of the selected EC supported projects. These personal contacts were supplemented by obtaining written information about DEAR in the EU member states. The main objectives of the fieldwork were to:

7.1. obtain information on governmental DEAR policies and support, including on policies and practices that support related 'adjectival' educations (such as environmental/sustainable development education; anti-racist policies and education; multi-cultural/inter-cultural education);
7.2. obtain information on the major civil society initiatives in the area on DEAR;
7.3. obtain information on DEAR co-ordination structures;
7.4. obtain information on the operation of other (non-EC initiated) multi-country initiatives in support of DEAR in the EU (such as those organised by GENE, North-South Centre, OECD);
7.5. obtain feedback from NSA-LA grant recipients and other DEAR actors on the value of current, and the potential for improved, EC support.

8. In contacts with ministries and NGOs our focus has been on obtaining information about the following aspects in particular:

DEAR in country X
Public attitudes towards global/development issues
• Key issues
• Recent changes, trends over the past 5-10 years
• Sources of information
Priorities in **DEAR policies/strategies**
Major **DEAR activities**
• approaches
• extent (funding, scope of programmes)
• frequent methods, themes, audiences
Perceived **examples of good practice** (according to whom, in which context)

European Multi-Stakeholder Steering Group on Development Education. The final version of the 'DE Watch report', with more clearly defined categories then we used in the initial phase of this Study, was published in June 2010: see http://www.deeep.org/msh.html#c399

Relationship between **DEAR and other "adjectival" educations**: GE, ESD, Inter-/Multicultural, Peace, Anti-racist, Environmental, Citizenship…
DEAR co-ordination & support structures
The main **challenges for DEAR** in the country • incl. forward thinking - priorities for DEAR in the future
Feedback on the EC approach: strength & weaknesses (macro perspective: country)
The **added value the EC** can contribute • Complementary: filling gaps that national actors cannot close, supporting the relevant evolutions • Coherence between EC and national funding • Can EC funding contribute to quantitative, qualitative, conceptual improvement of DEAR? • What levels of future provision and priorities for DEAR should the EC address?
Other multi-country initiatives in support of DEAR (beyond the NSA-LA programme) such as those organised by GENE, North-South Centre, OECD, UNDP, other DGs of the EC

9. From the work done in categorising and analysing the 268 EC supported projects during 2005-2009 49 projects were selected for further attention during the fieldwork phase. They were selected because they appeared to show (from the written information) examples of establishing explicitly named good practices or good outcomes on one or more aspects of planning, partnership development, audience engagement, or methodology (in terms or criteria described or implied by the projects themselves). Depending on our reasons for selecting a particular project, in contacts with project representatives and other stakeholders we aimed to obtain answers to one or more of the following questions:

Projects – understanding factors that contribute to quality, learning from success
1.1. Quality of partnership: Under what conditions are project partnerships real, deep, based on common work and shared learning?
1.2. Ownership of stakeholders: Under what conditions, do project stakeholders develop high ownership and/or are target groups involved as actors in their own right?
1.3. Personal and social development: What helps the project to focus on the learner, the learning process, and development of competencies?
1.4. Learning from project experience: What allows projects to develop innovative features? What works?: what is a practical balance between innovation and implementation? Under what conditions do organisations learn from project experience and share this learning?
1.5. Engagement with Southern perspectives: What are good practices in actively engaging with and integrating Southern voices and views?
1.6. Framework of the project: Does the organisation understand itself as a learning organisation? Are there adequate resources (including money/staff)? Is exchange of good practices happening e.g. via European networks?

1.7. Any other aspects of quality of practice
2.1. Effectiveness: What factors contribute to the successful achievement of project objectives?
2.2. Impact: What factors contribute to a project effectively making a change within society?
2.3. Sustainability: What factors contribute to lasting effects or lasting practices of a project?
3. Feedback from project stakeholders on the EC approach: Strength & weaknesses (micro perspective: project)

10. Based on the information gathered through projects analyses and through in-country meetings and interviews with stakeholders all of the information received was then categorised and analysed using the following questions as a focus for our enquiries.

Project characteristics

o How can EC supported DEAR projects be categorised (regarding themes; lead applicants; partner countries; Local Authority involvement; target group; methodologies used)?
o To what extent are EC supported DEAR projects typical of the range of DEAR activities carried out within the EU and its member states?

Public engagement

o Which segments of the public are particularly engaged in and/or targeted by DEAR – and how are they engaged or targeted?   o Which segments of the public are less/not targeted? Why not?
o What are the recent trends in public support for development in the EU member states?

Support structures, processes and priorities

o Who are the major actors in DEAR in each EU member state and across the EU states?

o What are the in-country support structures, processes and priorities that enable DEAR:
     o in EU member state policies and practices
     o in NSA & LA structures and practices in each country

o How do the in-country support structures, processes, priorities relate to/build on other 'adjectival educations' in the country?
o What are the major funding sources for DEAR projects in the EU? ... and what is their size?
o What are the approaches/processes and priorities of other multi-country initiatives relevant to DEAR? [GENE, NSC, OECD, DEEEP, Trialog, etc]

Making a difference

o What appears to 'make the difference' between 'common' and 'good' (or 'effective') DEAR [a) as described by respondents; b) as observed by Study team members]:
     o within individual EU member states: in terms of government policies and strategies
     o within individual EU member states: in terms of NGO/NSA policies and

> strategies
> > o amongst projects and initiatives: in terms of effectiveness, impact and sustainability
>
> o Which conditions (processes and support structures) appear to be particularly suitable in bridging the gap between 'common' and 'good' practice in DEAR?

Practice, outcomes and definitions

> o How is DEAR defined or described by major stakeholders ... and
> > o ... to what end or purpose?
>
> o Which theoretical frameworks are applied to the design and operation of DEAR (if any)?
>
> o What are the characteristics of the *outcomes achieved by DEAR* (as described by respondents):
> > o in individual EU member states
> > o across projects and initiatives
>
> o What are the characteristics of the *practice of DEAR*:
> > o in individual EU member states
> > o across projects and initiatives
>
> o What is our [i.e. DEAR Study team's] proposed DEAR conceptual framework for the EC to use?

Strengths and weaknesses of the EC's current DEAR work

> o What are the perceptions that major stakeholders in DEAR have of the EC's approach to DEAR?
>
> o What are the characteristics and current strengths and weaknesses of the EC's support for DEAR?

Improving the EC's involvement in and support to DEAR

> o What is the potential role of the EC in providing or encouraging a bridging of the gap between 'common' and 'good/effective' practice in DEAR?
> > o What role can the EC play vis-a-vis individual countries?
> > o What role can the EC play across the EU?
> > o What are the pros-and-cons of EC specific involvement re particular audiences?
>
> o What are the possible options in order to improve the future EC initiatives in the area of DEAR?

11. Answers to these questions have shaped the following chapters in this Interim Report. However, at least two further main questions (and a number of supplementary ones) need answering before the Study can be completed:

> o **What are the stakeholder opinions and suggestions on the Interim Report and, in particular, on possible options to improve EC initiatives in DEAR?**

> o **Based on consultations with stakeholders, which recommendations do the DEAR Study team make to the EC that, according to its best judgement, will improve the EC's DEAR grants programme, adding value to other DEAR relevant initiatives in the EU?**
>
> **Supplementary questions:**
> o **How can the EC's administration of DEAR be improved?**
> o **What system can the EC set-up to keep informed of developments in DEAR across the EU?**

12. It is these questions which are the focus for the final two phases of the Study which will lead up the final (and main) objective of the Study:

> recommendations for *"a coherent, sustainable, efficient, effective approach, giving added value to the EC future interventions in coherence with the Member States and other major actors interventions, with a description of the implementation methods to be used or, if they are not available, recommendations on what rules should change how in order to reach these goals. The objective is to improve the complementarity of the future EC initiatives to the programmes of the Member States (and other potential major initiatives undertaken in the field of DEAR by actors such as the civil society organisations, the Council of Europe, the UN, etc.)."*
> [Terms of Reference, specific objective 4]

4. EC NSA-LA PROJECTS 2005-2009: OVERVIEW AND ANALYSIS

1. This Chapter reports on the findings of our analysis of EC supported projects carried out during phase 1 of the Study. The content is similar to that reported to the EC's Reference Group and at the Study's launch seminar and workshop in April, but takes into account comments received at those occasions.

4.1 The Calls for Proposals

2. Until 2006 the calls for proposals were known under the title 'Co-financing with European Development NGOs: actions to raise public awareness of development issues in Europe'. Since 2007 the title 'Non-state actors and local authorities in development: public awareness and education for development in Europe' has been used.[5]

3. The calls for proposals were asking applicants to focus on the following aspects:

   3.1. From 2004 to 2006: Although occasionally worded slightly differently from year to year, the call for proposals issued in 2004, 2005 and 2006 highlighted the same priorities:
       "priority will be given ... to actions that meet one or more of the following criteria:
       - *They aim to highlight the **interdependence** of the EU and developing countries,*
       - *They seek to **mobilize suppor**t for more equitable North-South relations,*
       - *They encourage **cooperation between NGOs**,*
       - *They enable **partners in the developing countries** to play an active part.*
       - *They ensure an enlarged-EU dimension by **involving NGOs from the new Member States**, including actions that facilitate exchanges of experiences and networking between NGOs from the fifteen Member States and the new Member states."*
       [Guidelines for grant applicants, 2004; emphasis added]

   3.2. In 2007 and 2008 the calls for proposals phrased the criteria as follows:
       "priority should be given to actions covering one or more of the following issues:
       - ***public support for the MDG agenda**, with a particular focus on sub-Saharan Africa;*
       - ***coherence for development**, with a particular focus on **areas of public interest** where common goals with development are important such as: migration, trade (including fair trade), security, human rights, social dimension of globalisation and decent work, environment, and HIV/AIDS;*
       - ***media and development**.*
       *The foreseen activities will be supported through formal and informal channels of development education. Therefore, attention will be paid to ensuring that these interventions are **integrated with development and education policies** at both national and European levels.*
       *Preference will be given to **cross-border/multi-country and multi-actor initiatives**.*
       Special attention will also be paid to awareness raising and development education in

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[5] Calls for proposals generally precede the year in which proposals are awarded. The Study is analysing projects awarded in 2005 to 2009, i.e. this is where the calls for proposals were issued in 2004, 2005, 2006, 2007 and 2008.

the **12 new member states** (EU 12). [6]
*While the actions are carried out in the European Union, **partners in developing countries should play an active part** where appropriate."*
[Guidelines for grant applicants, 2007; emphasis added]

4. In relation to the content of the Calls for Proposals we have heard from respondents that:

    4.1. the content is too general and insufficiently specific; and
    4.2. that the annual Calls do not build on learning from experiences in previous years.

5. Not all grant recipients, however, agree with the first of these points. Most of the NSAs find the content of the Calls appropriate, since it enables them to select the areas of work which they assess as most suitable to their circumstances: *"the call is sufficiently open in its interpretation to allow most applicants to identify the eligible niche that fits their project aims."*

6. What has been criticised by almost everybody with experience of the application process is the process of assessment used by the EC. NSA-LA respondents find that it lacks transparency and that decisions made in any one year appear to lack coherence and logic.

7. Further comments on the Calls and application process are reported in Chapter 10.

4.2 Project recording and analysis: caution!

1. As with all quantitative information and statistical analysis the findings and their interpretations given in this Chapter need to be treated with caution. During the process of encoding project information into an EC database, the DEAR Study team reflected on the following situations, each of which will affect the quantities shown (and hence the potential interpretation of information):

    7.1. the interpretation of terms by grant applicants (such as 'objectives', 'activities, 'outputs', 'outcomes'/'results') varies;
    7.2. the way in which encoders interpret the encoding guidelines are different.

8. Application or encoding guidelines tend not to be applicant or encoder 'proof' or incorruptible. Therefore, interpretation of findings, and in particular the use of numerical values, should be treated with a great deal of caution. In most cases it may be wise to refer to particular findings in relative terms ("there is more of this than of that") and to avoid precise references to for instance "x% of responses say ..."

4.3 Projects 2005-2009: main findings

9. **Country of lead applicant**: number of contracted projects 2005-2009

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[6] Bulgaria, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia, Slovenia.

Origin of lead applicants of contracted projects 2005-2009
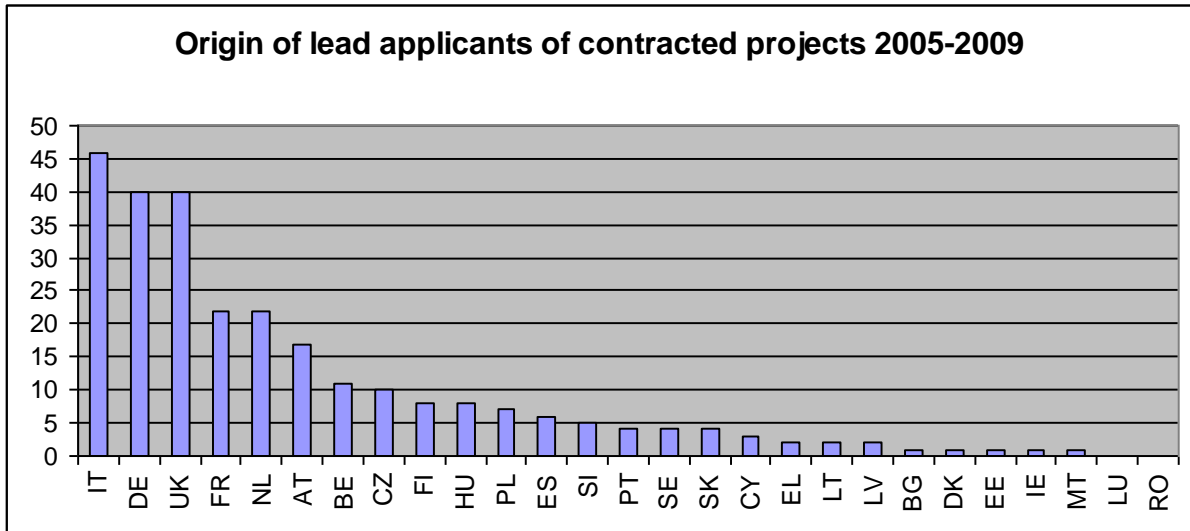
- Lead applicants from Italy (IT), Germany (DE) and the UK together account for almost half (47%) of all projects.
- The low participation as lead by organisations in Spain (ES) (only 6 projects led in 5 years) is perhaps surprising, since our experience suggests that this bigger Old Member State (OMS) has Non State Actors and Local Authorities traditionally very active in DEAR.

10. **Country of lead applicant**: number of projects per 1 million inhabitants

Project leads 2005-2009 per population (number of projects per 1 million inhabitants; only countries with more than 4 million inhabitants)
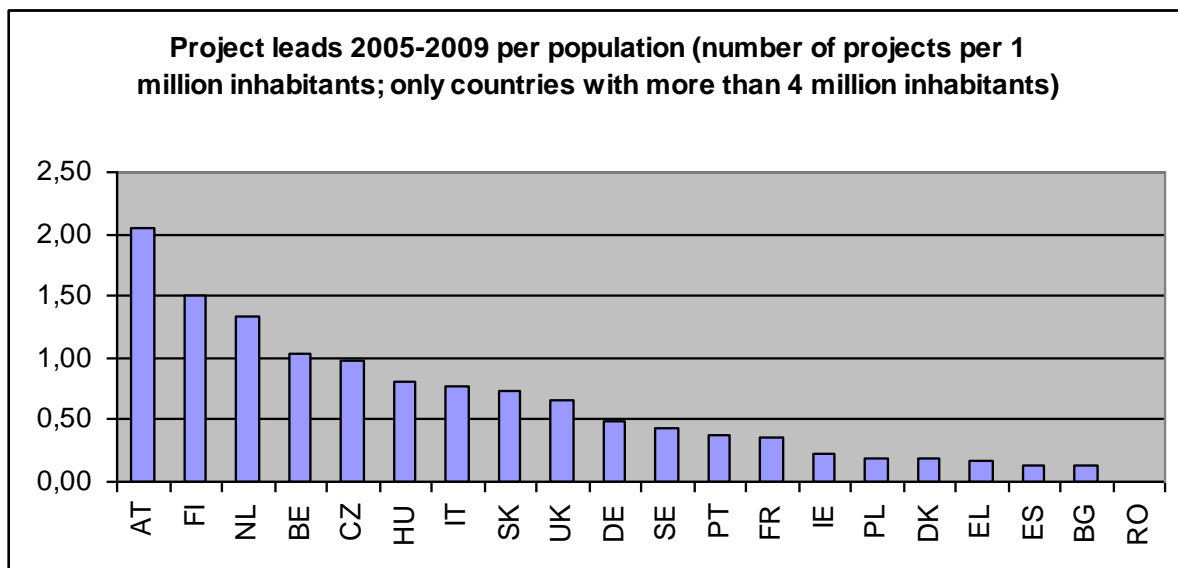
- In relation to the size of the country's population, more than one project per million inhabitants was implemented by lead organisations based in Austria (AT), Finland (FI), the Netherlands (NL) and Belgium (BE)
- New Member States (NMS) with above average (0,54) numbers of lead applicants were the Czech Republic (CZ), Hungary (HU),and Slovakia (SK). Involvement of New Member States in NSA&LA supported projects has been a priority in the Calls for Proposals.

11. **Country of lead applicant**: per year (2005-2009)

Country of lead applicant (% of all projects of the same year)
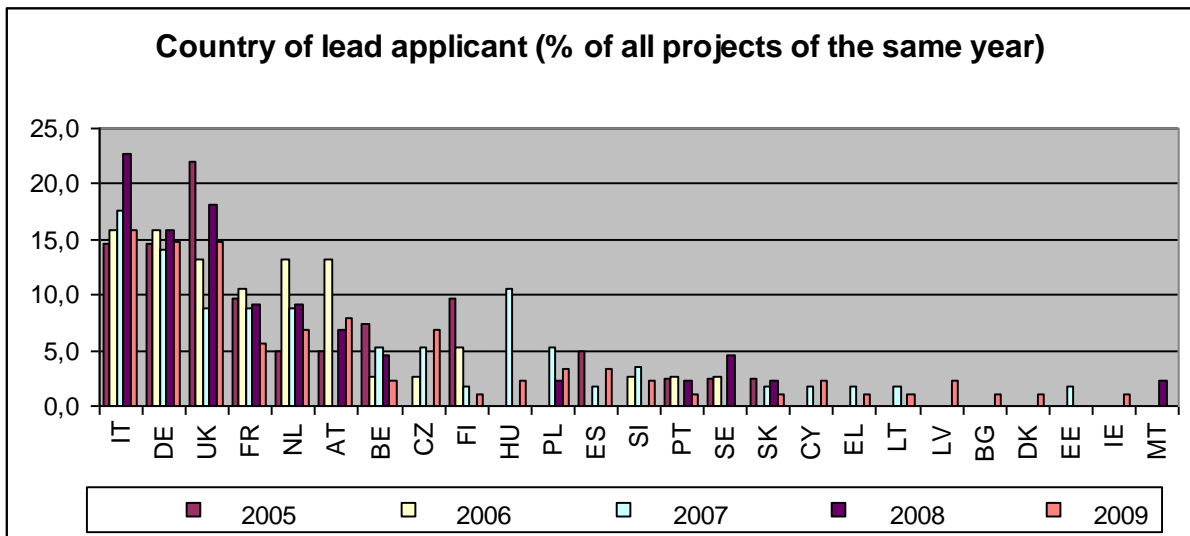
- Lead organisation participation from across the EU seems to become more balanced during the last year of the period of investigation, with a decrease of lead applicants based in the larger Member States and with an increasing lead role for organisations from other countries.

12. **NSA&LA DEAR project partners across the EU**.

Frequency of implementation countries
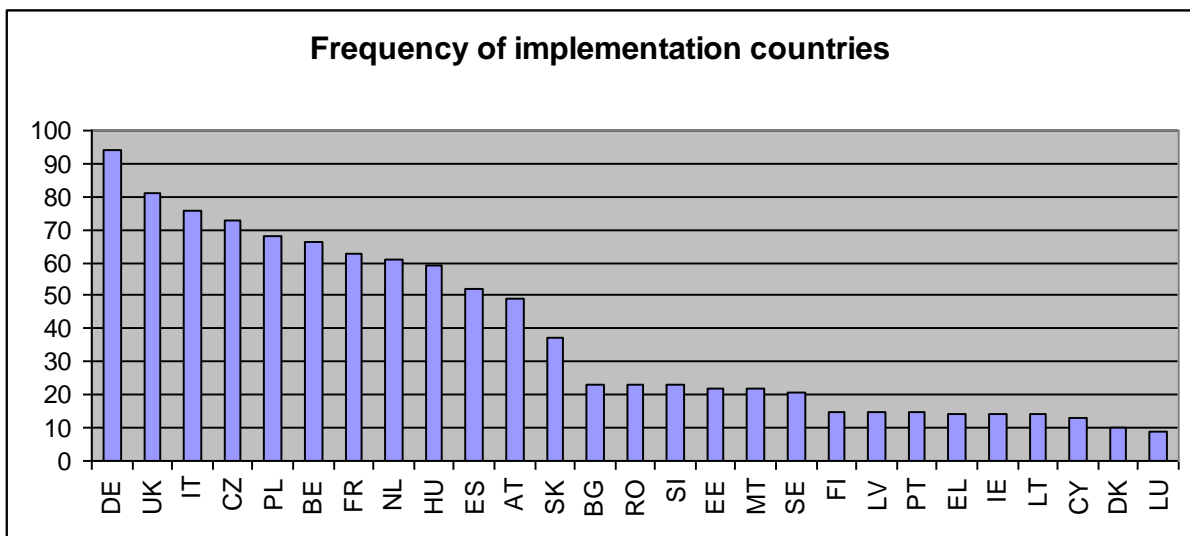
- Implementation countries – i.e. the countries of lead applicants together with the countries of their partner organisations in the EU – include all 27 member states. Romania (RO) and Luxembourg (LU) which had no project lead organisation are also represented.
- In relation to the country's population, a high representation among the implementation countries can be noted for Malta (MT), LU, Estonia (EE), Cyprus (CY), Slovenia (SI), CZ, SK, Latvia (LV), BE, AT, HU.
- Obviously, as some respondents remarked, information such as that given in this graph does not indicate anything about the quality of the cross-country partnerships, or the level of involvement in each participating country.

13. **Local Authority led DEAR projects awarded in 2008 and 2009**.
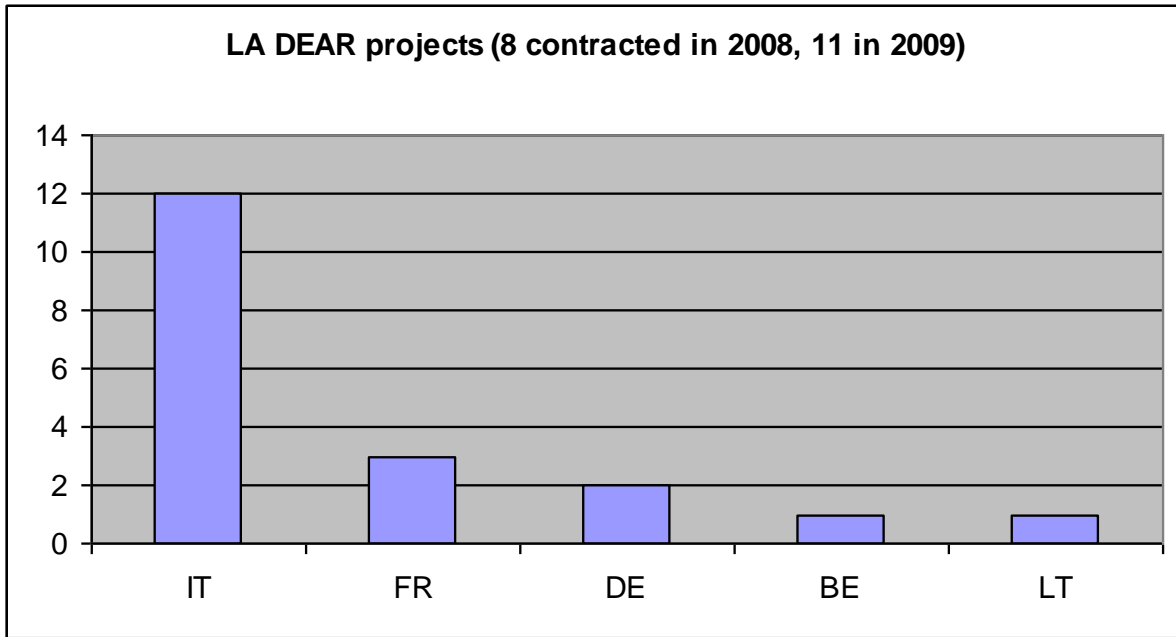
- The number of projects led by Local Authorities (LAs) in Italy account for 12 out of 19 projects during these two years.

14. **Project themes**.

The application process requires applicants to highlight the specific development themes that will be addressed during the project. The following chart shows the number of times a particular theme is mentioned in all 268 projects.
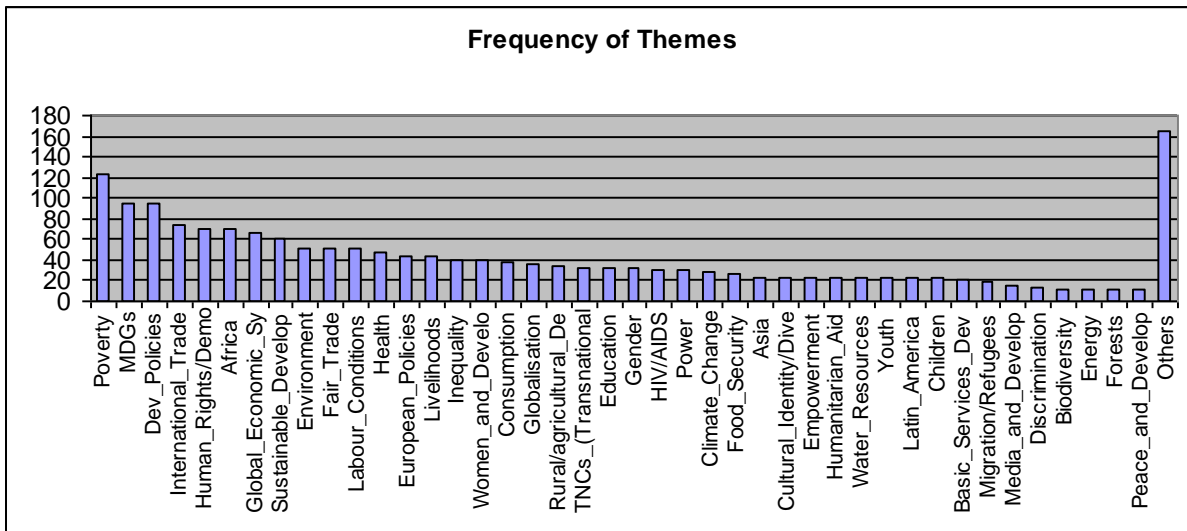
Others include: Soil Resources, EPAs, Good Governance, Financial Crisis, Waste Management, Conflict Prevention/Resolution, Debt, Stereotypes/Images & Messages, Housing, Multiculturalism, Racism/Anti-Racism, Tourism, Urban Development, Colonialism, Music/Dance, Handicapped, Mediterranean, Natural Disasters, Arts, Caribbean, Pacific, Others.

- **Classic development themes** are among the most frequently mentioned themes: Poverty, MDGs, and Development policies, closely followed by Livelihoods, Rural/agricultural development, Humanitarian Aid, and MDG-specific themes (Education, Gender/Women & Development, Health, HIV/AIDS).
- **Economic issues** are also mentioned very frequently: International Trade, Global Economic System, Fair Trade, Labour Conditions, European Policies (often Agriculture & Trade policies), Consumption, Globalisation, Trans-National Corporations.
- **Ecological issues** are well represented: Ecology, Sustainable Development, Environment, Consumption, Climate Change, Water Resources, Biodiversity, Energy, Forests.
- **Issues related to (cultural) North-South relations and the EU's and member states' multicultural societies** are less frequently mentioned: Cultural Identity/Diversity, Migration/Refugees, Discrimination, Stereotypes/Images & Messages, Multiculturalism, Racism/Anti-Racism, Colonialism.
- **Focus regions**: very often Africa, rarely Asia or Latin America, almost never Mediterranean, Pacific, Caribbean.

15. The priorities mentioned in the Calls for Proposals are well represented among the themes, although issues around migration and security are noticeably less well represented.

16. The statistics of themes are based on mentions in the project *applications*. It remains a question at this stage if this reflects the reality of project implementation.

17. **Target groups**.
    The following chart shows the number of times a particular target group is mentioned in all 268 projects.
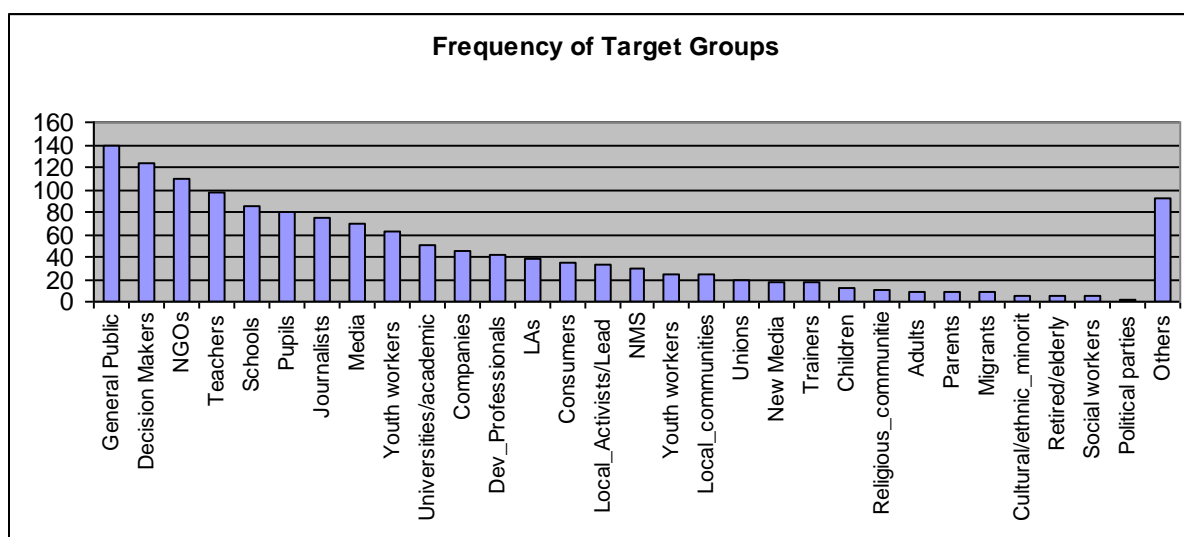
- **The Formal Education Sector** is important. Target groups: teachers, schools, pupils, universities
- **Reaching high numbers of people**, usually via the media, is often a priority. Target groups: General public, Journalists, Media. (Note: media and development was a priority in the Calls for Proposals)
- **Influencing policies** (through advocacy/lobbying) appears to be a frequent (explicit or implicit) objective. Target groups: Decision makers, Companies, Local Authorities.

- Certain social groups remain **at the margins of attention** of DEAR projects: Retired/elderly, Cultural/ethnic minorities, migrants, Religious communities.

18. **Methods used**.
    The following chart shows the number of times a particular method, to be used in achieving the projects' objectives, is mentioned in all 268 projects.
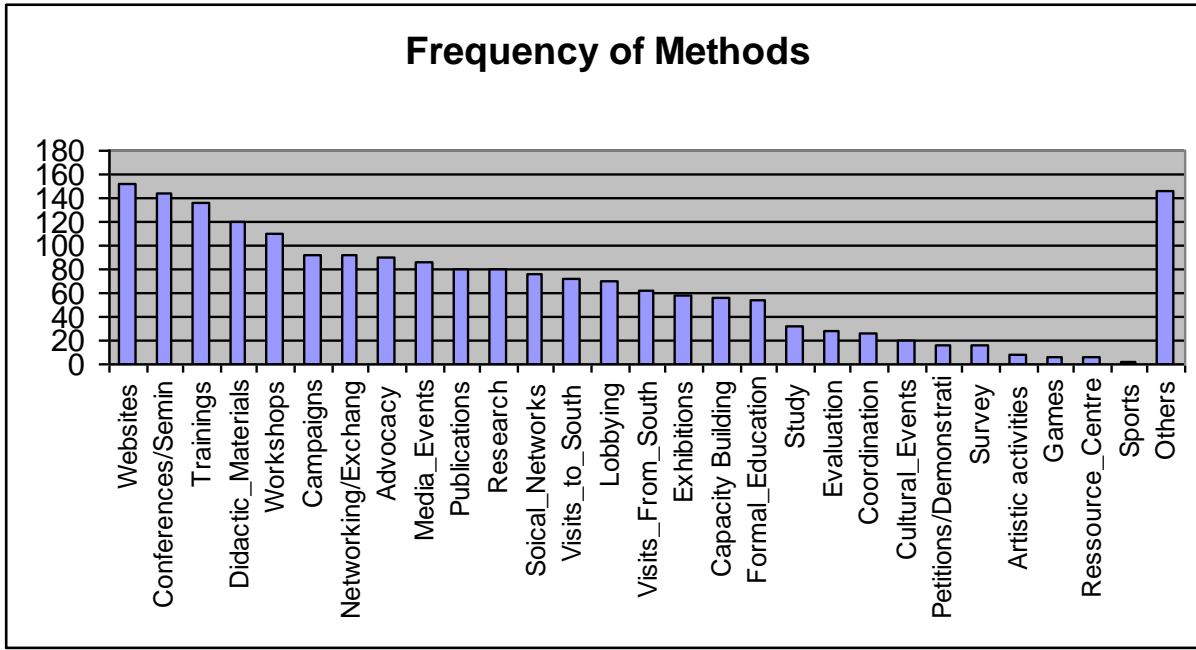
What may be termed 'classic' methods of awareness raising and education predominate:

- Websites;
- Conferences/seminars/panels, Training sessions, Workshops;
- Development of didactic materials;
- Campaigns, advocacy, lobbying, media events;
- Research & publications;
- Networking & social networks;
- Visits from the South and to the South.

19. The need to apply some caution when referring to exact figures is probably well exemplified by the graph above:

   19.1.   The NSA&LA application guidelines do not provide categories of methods. Applicants decide how they define the methods to be used and which ones they include. As a result some applications give extensive listings while others focus on what are seen by the applicant as the main ones.

   19.2.   It is these days highly unlikely that a project will not, in one way or another, use a website as a means to promote or engage its actual or prospective audience(s) in activities that aim to achieve the project's objectives. The exact number of times 'websites' are mentioned in project applications as a method may therefore well be an understatement of the actual situation.

4.4 EC NSA-LA supported projects: observations

20. The following observations are primarily based on the project analysis phase of the Study (phase 1). Comments received during the fieldwork phase have provided some qualifications to some of these conclusions.

21. During the period 2005-09 participation the EC provided support to 268 projects. Involvement of organisations has gradually become more wide spread across the EU. The priority given in the Calls for Proposals to participation by NMS obviously encourages this. Given that, for the period of project investigations, NMS were only for two years full members of the EU this policy seems to meet with success.

22. However, NMS are still under-represented in DEAR projects, both in relation to the number of projects in which they take part, and in the number of projects per head of population. The OMS still tend to play the most frequent and dominant role in DEAR projects. We heard that the reasons for this might include:

    22.1. an absence of organisations and individuals with development awareness raising and education expertise in NMS (some respondents suggest that CZ, PL and HU may be exceptions to this);

    22.2. conversely, relatively significant development education and awareness raising expertise in OMS (respondents, unprompted, regularly mentioned the UK, Germany, the Scandinavian countries, Netherlands and Austria in this respect);

    22.3. an absence of interest in DEAR (or even in development cooperation) in some NMS (LT and BG for instance were mentioned in this respect);

    22.4. relatively strong (financial) government support for development cooperation, NGOs and development education in OMS;

    22.5. for some organisations in NMS the need to find 10% of total project costs from other sources can be a major hindrance;

    22.6. a reluctance, particularly in NMS but not only there, to take on the onerous and time consuming responsibilities of lead NSA when organisations do not have much, or any, experience in managing complex multi-partner projects and relatively large-scale grants.

23. Explicit attention to the engagement of LAs is a relatively new area of DEAR for the EC. The 19 contracted authorities (over a period of two years) do not form a basis for significant assessment of this area of work yet. However, interestingly we have not heard (so far) arguments of why the EC should be particularly interested in supporting LAs in their DEAR related activities.

24. The absence of the great majority of EU countries in the LA component of the NSA-LA grants programme is noticeable. To date we have not been able to find adequate evidence for the reasons for this – and responses to this Interim Report will, we hope, give such evidence. Some explanations were given, but these all need further testing:

    24.1. In some countries, where it is known that European LAs are involved in relationships with LAs in the South (such as for example Spain and the Netherlands), no EC grants were given. One explanation offered for this was that in these countries other strategies and funds provide adequate opportunities for LAs to be engaged in development cooperation.

    24.2. Particularly in those countries where other finance is available a relatively

complicated EC application process, that needs to be completed in a relatively short time frame, does not encourage involvement in the NSA-LA programme.

24.3. In other countries (e.g. the United Kingdom) it may be that no active state encouragement or remit exists for LAs to be involved in international development cooperation beyond the occasional 'town twinning'.

24.4. In yet other countries it may be that little or no relationship exists between DEAR networks and LAs, and information about the availability of this grant line has not (yet) reached the intended stakeholder.

25. The Calls for Proposals offer a very broad spectrum of potential engagement with development issues. Although some areas of focus are suggested in the Calls they appear to be given a wide interpretation by project organisers. Such a broad spectrum is appreciated by most NSA-LA respondents to the Study.

26. The themes covered by DEAR projects are focussed on what may be called 'classic development themes': poverty, development policies, international trade, livelihoods in the South, rural/agricultural development, ecological issues and the MDGs (and themes linked to them).

26.1. It is noticeable that across all projects little or no attention seems to be given to what for the majority of the world's population is part of their regular, if not daily concern. For example, experiences of urban life and its social and economic relationships are rarely present (despite the fact that the majority of the world's population, including those who are economically marginalised, now lives in an urban environment).

26.2. Little explicit attention also seems to be given to those issues that bring indigenous EU societies in daily contact with those from elsewhere: migration, and its impact on development and society in both the originating and receiving countries, gets relatively little attention (even though this is one of the areas highlighted in the Calls for Proposals as "an area of public interest" to be focussed on in applications).[7]

26.3. The reasons for this may be related to another aspect of the themes that appears to be underplayed, namely that of addressing stereotypes.

27. Although there are exceptions to the points made in the previous paragraph, in looking at the list of themes covered by DEAR projects an initial conclusion would be that DEAR projects in the main focus on relatively 'safe' areas of poverty and development, ignoring more (potentially) controversial themes and also significantly underplaying issues in the daily lives of the South (and of the North), such as the roles of gender, religion, urbanisation, conflict or participation in development. Later chapters in this report will look at this issue again in the light of interviews with selected project stakeholders.

28. In relation to the target groups of DEAR projects 'the general public' gets most mentions. One has to question what the value of such a target group is: even leaving aside that it could be argued that there is no 'general' public, with a few tens of thousands or even a few hundreds of thousands of Euros one is unlikely to create many results let alone lasting impact. An assumption underpinning many methodologies chosen for engagement of the 'general public' seems to be that simply putting out the information will make a difference.

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[7] We heard however that other budget lines operated by non-MFA ministries and non-EuropeAid DGs, e.g. relating to our multi-cultural society, may be used more often by NSAs for such issues.

29. More specific is the attention given to the formal education sector: teachers, schools, pupils and universities. A large majority of projects have an aspect of this sector as their main 'target group', while many others also direct attention to the FES. But many projects that are primarily concerned with the FES, also plan to address a broader range of audiences, also targeting, for example, some of the youth work sector, and/or some of 'the media'. The effectiveness of targeting such very different audiences with limited means and in a limited period warrants questioning.

30. In terms of the Study's main purpose and intended outcome (*"improving the EC approach of DEAR ..."*) the main questions coming from this analysis of EC supported NSA-LA DEAR projects are suggested as:

    30.1.   What can the EC contribute to the development of a vibrant development awareness raising and education community *across* the EU?

    30.2.   Can the EC use experiences gained in OMS to support the development of DEAR communities in NMS?

    30.3.   Is the inclusion of a) a wide range of agents and b) a wide range of audiences conducive to the operation of an effective programme?

and:

    30.4.   Should the EC focus its support on the development of projects that a) address themes relating to up-to-date development experiences in the South and that b) relate these experiences to major issues that are alive in the EU's member states?

5. MAJOR NSA AND LA ACTORS IN DEAR

Nobel Laureate Archbishop Desmond Tutu describes what he calls *"that African thing called Ubuntu ... the belief that a person is a person through another person; that my humanity is caught up, bound up, inextricably with yours"*.

5.1 Introduction

1. The DEAR Study terms of reference places emphasis on the requirement for an analysis of the actors operational in the field of DEAR, through national platforms of NGOs and other networks, associations and organisations, in all member states of the European Union.
    The study aims to find out:

    Who are the major actors in DEAR:

    1.1. in each EU member state?
    1.2. across the EU?
    1.3. and which pan-European organisations and forums influence the interpretation and delivery of DEAR?

2. Other sections of the Interim Report will examine how these actors function, which organisations and bodies they collaborate with, how representative they are, how DEAR policy is defined and coordinated, and what resources are available to support DEAR activities within and between member states.

5.2 The main NSA actors in DEAR in the EU states

3. Meetings with officials from Ministries of Foreign Affairs and Education, as well as interviews and focus group sessions with NGOs and national platforms clearly indicated that development education focused NGOs are – within European civil society - the driving force and main actors consistently advocating for DEAR whether in OMS or NMS.

4. National platforms of NGDOs exist in all member states. In the majority of countries DE working groups and networking forums have been set up, usually as part of the national NGDO platform but in a few countries as independent non-governmental organisations. These DE working groups and networks include most NGOs active in development education, from small-scale single-issue organisations of 1 or 2 staff to large organisations (usually NGDOs) with many different departments and activities and tens or hundreds of staff – both paid and voluntary.

5. DE working groups/networks do not automatically include NGOs whose primary interests in public engagement activities are Awareness Raising, PR, Campaigns or Fundraising. In several countries these are seen as separate and sometimes competing or counter-productive activities for DE resources and attention.

6. Activities of the networks and working groups include capacity building of DEAR member

organisations and practitioners through forums, workshops, training and mentoring activities, coordination with national and international events, and more strategically, coordination of responses to governmental policy developments, curriculum reforms, and national strategies relevant to DE.[8]

7. The table on the following pages aims to provide a summary of the national NSA actors in each of the EU member states, together with an indication of their main strategies.

Country	Actors	Strategies/priorities	Other actors and Observations
AT Austria	PEPI (DE Working group of Platform Globale Verantwortung – 20 members) Strategy Group "Global Learning" a MSH group including ADA, MoE (DE & GE departments), educational institutions, and civil society organisations.	o Promotion and development of 'Global Learning': education processes that are open ended may not have predetermined results, the learning process is at the centre. o Co-ordination and development of common DEAR priorities, policies and guidelines o Monitoring, commenting and advising on government proposals. o Facilitation of exchange of experience among NGOs.	Catholic NGOs have their own working group on DE (at national level, but also on regional levels): for co-ordination, exchange of experience, common capacity building. Individual DE NGOs such as Südwind and Welthaus are important actors, operating in most states and regions; and are recognised as resource centres for GL/DE with materials, experts, multipliers, contacts. They are invited to schools and events in municipalities. GL/DE Resource Centres are part of a network with a common database, BAOBAB co-ordinates it at national level.
BE Belgium	ACODEV (French/German speaking) with 83 NGDOs, and a DE working group. COPROGRAM (Flemish/German speaking) with 66 NGDOs, and a DE working group. Advocacy/campaigning federations CNCD (French/German) 11.11.11 (Flemish/German). All 4 federations/platforms are members of CONCORD	o The 4 federations/platforms meet regularly to co-ordinate the work and positions of the NGO sector at national and European levels. o Two DE working groups co-ordinate activities and take part in the DARE Forum o COPROGRAM (Flemish federation) : coaching/ capacity building for NGOs, research generation, strategy development, evaluation (schools sector) o ACODEV (Walloon federation): promotes ED through evaluation and workshops. Coordination of trade unions, LAs, NGOs, and some enterprises. Project support, consultation and advisory work.	There are many influential and well established individual NGOs working in DEAR. ITECO, lobbies for development and 'formation sociale' and on the level of the Platform, for the 'defence of the sector' and for a strategic framework. ITECO is a founding NGO in the DEEEP management consortium. Oxfam Solidarité organises the innovative, inter-active DE installation for schools, 'Carrefours du Monde'

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[8] The 'DE Watch report' (mentioned in a previous footnote) provides a summary listing of DEAR coordination structures and networks currently existing in the EU, as do the country reports annexed to this Interim Report.

Country	Actors	Strategies/priorities	Other actors and Observations
BG Bulgaria	Bulgarian Platform for international development (20 member organisations)	o Development education, Health o Gender issues o Environment and sustainability related to ODA development policy. o Institutional capacity building	Bulgarian platform is an active member of CONCORD DARE Forum
CY Cyprus	Cyprus Island-wide Development Education Platform (CYINDEP). (Greek Cypriot Platform: 9 NGOs. Turkish Cypriot network: 12 NGOs).	o Coordination and representation of all Cyprus NGO common interests in development aid and in development education. o Dialogue development with Cyprus Aid (govt development cooperation service)	EC funded World Future Centre's partnership project 'Accessing Development Education' introduced effective development education practices: generating interest among NGOs, teachers and students, and involving government representatives from the MOE.
CZ Czech Republic	DE Working Group of FoRS (NGDO platform – has 32 members, 16 observers) MSH Strategy group on Global Development Education (GDE) (Involves MFA, CZDA, MoE, Ministry on Environment,, FoRS, civil society, academia).	o Global Development Education (GDE) Strategy. o GDE in the Formal Education Sector Objectives of the strategy: o Conceptual work: to include development issues as a principle of education and cross-cutting issue into curricula. o Information sharing o Developing teaching/ learning materials. o Teacher training. o Public awareness raising on development, o Promotion of 'Quality' aspects in DEAR, o Monitoring and evaluation, Measuring impact. o Attitudes and values	The Pedagogical Research Institute is an important actor in the process of elaboration of educational themes and cross-curricular topics (including GDE concept). Influential NGOs active in DEAR include People in Need NGOs in Education In formal education: 1. getting GE issues into the curricula. 2. contribution to teacher training and preparation of teaching materials. 3. quality projects in schools. In non-formal education: out of school educational activities with youth; work with scouts; film clubs; INEX-SDA with GLEN programme & football for development.

Country	Actors	Strategies/priorities	Other actors and Observations
DE Germany	VENRO - NGDO platform (117 members) - Working group on Global Learning. . 16 Länder One World networks.	o Integration of DE in school curricula o Conceptual development, o Lobbying and advocacy o Research and publication of position papers, o VENRO working paper 10 (2000): "Global learning aims at forming individual and collective competence for action in the spirit of global solidarity".	VENRO Education group is co-ordinated by the secretariat. It has 2 speakers and 5-6 delegates to external bodies (UN Decade ESD, Weltwärts advisory council, BMZ advisory council on DE, SKEW advisory council, CONCORD DARE forum).
DK Denmark	CONCORD Denmark – national NGDO Platform (29 members) Development Education Working group (DANIDA funded) Danish NGO Forum	o (CONCORD DK) Advocacy, Information research and dissemination Service/Counseling: Policy Coherence in Development Funding for Development Relief AidWatch o Integration of DE in school curricula and teaching practices o Raising media interest through youth involvement in specific projects and actions.	Timbuktu Foundation supports small scale NGO DEAR activities. Well established DE NGO movement, influential NGOs include IBIS, MS Action Aid, CARE MS Volunteer programme – set up in 1980s -enables 1000 volunteers to go to African countries to work for 1 month every year.
EE Estonia	AKÜ - NGDO platform (14 members). Working Group on Global Education (5 members).	o Co-ordination of Multi-Stakeholder process on a national GE Strategy. (Involved various actors: NGOs, MFA, MoE, Ministry of Culture, Teachers Examination and Qualification centre, Teachers Association, Students Union, Open Estonia Foundation, UNESCO) o Implementation of GE working document and annual monitoring. o Advisory and consultation work on school curriculum, common website for GE, teaching/learning materials etc.	Open Estonia Foundation/Soros Foundation – supports civil society organisations and initiatives.

Country	Actors	Strategies/priorities	Other actors and Observations
EL Greece	2 main platforms of NGOs relevant to DEAR¨: - The Hellenic Federation of Voluntary NGOs (nearly 80 members) - The Hellenic Committee of NG Development Organisations (includes at least 22 members active in DEAR). There is a Development Education Working Group	o Coordination, consultation on national strategy document for DE o Dialogue with universities to organise academic courses on Development issues.	A few NGOs promote DE in Greece: Action Aid, GAIA, YWCA, European Perspective Hellenic Centre. There is not a strong "campaign" tradition. Schools (especially) and adult seminars have always been the main DE areas of activity.
ES Spain	CONGDE - NGDO platform (89 members); DE Working Group	o Co-ordination and systematization of national DE strategy incl. within formal sector, youth, universities, unions, research institutions. o Networking role of NGOs within formal education sector and in relation to civil society political activities. o Campaigning and advocacy o Promotion of '5th generation' DE activities involving a global (intercultural) citizenship approach.	Close support and interaction between NGOs and some local municipalities promoting DE to civil society sectors.
FI Finland	KEPA – Service Centre for Development Co-operation (200 members - 80 are active in DE/GE). KEHYS DE reference group	o Improving quality and quantity of DEAR. o Coordination of DEAR activities between all stakeholders including government ministries and institutions o Consultation and implementation on national strategy; "Global Education 2010", including "GE partnerships" which involve cooperation between public administration, business, media, NGOs. o In youth work: activities that celebrate diversity, multi-culturalism, tolerance, race awareness. o In formal (schools) education: Training courses, summer schools, seminars, workshops, information resources and education packs and guides. o Fair trade and (impact – local and worldwide) of globalisation.	There is a positive political climate and environment for sustained, productive multi-stakeholder DEAR Activities in Finland. Kehys is very active in pan-European dialogue and policy developments, and MSH initiatives on DEAR, inter-acts with CONCORD DARE, NSC, and GENE.

Country	Actors	Strategies/priorities	Other actors and Observations
FR France	Coordination SUD - NGDO platform (140 members) EDUCASOL - the platform for DE (30+ members). Research and Information Centre for Development (CRID) (50 members)	o Educasol: o Encourage development and application of DEAR expertise. o Encourage diversity and coordinate complementarity of members. EDUCASOL will take a lead role in a MSH process to draft a national DE strategy o Strengthen the role of civil society in promoting human and sustainable development a spirit of solidarity ▸ work in partnership with Southern and Eastern NGOs, ▸ implement development education projects ▸ promote public opinion campaigns, ▸ participate in the construction of a " global movement for international solidarity " (CRID)	CRID supports and promotes the process of the World Social Forum (WSF)
HU Hungary	HAND - NGDO platform (25 members) HAND has a GE working group (12 members) with support from an expert group of researchers.	o Implementation of Global Education in the Formal Education Sector o Formulation of national recommendations to politicians, ministries o Coordination of a MSH process to prepare a National GE Draft Strategy and creation of national co-operative network, (supported by the MFA, and with advice from environmental education, active citizenship, formal education experts, institutions, CSOs and Formal Education Sector).	Active NGOs in DEAR include Artemisszio, ZOFI and BOCS
IE Ireland	DOCHAS - NGDO platform (43 members) has a DE Working Group (22 members). IDEA (70 members) National Council of IDEA provides a forum for generation of ideas, activities and policy debates.	o Coordination o Capacity building for and representation of DE o INSET and pre-service training for teachers and youth workers. o Monitoring and evaluation, and the evidence of impact. o Advocacy o Embracing the issue of 'quality' in DE practices and pedagogy	Strong partnership between state and civil society on DE. Good dialogue and DE support mechanisms between government and NGDOs exist. Development Education Centres are increasing regional networking on DE Trade Unions are active in DE among workers; focussing on changes caused by globalisation.

Country	Actors	Strategies/priorities	Other actors and Observations
IT Italy	Piattaforma EaS (some 40 member organisations) of the AOI (Associazione delle ONG italiane), - the NGDO platform (representing 250 NGOs) including 7 Regional nodes (Lombardy, Piedmont, Tuscany, Emilia Romagna, Lazio, Marche, Campania), and through thematic working groups.	o Work at grass roots level (working with universities, trade unions, Local Authorities, the private sector). o National co-ordination and debate. o National Education strategy promoted by five organisations o Strengthening the active citizenship dimension based on critical thinking skills. o Development of media strategies and training. o Fair Trade movement.	COP (Piedmont NGO Coordination), and Marche NGO Coordination have been promoting regional DE strategies and effective quality assessment tools and resources.. Since 2009 in Lombardy, Coordinamento Colomba (103 groups and NGOs) plans to seek better relationship on DE with Regional and local authorities. UCODEP (Arezzo) is a founding NGO in DEEEP management consortium. As Celimondo (Milan), CIES (Rome) and CISV (Turin), it runs a Global Education Centre offering DE resources and training spaces to practitioners.
LT Lithuania	NGDO national platform (19 members) LITDEA (Lithuanian Development Education and Awareness Raising network) (9 members).	o Focus is on awareness of development co-operation through: o campaigns via TV/radio, provision of PR and information materials and websites o conferences, seminars, meetings on development co-operation and development issues; o projects targeting schools o raising awareness and encouraging co-operation with Georgia/Belarus/ Moldova in rural areas o projects on consumption behaviour (fair trade, sustainable consumption).	MFA, NGOs and MoE are currently discussing whether a DE strategy should be elaborated
LU Luxembourg	Cercle de coopération - NGDO platform (75 members) DE working group (20-30 members)	o Formal education sector activities and integration of DE methodologies. Workshops and courses on o evaluation of DE projects o messages and images of development and the South	CITIM (Centre d'Information Tiers Monde) is a key institution in DE.
LV Latvia	LAPAS - NGDO platform. (24 members – 2007) DE working group (7 members)	o Promotion and implementation of "Development Education Policy 2008-2015" (multi-stakeholder group 2008) DE/GE in schools and with young people	Two NSC initiated GE events (the Latvian seminar 2009 and the Baltic conference 2010) contributed to improving co-operation between actors. DE discourse in Latvia has been strengthened through European exchanges.

Country	Actors	Strategies/priorities	Other actors and Observations
MT Malta	SKOP - National Platform of NGDOs (15 members – 4 associate members) DE working group	o Ongoing discussions between the NGO SKOP, MoE and the MFA to kickstart a national DE strategy o Global Action School – Schools to Community, o Advocacy for DE o "Promote, through development and global education, an understanding of the causes and a commitment to correcting, the effects of social and economic inequalities."	
NL Nether- lands	PARTOS - NGDO platform (101 members) DE working group	o Wide range of strategies and actions across all sectors from an extensive, well resourced and well-established NGDO sector – o ITT/INSET for teachers (supported through NCDO and COS) o Examining potential and impact of new media o Building high levels of experiential learning for young people, linked to reflection, feedback, and communication activities. o Migration and development: working with diaspora communities to be better involved in DEAR, and developing bridging activities that impact in their home countries.	NCDO acts as a coordinating influence on a wide range of activities, projects, and DE issues. COS (Centre for International Development) operates an office in all 12 provinces, and works with diaspora groups, municipalities, private sector, educational institutions, civic bodies..
PL Poland	Grupa Zagranica – NGDO platform (49 members) GE working group (40 members)	o Coordination and improved quality in GE delivery and resources. o Development of school curriculum. o Cross-sectorial co-operation on GE (through MSH process) o Sustainable consumption	A very constructive relationship exists between the MFA and NGOs (Grupa Zagranica) Among the most active national NGOs in GE/DE are Polish Humanitarian Action (PAH), Centre for Citizenship Education (CCE), Polish Green Network, Salesian Voluntary Missionary Service "Youth for the World", Karat Coalition.

Country	Actors	Strategies/priorities	Other actors and Observations
PT Portugal	Plataforma Nacional - NGDO platform (57 members) DE Working group (+/- 16 members)	o Through a National Action Plan, implementation of the National Strategy for Development Education (ENED) o Quality DE in order to guarantee sustainability. o Coordination of schools based DE/GE work o Promotion of NGOs (as DE actors) and other institutions o Immigration and Citizenship education. : intercultural perspective + social cohesion. o Bolsa Formadores: training (2-6 meetings) of trainers all over the country to raise awareness on immigration and intercultural issues.	There is a national working group on Education and sustainable development . Environmental Education prioritises a National Sustainable Education Strategy that includes DE elements and supports the role of NGOs, The DE NGO CIDAC was a member of the MSH monitoring group in the IPAD led national strategy process, and participates in GENE.
RO Romania	FOND – NGDO platform (41 members) DE working group	o Preparation of draft DE strategy, o Supporting awareness raising campaigns and capacity building activities.	
SE Sweden	Forum Syd – NGDO platform (200 members) Concord Sweden	o Disseminating information on and advocating for development and humanitarian issues. o Understanding globalisation. o Action learning involving research and competence skills that enable people/civil society to take action o ESD is on school curricula.	Within the FES, there is "Global School" with four regional offices and its own budget out of the budget for the internationalisation of education.. Its purpose is to improve learning about global issues for sustainable development in Swedish schools through links and exposure journeys. Since 1990; the Swedish school curricula states that a goal is to teach about global issues. Education for All is a significant networking campaign / series of events
SL Slovenia	SLOGA – NGDO platform (35 members) GE working group (13 active members. Additional 20 organisations (including universities) sometimes present at GE working group meetings)	o MSH consultation on draft GE strategy (initiated in 2008) and development of implementation (GE as a global dimension to each subject) o Screening models of GE in education system o Production of learning materials and tool kits, o Schools, teachers, pupils are principal target groups	Immigration/migration – being addressed through network of interested agencies led by Slovenia Academy of Science – undertaking mapping exercise of interest and activity. Regular dialogue between government agencies and NGOs

Country	Actors	Strategies/priorities	Other actors and Observations
SK Slovakia	MVRO – NGDO Platform (33 members and 5 observers) A Global/Development Education working group is being formed within the platform.	o Content (environmental issues, human rights, development issues such as MDG's, poverty reduction, climate change, children rights, migrants, and global trade vs. fair-trade); o Participatory, interactive methodologies - shift from knowledge based to skills & attitudes based approach in GDE. o Implementation of GE/DE in the new curriculum	The NGO People in Peril Association (PIPA) carried out the project Global Action Schools. Consequently, a network of schools and teachers has been created that can support the promotion of DE/GE in the curriculum.
UK United Kingdom of Great Britain and Northern Ireland	BOND – NGDO platform (370 members) 4 National DE membership networks exist; DEA for England (142 members organisations and 30 individual members). Cyfanfyd for Wales, (67 member organisations and 6 individual members). IDEAS for Scotland, CADA for Northern Ireland.	o MSH collaboration involving government and NGOs focussed on schools: o inclusion of the Global Dimension, education for global citizenship, community cohesion strategies. o Until September 2010, 11 regional networks of DE actors coordinate DE support programmes for schools. o Continuing professional development and capacity building of education practitioners o Priorities for Cyfanfyd include: Youth work, adult and community learning sector, support for implementation of formal education sector strategy, engagement with BEMs (Black and Ethnic Minority organisations), community cohesion.	47 local Development Education Centres (DECs) provide important support, learning resources and training role in CPD and INSET for teachers throughout UK. DERC, the Development Education Research Centre at Institute of Education, London, acts as a hub for research, knowledge generation, new thinking and quality output on DE.

5.3 Major cross-European initiatives, networks and organisations

8. Working across the EU are the following major actors in DEAR:

Pan-European/International Actors	Strategies	Observations
CONCORD DARE Forum and DEEEP www.deeep.org DARE is made up of representatives of national DE networks and organisations from all 27 EU member states and from major European networks within the CONCORD membership. It is a core working group of CONCORD. It supports a small number of working groups including DE and school curriculum, Images and messages, Advocacy, Quality in education and evaluation, and also undertakes research studies, and participates in intra-CONCORD policy development and planning. DEEEP is a pan-European networking programme initiated by the DARE Forum of CONCORD that aims to strengthen capacities of NGDOs to raise awareness, educate and mobilise the European public for world-wide poverty eradication and social inclusion. DEEEP is managed by a consortium of five DE NGOs from Finland, Italy, Belgium, United Kingdom and Hungary.	o Support for the multi-stakeholder process towards a European Development Education Strategy Framework. o Development Education Summer Schools o Training seminars and workshops at national and regional level. o Information exchange and documentation. o Surveys and reports on development education in member states, o Advocacy actions in association with national platforms and DARE. o Disseminating and further developing models for assessing quality and impact in DEAR	DEEEP is in its third phase of activities, with a secretariat that supports national DE platforms and working groups across the EU.
The European Youth Forum (YFJ) www.youthforum.org A youth-led platform, representing 98 National Youth Councils and International Youth Organisations from across Europe. The YFJ works to empower young people to participate actively in society to improve their own lives, by representing and advocating their needs and interests and those of their organisations towards the European Institutions, the Council of Europe and the United Nations.	o The Policy paper on Global Education: *A Global vision on Education, an Education on Global Citizenship* (2008) provides a rationale and blueprint for global education in the non-formal education sector, particularly with young people and through youth-centred organisations in Europe. o The paper outlines two strategic challenges which youth work should meet: firstly the need to build a society that is socially just for everyone and is developed in a sustainable way, and secondly to do it in a world that is globalising at an ever increasing speed.	
GENE www.gene.eu Global Education Network Europe (GENE) is a network of ministries and agencies with national responsibility for funding, co-ordinating and supporting Global Education. GENE involves 24 ministries and agencies, responsible for development co-operation and for education, from 15 countries.	o Supporting national structures in improving the quality and increasing the provision of Global Education in Europe, including through regular roundtable discussions involving ministries and agencies	GE Peer Review process is highly valued, (and includes evaluation of progress in subsequent years) and contributes to formation and implementation of national GE/DE strategies in member states;

Pan-European/International Actors	Strategies	Observations
North-South Centre of the Council of Europe www.coe.int/t/dg4/nscentre The NSC is an intergovernmental organisation run on the basis of a "quadrilogue", a term coined to mean the combination of four partners from political institutions and civil society - governments, parliaments, local and regional authorities and NGOs focussed on global education, human rights and advocacy work in Europe.	o The Joint Management Agreement supports capacity building of DEAR and GE in NMS (based on national strategy /quadrilogue approach). o Global Education Week (GEW)	NSC seminars and workshops on GE and DEAR in NMS are popular, and enable sharing of experiences and other exchanges between countries, to strengthen capacities and broaden knowledge base of effective practices in GE. GEW has been instrumental in shaping GE and DE actions and practices in many countries.
GLEN, the Global Education Network of young Europeans, www.glen-europe.org An initiative of 11 organisations from old and new member states of the European Union. GLEN aims at contributing to a better understanding of global interdependency, to fair and sustainable ways of living, to a responsible development policy, and to North-South relations based upon equal partnership and mutual respect.	o GE multipliers: training and experience development programme for young European: training seminars, a 3 month internship in a country in the South, and awareness raising and global education activities in Europe. o public awareness raising and understanding of global development issues and of the interdependence of the life of people in Europe and developing/transition countries.	
Multi Stakeholder Group on Development Education www.deeep.org/msh0.html Activities bring relevant European actors together in forums and meetings, involving governmental, inter-governmental, Euro parliamentarian, NSA and pan-European initiatives	o The discuss and formulate views on the development of DE in the European Union, for example those given in 'The European Consensus on Development: the contribution of Development Education and Awareness Raising', 2008 o To research and publicise information about the state and practice of DE in Europe, e.g. 'European Development Education Monitoring Report', 2010	

Pan-European/International Actors	Strategies	Observations
OECD Development Centre and Development Communications Network www.oecd.org/department/0,3355,en_2649_33731_1_1_1_1_1,00.html The Development Centre monitors and analyses trends in public opinion about development cooperation in OECD countries. It also facilitates the DevCom Network: the Informal Network of DAC Development Communicators. This brings together directors of public affairs and communication from development ministries and official agencies of the 23 DAC members as well as emerging donor countries and multilateral institutions (EC, UNDP, World Bank, African Development Bank). It discusses strategies for building public awareness and support for development, and shares best practices in communications and education on aid and international development.	o Research o Strategies for building public awareness and support for development o Deepening the investigation of communication and public opinion in DAC Peer Reviews. o Defining a communication strategy on development effectiveness.	Respected international authority on public attitudes and trends related to all aspects of development cooperation and DAC, including DEAR.
Platforma: European local and regional authorities for development www.platforma-dev.eu/en/homepage.htm The platform offers opportunities for dialogue between local and regional authorities and EU institutions, particularly the European Commission	o Facilitating networking of information, exchanges of experience and good practices between partners, and preparing joint positions; o Facilitating dialogue between local and regional authorities and other partners of the NSA-LA thematic program; and o Bringing together European and national associations of local and regional authorities	The network was founded by the Council of European Municipalities and Regions (CEMR) in 2008
TRIALOG www.trialog.or.at EC co-funded project that strengthens civil society and raising awareness of development issues in New EU Member States, Accession and Candidate Countries. It cooperates with both DEEEP and the DARE Forum to support training opportunities, capacity building and shared learning between development education practitioners from across the EU.	o Policy Dialogue: co-ordinating the CONCORD working group on Enlargement, Pre-Accession and Neighbourhood (EPAN). o Advocacy: making the voice of NMS/AC heard. o Capacity building: training seminars on project management, monitoring and evaluation, support for building up & strengthening national NGDO platforms. o Networking events and project partnership development support. o Organisation of East-West-South Trialogue: e.g. conferences on development and the role of CSOs in development	Organises the partnership fairs for prospective project applicants to EC call for proposals. Provides essential capacity building expertise and skills development to NGO sector in all NMS.

Pan-European/International Actors	Strategies	Observations
NGDO families with significant operational programmes in (aspects of) DEAR in Europe, (and active in organising international campaigns, advocacy, development co-operation and humanitarian aid activities in developing countries) include: ❑Action Aid ❑CARITAS ❑CONCERN ❑Oxfam International ❑Plan International ❑Save the Children ❑UNICEF ❑WCC ❑World Vision		

5.4 Multi-stakeholder approach

9. Recognition of the value of exchanges of different views, positions, priorities and responsibilities between different stakeholders in DEAR has underlined the value of collaboration and coordination in policy development and practices. Coordination activities through bringing relevant actors together in 'multi-stakeholder' forums and groups has grown significantly in recent years and brought governmental, inter-governmental and NSA interests closer together. Multi Stakeholder processes for planning and delivering policies and strategies has become recognised as inclusive, good practice. To give just two examples:

9.1. In Estonia, AKÜ initiated and co-ordinated a Multi-Stakeholder process on a national Global Education Strategy. The process lasted one year and included 3 meetings of various actors: NGOs, MFA, MoE, Ministry of Culture, Teachers Examination and Qualification centre, Teachers Association, Students Union, Open Estonia Foundation, UNESCO, participated in the process. The document on GE was launched in March 2010; it has the status of a working paper. A working group has been set up to discuss implementation of the GE working document and monitor the situation annually.

9.2. In Portugal, a new (2009) policy/strategy (ENED) on DE and the 2010 DE National Action Plan were drafted and adopted through a participatory and learning process co-ordinated by MFA Development Agency (IPAD). The process included a review of '*citizenship*' and concepts of the '*South*'. The NGDO Plataforma Nacional (involving 57 Members) had two representatives in the ENED process, which provided a positive opportunity to establish partnerships between different stakeholders, and involved the Platform DE Working Group (Grupo de Trabalho Educaçao para o Desenvolvimento) in providing feed-back to ENED, and engages them in an ongoing dialogue on DE and its implementation. Other stakeholders in the process included APA (Portuguese Environmental Agency), ACIDI (High Commission for Immigration and Intercultural Dialogue), CIG (Commission for Citizenship and Gender Equality), the UNESCO National Committee, the National Education Council, and the Portuguese Youth Institute and Youth Council.

10. A further example of a multi-stakeholder initiative is given in the table following paragraph 7 above: the European Multi-Stakeholder Group on Development Education, involving EU governments, European Parliamentarians, European Commission representatives, NSA, and international stakeholders in DEAR. . This MSH group has initiated for example the 'European Consensus on Development: the contribution of Development Education and Awareness Raising', 2008, and the 'DE Watch' report), 2010

5.5 Formal education: the main, but not the only, priority of national platforms for DEAR

11. As will have been apparent from the country tables given earlier in this chapter, across the EU significant attention is given by national DEAR platforms and its members to the formal education sector. In NMS the experience of DEAR indicates that NGOs are pioneering DE particularly through work in and with the formal education sector. Lobbying for the inclusion of DE and working with MoEs in the development of guidance, resources and teacher professional development opportunities is seen by virtually all national platforms as an efficient and effective means of ensuring that attention to development issues and approaches is sustained and directed at a significant segment of the public.

12. In many cases development of inclusion of DE into formal teaching and learning involves active collaboration with the national MFA. Where it has greatest success it includes MoEs too.

13. But not in all countries is attention to formal education and to the educational aspects of DEAR the priority. In Lithuania for example NGOs focus on projects that raise awareness of development co-operation rather than on development *per se*, and the approach is informational rather than educational.

14. In working with and within the formal education sector, a controversial issue identified by respondents in several countries (Austria, Germany, Ireland, UK, Netherlands) is the often contradictory relationship between information/advocacy work, campaigning, fundraising, and education. Where is it good to combine activities in the four areas and how and where should they be separated? Education practitioners put the pedagogy and development of the individual learner at the centre, and are opposed to mixing and confusing 'education' with advocacy and fundraising. Fundraising initiatives, for example, usually rely on simple messages, simplified explanations, and the use of imagery to provoke an emotional or charitable response.

15. In Austria, the PEPI[9] 2010 position paper on development-related work outlines the NGOs' concepts of and different approaches to DEAR. A clear distinction is made, among PEPI members and across the sector in Austria, between the two major areas of (a) Education and (b) Campaigning. The main distinction is process-orientation vs. output orientation.
    15.1. For Education ("Global Learning"): the consensus among the actors is that education processes are open ended, may not have predetermined results (in the sense of knowing in advance what learners will do with their acquired learning), and the learning process is at the centre.
    15.2. Campaigns have a clear output-goal, know what they want to change in the target group, mobilise people in order to create public pressure for advocacy/lobbying in order to bring about changes in the policies of relevant actors (state actor, company, international institution).

16. In those countries where Development Education is in principle incorporated in the formal curriculum the main efforts of the national DE actors are focussed on further improvement and mainstreaming of DE in school teaching and learning.

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[9] DE Working group of Platform Globale Verantwortung.

17. All DEAR actors working with schools described relationships with teachers as absolutely essential in order to:
    - integrate effective curriculum development work embracing studies of global development issues and DE methodologies,
    - improve classroom practices and pedagogy through introduction and analysis of global dimensions, and action learning methods,
    - act as intermediaries between external DE actors and pupils/students,
    - broaden the whole school perspective on global interdependence and its impact on all aspects of the school environment,
    - break down boundaries between development education content and its relevance to the lives and interests of pupils and students.

18. The identification of teachers as potentially influential actors in DEAR is widespread across the EU. Poland provides an example of this: there is not a specific subject headlined "Global Education" in the new national school curriculum (2010), but GE issues are integrated in Geography, History, Civic Education, Economics, Biology, i.e. GE is seen as cross-curricular. To support this, Grupa Zagranica (Polish NGO network) published a document "Global Education in Poland" which shows where and how the new curriculum relates to GE. (GE is understood as an umbrella term, embracing Development Education, Intercultural Education, Human Rights Education etc.). However, it is up to the teachers to decide on the ways through which students acquire this knowledge.

19. Teacher forums, linked to specific NGDOs, or coordinated through regional or national networks, local education authorities or subject associations are significant actors in 'embedding' DE in school practice. NSAs (and teachers) argue that the sustained dialogue, inputs and stimulus of the NGO sector is an important factor in teachers' continuing professional development and in subsequent impact in the classroom. When done well, the association of DE with the insights gained and lessons learned from development co-operation activities with communities, local NGOs and representative groups in many countries in the global South are hugely important to authentication of DE/global learning.

20. In many EU countries funding of continuing professional development for teachers in DE is not allocated through the MoE. Resources tend to be administered in an often seemingly ad-hoc fashion, through fluctuating levels of grant support (usually provided by MFA) to NGO actors working with schools, while in-service teacher training budgets are usually the responsibility of schools (and competing with other important demands on the school).

21. In initial teacher education the inclusion of DE is still in its infancy in most of the EU countries. There are a number of exceptions however, for example:

    - In Finland, the international Master of Education course at University of Oulu is a flagship for introduction of Global Education (GE) to teachers.
    - In the Czech Republic the Global Development Education (GDE) Strategy (developed through a multi-stakeholder process with MFA, MoE, Ministry of Environment, FoRS (the NGDO platform), academia and others) focuses on the formal education sector including teacher education and training.
    - In Austria, NGOs offer Global Learning teacher training; certification is done in co-operation with pedagogic institutes. This is well established as in-service training (not as

- pre-service training).
- In Ireland, the Development & Intercultural Education (DICE) Project, funded by Irish Aid promotes the inclusion and integration of development education and intercultural education into courses within primary education for all trainee teachers in the 5 Irish colleges of education. The project resulted in the appointment of DICE lecturers in each college academic team.

5.6 Other actors in DEAR

Youth work organisations

22. All EU countries make young people's learning and engagement through DE a priority, within the formal education sector and through youth organisations, clubs, out-of-school activities, and campaigns. Well established youth membership organisations such as the International Scout and Guide movement and Woodcraft Folk have a long history of engagement as actors in promoting aspects of DE such as inter-cultural understanding, fair trade, co-operation, peace and conflict mediation. Two major actors at a cross-European level are the European Youth Forum and GLEN: information about both is included in one of the tables shown earlier in this chapter.

Local Authorities

23. To date Local Authorities (LAs) are generally recognised by the NGO DEAR community as fairly anonymous and modest actors in DEAR, yet their in-kind support for grassroots DE organisations and local activities has provided essential resources and recognition over many years. One World Linking and community twinning programmes have sustained the rationale for international coordination efforts amongst many LAs, and their connections with local media provide excellent platforms for public information work.

24. Where local authorities have no direct interest or involvement in development awareness raising and education they nevertheless are engaged in activities that closely relate to DEAR, for example through activities in the field of sustainable development and/or community cohesion.

25. Strategic collaboration between LAs engaged in DEAR and other actors in DEAR is so far largely dependent on local circumstances. The recent (2008) formation of Platforma (see table above) may give opportunities for the development of improved strategic collaboration. The introduction of EC grants to be accessed by LAs may also help in this respect.

26. Since the introduction in 2008 of opportunities for grant funding through the EC's NSA-LA budget line for DEAR, 19 Local Authorities have had grants approved, of which 12 are projects from Italy. The Italian National NGDO Association (Piattaforma) considers collaboration with local authorities a key strategic issue, and LAs to be influential actors for DEAR priorities with the general public and local communities. Examples of projects in Italy that link together LAs, NGOs and other actors include:

   26.1. the network among 21 actors in the Piedmont Region (prioritising links with 3 regions: Sahel, Morocco, Guatemala) which merges DE and EE (Environmental Education) issues.

26.2.   Collaboration between various actors and across specific territorial areas is being positively developed by the Sistema Toscano della Cooperazione (Tuscany Region – SINET projects) involving NGDOs, LAs and local actors in collaboration with local regions in the Balkans, in the Middle East (Israel and Palestine), and South Africa.

26.3.   Since 2009 in Lombardy, Coordinamento Colomba (103 groups and NGOs) seeks better relationships and coordination on DE with Regional and local authorities.

27. Where budgets and decisions about their spending are localised (as for example in Sweden, Germany, and Spain) local and regional authorities can play a significant role in promoting DEAR in their communities. In some countries annual gatherings of LA representatives give regular attention to their DEAR activities.

27.1.   In Spain, LAs are holding annual national meetings, including DE workshops. The first two meetings took place in Zaragoza 2008, and Mérida 2009. The III Encuentro de Comunidades Autonomas y cooperacion para el Desarrollo took place in Palma, 6-7 May 2010. In Cordoba: Plan de Solidaridad y paz, a Development cooperation (and education) Programme, has guidelines developed by civil society organisations together with the Cordoba Municipality. It produced Cordoba Ciudad Educadora, a 3-year programme coordinated by the Barbiana NGO that promotes DE training, participation, political action. It encourages children and youth non-formal education and participatory activities (school and universities activities as well) in co-operation with the other local NGOs. Similar initiatives can be found in Burgos, and Vitoria Municipalities

Trade Unions

28. Trade unions are rarely mentioned as major actors in DEAR in the majority of countries, except in the context of solidarity with workers in the South, and in the context of advocacy for improved labour conditions. (In addition, in some countries DE work with the formal education sector includes collaboration with teacher unions and (particularly) subject associations.)

29. Specific trade union focussed or initiated programmes and projects however do exist:

29.1.   In the Netherlands nine EC funded projects out of 22 during the last 5 years have focused on labour rights, extractive industries and global trade issues, and trade unions are important target groups – and actors - for project activities and campaigns.

29.2.   In Belgium trade union actors use a different concept to DE, namely the social dialogue model in order to avoid conflicts of interpretation and to build capacity with Southern trade unions. The Liberal trade union has links with Africa, and is fully recognised and integrated in NGO networks, with good collaboration through national NGO platforms. The trade unions are legitimate partners and recognized by the Belgian cooperation ministry. In Walloon region, Union des Villes et des Communes, has a department for International Solidarity, and is engaged in the Southern dimension.

29.3.   In Sweden, Trade Unions tend to involve local workers subjects and make a distinction between information, education and campaigns (such as the Clean clothes campaign). The European dimension, the rights perspective and particularly the ILO key issues are very relevant and through DE campaigns can have immediate access to the trade union press. Trade Union advocacy/reporting on international issues is taken into consideration by government. It is therefore important to legitimise international work within internal TU membership that does not necessarily see the immediate advantages of such work.

29.4.   In Austria, trade unions have a unit "Weltumspannend arbeiten": which aims to implement DE within TUs, among its members. For instance, The NGO Südwind and the Austrian Federation of Trade Unions are collaborating in the project "Decent Work for Decent Life" which aims to raise awareness within trade unions about working conditions in the South. In Austria as well as in the partner countries Romania and Bulgaria, one NGO partner and one TU partner are part of the project.

Faith based organisations

30. Many of the long established NGDOs in Europe working in or supporting DEAR actions, are closely linked to Christian churches of different denominations. Some of these have well established networks at European levels (e.g. Caritas).

30.1.   In the UK, Christian Aid, CAFOD, SCIAF, the Methodist Church, Quaker Peace and Service have all been instrumental actors in the promotion and implementation of good practice in DEAR with all sectors of society.

30.2.   In Germany, Church and other faith based organisations are among the biggest players in DE, both as funders and implementers. Many local One World groups are church based – although their religious affiliation does not play a big role in practice. Church organisations participate in the national DE networks (a situation which is also the case in many other EU countries)

30.3.   Catholic NGOs play an important role in Austria. Catholic organisations undertake DEAR especially for their voluntary members and furthermore in order to raise funds. The Catholic Dreikönigsaktion (DKA) raises significant amounts of money and is an important funder of DE, supporting a lot of projects and initiatives of other organisations (mainly development co-operation projects, but also DE).

30.4.   In addition the church plays an influential role in awareness-raising of development co-operation and aid activities as well as in DE in for instance Malta, Italy, France, Poland, Belgium, and Greece.

31. With the formation of NGDOs in the EU that are based on Islamic, Hindu or other religious principles in the past ten to twenty years the range of actors in DEAR has also increased, as has its reach to wider segments of the public. For example Islamic Relief in the UK plays a major role in supporting development education through mosques and schools based on Islamic principles.

32. National religious inspired organisations involved in DEAR tend to be part of, or at least aligned to, the national DE networks in the country where they operate.

Immigrant and diaspora communities

33. As mentioned before in chapter 4 attention to issues of cultural diversity, discrimination, migration is not a major component of the projects supported by NSA-LA grants. NGDOs in Europe rely extensively on the authenticity of case study material provided by key 'Southern' actors, contributing to critical examination of current thinking, practices and influences affecting both development co-operation activities and development education. As with their Northern counterparts, Southern experts and organisations have a wealth of didactic, conceptual and methodological expertise in creative, inclusive, empowering and participatory learning. But despite years of repetition of the litany, "include Southern voices as a priority in DEAR", there appear to be relatively few projects that have established equal relationships with Southern

actors as key contributors to learning programmes and activities within Europe. At issue it seems from our findings, is not so much the intention, but the availability of DEAR funding and other resources to directly benefit Southern partners/actors.

34. However, in some countries of the EU recognition of the needs and rights of immigrants from ex-colonial countries like Britain, France, Netherlands, Portugal, have linked immigrant and diaspora community based organisations, as well as individuals, to the main networks and practices in DEAR. As a result in some countries (for instance the UK) Black and Ethnic Minority Groups (BEMs) form a specific working group within the national DE platform.

35. In a few other countries specific projects engage BEM community members and groups as actors in anti-racist education, inter-cultural education, image literacy, education for global citizenship, and in development cooperation actions in their community and country of origin (e.g. the Netherlands: the 'Migrants in the Spotlight' project). Feedback suggests that discussing Southern realities (and European realities) with somebody with Southern roots can be a much stronger and more challenging experience for audiences in Europe than a presentation by a European NGO person.

5.7 The composition and functioning of national platforms for DEAR: observations

36. Most NGDOs in the EU include awareness raising as part of their operational brief, either through promoting specific campaigns, PR activities (which often include fundraising), or publishing information, case studies, and other documentation. Development education (seen as *"an approach to learning about global and development issues through recognising the importance of linking people's lives throughout the world"*[10]) is less common in the work of many NGDOs.

37. NSAs involved in national networks, across the EU, tend to involve many more organisations than NGDOs. Two examples illustrating this can be drawn from Austria and the UK:

    37.1.   In Austria, civil society organisations are the main implementers of DEAR, and it is estimated that there are ca. 1000-1200 organisations & small associations engaged in development issues. Many of them are members of the national NGDO platform - Globale Verantwortung. PEPI is the working group of the national platform, dealing with development education related work in Austria. PEPI has circa. 20 members comprising platform NGOs active in DEAR, as well as non-platform NGOs.

    37.2.   In the UK, the national NGDO platform, BOND, has an active membership of over 370 organisations and 16 working groups, but none of the 16 is focused on DE. However in BOND's statement of principles regarding their approach to development co-operation, they include: Engaging in development education, awareness raising and advocacy in the North. DEA, the national platform for DEAR in England, is a member of BOND. It has a membership of 142 organisations. However, the majority of DEA's member organisations are not members of BOND.

38. DE focussed networks (and in most cases they are focussed on DE rather than on DE *and* AR)

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[10] Development Education Research centre, Institute of Education, University of London: http://www.ioe.ac.uk/research/150.html

vary in size and staffing: from professional organisations with their own staff, to relatively small organisations with one or a few staff members, to unstaffed networks that are serviced by their own membership. It tends to be the case that national DE networks in OMS are better serviced in this respect than in NMS, and although we have not yet calculated this, it may well be that levels of government support for DEAR (see Chapter 6) correlate to the availability of staffed national DE networks.

39. The sheer range of actions that are required to sustain a nationally effective body of development education/global education activity can far exceed actual capacity or available funding resources, particularly in many NMS (but not only there). We have heard that projects aimed at capacity building and raising skills levels, to meet growing demand and opportunities, are frequently ignored or have their funding refused, on the grounds that they do not address specific development issues or target specific sectors of civil society.

40. A simple analysis based on the samples of activities shared during the field study in Slovenia indicates the range of skills required in meeting national network priorities. Within SLOGA, the national NGDO platform and its DE working group, DE actors have to be generalists, assuming or learning a range of skills in order to competently represent DE.

REQUIREMENT	ACTOR – SKILLS/COMPETENCES	LEVEL OF ACTIVITY
Draft strategy for Global Education, 2008 – leading to setting up in 2010 of informal inter-ministerial working group on GE	Negotiation skills, Planning, Consulting and coordination, Listening and recording	Strategic Advocacy
Screening models of GE in education system	Research, Analytical and assessment skills, Writing and recording	Research
Improved systematic approach to GE, with plans for implementation,	Negotiation skills, Networking	Strategic
Regular dialogue between government agencies and NGOs	Communication skills Diplomacy Planning Administration	Strategic Advocacy
Production of learning materials and tool kits	Writing, editorial and publication skills Pedagogical skills Research and documentation Design and layout Marketing	Product delivery
Articulation and incorporation of clear global education goals and a distinct global dimension to each subject, as a contribution to the new White Paper on school curriculum from kindergarten to university	Analytical and negotiation skills, Comprehension (of different educational requirements)	Strategic Academic
Global education activities with schools, teachers, young people	Pedagogical and communication skills, Planning Resource creation Impact assessment	Outreach Educational

Educating about thematic priorities	Research and analysis Materials preparation, Pedagogical skills, Monitoring and assessment	Outreach Educational
Mapping exercise of public and institutional interest and activity on Immigration/migration	Networking skills, Surveyance and reporting	Research
Development of multi-media didactic tools, using source material from other countries	Communication and presentation skills, Language/interpretation skills, Computer/IT skills Planning, research, design, Didactic skills Resource and finance management	Product delivery Outreach Educational
The international 'You Too ... Are part of this World', and 'Me Too ... Can change the World' campaigns/projects, including an inter-active exhibition	Campaigning Exhibition planning Design Resource management People management Public relations	Advocacy Media impact
Newsletter for communication of events and good practice.	Research/ Consultation Writing Computer/IT skills Design/layout	Information Publicity

41. Capacity building of DE networks appears crucial if quality and practice are to be improved, particularly, but not only, in NMS. Despite some notable successes in engaging the education sector in DE, in NMS there are relatively few actors engaged in the educational aspects of DEAR. More appear to be engaged in information provision and campaigns on development issues, and yet interest levels – whether from the impact of schools based projects, from MoE supported plans to introduce DE in the school curricula - appear from DEAR field studies to be growing exponentially. The need for support for the building of capacity for a professional support base for global learning priorities in all sectors, so that those sectors take on the challenge of educating for change in a globalised society for themselves, is a recurring theme in discussions with national – and international - platforms and actors.

6. FUNDING SOURCES FOR NSA-LA ORGANISED DEAR

1. The Terms of Reference of the DEAR Study asks for *"Analysis, individual and aggregate, of ... financing capacities (budgets) of the 27 MS in the field of DEAR"*, and *"Analysis of other major financing sources for DEAR projects (Council of Europe, UN, CSOs, possibly important private foundations, etc)."*

2. In the absence of an internationally agreed definition of DEAR, countries do not apply the same criteria to what is considered to be DEAR. Any comparison of funding should therefore be treated with a great deal of caution. As the 'DE Watch report' identifies:

   > *"Establishing how much money is spent on DE activities relies on certain assumptions: (a) It can be (conceptually) distinguished, which funded activities can count as DE and which cannot. This assumption raises questions about the "limits" of Development Education: Is, for example, "PR for development" [...] part of DE? Is Education for Sustainable Development part of it? Or "environmental education"? Human Rights Education? Etc.*
   > *(b) It can be established which sources of funding are to be included in the analysis and which are not. This assumption requires to determine, whether accounts of DE funding consider only ODA spent by the MFA, or whether also funds made available by other Ministries and public or even private bodies, whether only ODA or also non-ODA funding are to be counted in.*
   > *(c) Reliable data about DE funding are available."*[11]

   The information given below primarily draws on government funding for DEAR that is accessible to NSAs and LAs. As will be seen virtually all of this appears to originate with the MFA (sometimes channelled through a DEAR focussed management agency).

3. We are aware that this Chapter does not provide a comprehensive view of finances available to DEAR in the EU since we've primarily had to rely on information obtained during our fieldwork visits to the member states and on the 'DE Watch report' (2010).[12] Occasional reference (mainly for the purpose of checking information) has also been made to Annex 10 of the 'DEAR evaluation' (2008).[13]

4. The following table provides an overview of funding in each of the member states. The second column identifying sizes and major sources of DEAR dedicated government funding where we received information about this (figures that are based on weak sources of information are shown in *italics*.).

5. The final two columns give information about other sources of funding: column 4 provides information about government funding sources that may be of use to but are not primarily intended for DEAR activities, and column 5 identifies sources of CSO and other (non-

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[11] 'European Development Education Monitoring Report'; Johannes Krause for European Multi-Stakeholder Steering Group on Development Education, 2010; p. 8

[12] 'European Development Education Monitoring Report'; Johannes Krause for the European Multi-Stakeholder Steering Group on Development Education (2010)

[13] 'General Evaluation of Actions to Raise Awareness of Development Issue in Europe/Development Education EC'; Paul Sfez and Karen Sherlock for the EC (2008);

government) funding. Accurate financial information about such support has not been explicitly looked for as part of the Study: disentangling for example NGO activities that are funded from general (non-government sources) from those which are funded from government sources requires a study in its own right. However, what we think would be useful to know is the level of funding that is available to each national DEAR platform, network, working group or organisation.

Country	Government funding for DEAR in € (source and year)	Remarks relating to the previous column	Other state funding	NSA funding
Austria	4,2 million (MFA, 2010)	50% towards education work; the remainder towards campaigning, research & publications, and culture & films	MoE supports NGO school projects, and global learning strategy State govts and LAs can (and do) finance DEAR activities	Resources managed by the national DEAR supporting platform, network or working group: ? Catholic Church and NGO funding support A number of trade unions fund their own DEAR activities
Belgium	28,5 million (MFA, 2009)	Supports education and development programmes for global citizenship	LAs support DEAR activities There is also access for DEAR to funds from e.g. the 'sustainable development' fund	Resources managed by the national DEAR supporting platform, network or working group: ?
Bulgaria	0		Min of Finance has some DE amounts, "but very small and more on paper than in practice"	Resources managed by the national DEAR supporting platform, network or working group: ?
Cyprus	0			Resources managed by the national DEAR supporting platform, network or working group: ? NGOs are involved in DEAR (incl. through in-house funded work)
Czech Republic	0,66 million (MFA, 2010)	ODA has been reduced by 19% since 2008	No funding but some guidance in the education sector (through MoE) Growing LA involvement in DEAR	Resources managed by the national DEAR supporting platform, network or working group: ?

Country	Government funding for DEAR in € (source and year)	Remarks relating to the previous column	Other state funding	NSA funding
Denmark	9 million (DANIDA, 2010)	Sum shown includes "Information" grants (€7 m) - not available to NGOs – which cover a wide range of civil society activities, and DANIDA's own information and school programmes		Resources managed by the national DEAR supporting platform, network or working group: ? NGOs are involved in DEAR (incl. through in-house funded work) as are faith based organisations Some financial support is also available from foundations and from a (newly formed) 'Foundation for DE'
Estonia	0,15 million (MFA, 2010)	Funds for general DEAR. Gvt funded development projects also have element of DEAR in them. Funds for ODA and for DEAR were reduced by 10% (2008 to 2009)	No funding but some guidance in the education sector (through MoE)	Resources managed by the national DEAR supporting platform, network or working group: ? UNESCO support Soros Foundation
Finland	2,3 million (MFA, 2010)	For small and medium sized organisations.	MFA cooperation with National Board of Education on teacher training (€0.39 million 2007-2010) 'Fair trade towns' movement MoE: global education, and media education support	Resources managed by the national DEAR supporting platform, network or working group: ? NSC support for 'Baltic States initiative'
France	*4,0 million (MFA 2009)*	Grant funding to programme and project work (different sources quote different, usually lower, figures)	MoE, Min of Youth and Min of Agric also provide grants LAs have finances available from their development cooperation budgets	Resources managed by the national DEAR supporting platform, network or working group: ? Wide range of CSOs involved. NGOs are involved in DEAR (incl. through in-house funded work)

Country	Government funding for DEAR in € (source and year)	Remarks relating to the previous column	Other state funding	NSA funding
Germany	16.0 million (MFA, 2010)	Information provision, NGO involvement in DEAR, exchange programmes, LAs, support for GE in curricula.	MFA support for youth volunteering (€29 million), Individual Länder may support DEAR in education depending on their policy. Top DEAR funder among Länder is North-Rhine-Westfalia, spending 2.4 mil. € for DEAR in 2010 (state foundation and state government together). LAs involved in town twinning, FT, school linking, cultural activities	Resources managed by the national DEAR supporting platform, network or working group: ? EED (Chruch Development Service) gives grants to DEAR projects – ca. 4 mil. € per annum. NSAs support various activities but are largely dependent in this on MFA and LA funding.
Greece	*0.05 million (MFA, 2008)*	Annual Call for Proposals focussed on the MDGs	MoE: teacher CPD includes opportunities for attention to DEAR	Resources managed by the national DEAR supporting platform, network or working group: ?
Hungary	*?*	MFA co-finances DEAR projects accepted by EuropeAid	MoE curriculum includes attention to globalisation	Resources managed by the national DEAR supporting platform, network or working group: ?
Ireland	*4.75 million (MFA, 2010)*	Main available for project grants, programme partnerships and DEAR publications	Some LAs support global issues through youth work	Resources managed by the national DEAR supporting platform, network or working group: ? NG(D)Os (co-)fund their own projects and programmes

Country	Government funding for DEAR in € (source and year)	Remarks relating to the previous column	Other state funding	NSA funding
Italy	1.09 million (MFA, 2009)	Support severely reduced (2008: €7 million)	Some LA activity through EC support	Resources managed by the national DEAR supporting platform, network or working group: ? CSO activities significantly dependent on EC grants
Latvia	0			Resources managed by the national DEAR supporting platform, network or working group: ? CSO activities significantly dependent on EC grants Soros foundation
Lithuania	0.09 million (MFA, 2010)	Public information about ODA projects supported by the country: support for NGO and LA awareness raising on development co-operation	MoE collaborates with NSC in the global education week	Resources managed by the national DEAR supporting platform, network or working group: ? Soros foundation
Luxembourg	1.8 million (MFA, 2010)	Co-financing of NGO projects	LA promotion of DEAR (community links)	Resources managed by the national DEAR supporting platform, network or working group: ? Some 20 – 30 NGOs are involved in DEAR (incl. through in-house funded work)
Malta	0	Some MFA support for NGO organised 'awareness days'		Resources managed by the national DEAR supporting platform, network or working group: ? NGOs are involved in DEAR (incl. through in-house funded work)

Country	Government funding for DEAR in € (source and year)	Remarks relating to the previous column	Other state funding	NSA funding
Netherlands	80 million (MFA, 2009)	C. €32 million is managed by a multi-stakeholder agency (NCDO) on behalf of the govt for DEAR programmes, projects and activities carried out by CSOs and LAs [N.B. this arrangement is undergoing re-organisation] MFA supports up to 75% of NG(D)O DEAR costs and supports govt. and LA implemented DEAR activities	MoE curriculum includes attention to DEAR issues Many LAs support DEAR community activities	Resources managed by the national DEAR supporting platform, network or working group: €32 million (NCDO 2010) NGOs are involved in DEAR (incl. through in-house funded work) A regional network of 'centres for development cooperation' exists in support of local DEAR activities
Poland	0.8 million (MFA, 2009)	In-house MFA activities and support for grants to NGOs	MoE curriculum includes attention to DEAR. MoE agency supports education resource development and promotion	Resources managed by the national DEAR supporting platform, network or working group: ?
Portugal	1.4 million (MFA,2010)	Support for promotion of quality in DE, for NGO activities, and for publications		Resources managed by the national DEAR supporting platform, network or working group: ?
Romania	0.7 (MFA 2008)		MoE curriculum includes attention to DEAR (through 'global citizenship')	Resources managed by the national DEAR supporting platform, network or working group: ?
Slovakia	0.06 million (MFA 2010)	Mainly available for NGO projects but decreasing support from govt (2007: €0.3 million)		Resources managed by the national DEAR supporting platform, network or working group: ? Significantly dependent on government and EC support

Country	Government funding for DEAR in € (source and year)	Remarks relating to the previous column	Other state funding	NSA funding
Slovenia	0.06 million (MFA 2008)	Funding for national DE platform and project work	LAs are invited to submit project applications	Resources managed by the national DEAR supporting platform, network or working group: ? Significantly dependent on government and EC support
Spain	34.2 million (MFA, 2009)	Block grants for NGOs (incl. for DEAR work). DE project support. CSO activities	Some LAs support DEAR community activities	Resources managed by the national DEAR supporting platform, network or working group: ? NGOs are involved in DEAR (incl. through in-house funded work)
Sweden	6.5 million (MFA, 2010)	Various community, NGO, CSO activities programmes and projects	MoE funding for DE Many LAs support DEAR community activities	Resources managed by the national DEAR supporting platform, network or working group: ? NGOs and TUs are involved in DEAR (incl. through in-house funded work)
United Kingdom	27 million (MFA, 2009-10)	Focussed on school linking, DEAR multi-year project funding, regional collaborative education strategies (between NGOS and LAs/regional govts), mini-project funding NGO DEAR activities provide a channel for MFA funds.	Many curricula in the UK include attention to DE but funding to support e.g. teacher CPD depends largely on choices by LAs	Resources managed by the national DEAR supporting platform, network or working group: €640k (DEA 2009) Some NGDOs provide their own sources of funds for DEAR and some charitable funding is available

6. With all the previously mentioned caveats – about lack of internationally agreed definition - in place it appears that the most significant sources of funding for NSA-LA DEAR activities are the MFAs of the member states.

   6.1. A rough total based on the figures above gives a sum of approximately €220 million annual spending by MFAs on whatever is deemed to be DEAR by the individual countries. Together with NSA-LA funding by the EC for DEAR, the sum would be around €250

million, i.e. around €0.50 per head of the population of the EU. However, this average hides a tremendous variation in individual countries, from almost nil (e.g. Bulgaria, Cyprus, Malta, Latvia) to more than €4.50 per capita (Netherlands).

6.2. Relatively large sums of MFA spending (>€1.00/head of population) occurs in:

6.2.1. Belgium: c. €2.66
6.2.2. Denmark: c. €1.63
6.2.3. Ireland: c. €1.08
6.2.4. Luxembourg: c. €3.65
6.2.5. Netherlands: c. €4.87

7. In relation to opportunities for developing attention to DEAR in NMS (where funding for DEAR by MFAs tends to be less than in OMS) we heard that the financial-economic crisis is reducing support for tackling global poverty issues in general and for awareness raising and education on global development issues in particular (i.e. it appears to be seen as an issue 'over there' and not relevant to economies and societies in NMS). But also in some OMS of the EU governmental support for DEAR is being questioned, for instance in Sweden, the Netherlands and the UK. This seems to be partly as a result of changes in political or educational philosophies and practices, partly as a response to the financial-economic crisis, and partly as a response to perceived lack of efficacy of DEAR (however defined in the individual countries).

7. DEAR STRATEGIES

Lembrar de coisas que ninguen viu / Remembering things nobody saw
(Milton Nascimento)

7.1 Introduction – The EU Scenario

1. This section addresses the level and the ways to co-ordinate Development Education (DE) and Awareness Raising (AR) activities in the EU member states and it tries to identify what type of policies are identifiable and whether they are based on regional/national/international strategies.

2. Thus the following paragraphs address two main questions:

   2.1. what are the in-country support structures, processes and priorities that enable DEAR:

   2.1.1. in EU member states (government policies and practices)?
   2.1.2. in Non State Actors (NSAs) and Local Authorities (LAs)?

   2.2. how do in-country support structures, processes, priorities relate to/build on other 'adjectival educations'?

3. A preliminary question concerns the general attitude of Europeans in this field. In other words: to what extent is DEAR necessary and what type of priorities should it be addressing? The general scenario is regularly described by the Eurobarometer surveys. Based on June 2009 data, Eurobarometer 318 (2009, p.14) reports that 61% of EU citizens think that the European Union can positively contribute to the global debate on development. Such (limited) positive attitude is not based on solid ground: *"though Europeans have little understanding of the workings of development cooperation, they have a genuine interest in knowing more"* (Eurobarometer 318, 2009, p.5).

4. Why are the survey comments highlighting *"little understanding"*? According to Euro barometer (2009), only 24% of the EU population have heard about Millennium Development Goals (MDGs): actually only 5% of the population says it knows what MDGs are and 19% is aware that they exist but does not know what they are. It is in Southern Europe that *"the number of people responsive to the Millennium Development Goals has increased sharply. Awareness has risen from 12% to 23% in Spain, from 18% to 32% in Italy and from 24% to 35% in Portugal, although understanding of the content of the Millennium Development Goals is somewhat lower"* (Euro barometer 318, 2009, p.10). These countries belong to the group of Mediterranean countries (Italy, France, Portugal, Spain, Greece, Malta and Cyprus) where there are more Euro barometer respondents thinking that the media coverage about development issues is *"too little"* rather than *"about right".*

5. DEAR related polls seem to address two main issues: citizens' knowledge and attitudes concerning international solidarity and specifically the MDG framework, and the level of citizens' support of EU foreign aid policies. In reality, DEAR practice is based on a broader focus as is also the case for other "adjectival" educations relating to global issues (anti-racist-, citizenship-, environmental-, human rights-, intercultural-, peace-, sustainability- education).

6. While DEAR is related in several ways to all the above mentioned issues, where it seems to have a direct impact is upon the images of and the attitudes towards migrant population in Europe. While the more mature DEAR projects integrate intercultural dialogue methodologies, this direct impact of DEAR messages upon the perception of immigrants within EU is not always addressed by national DEAR policies nor in NSAs and LAs DEAR approaches, while the general EU population attitudes towards immigrants is worsening and prosecutions against immigrants are increasing: in the EU, only in 2008, there were 146,337 arrests of immigrants (that constitute 24.5% of total arrests), representing an increase of 65% compared with 2006 (Barnaby Phillips reporting in Al Jazeera, 28/8/2009).

7. Eurobarometer (318, 2009) data also highlight significant differences in terms of the potential population to be involved in DEAR activities. Implicitly these data pose the question of the priorities that should orient the use of the limited DEAR available resources. For example: should DEAR strategies and activities be addressed to young people in the first place, i.e to the population that seems relatively receptive but not yet aware of global issues?

8. *"Students (52%) and youngsters tend to think that coverage is lacking. It is noticeable that the majorities in the younger three of the four age groups, the 15-24s (47%), 25-39s (45%) and 40-54s (44%), think there is 'too little' media coverage on development issues. In contrast, a relative majority of the oldest age group 55+ (42%) believes the coverage is 'about right"* (Eurobarometer 318, 2009, p.13).

7.2 Key findings

9. As discussed in chapter 5 in all 27 EU member states there are national NSA DEAR co-ordination structures. In many cases this is a DEAR working group which is part of or related to the national NGDO platform which in turn is part of the Concord network at the European level, sharing the *European DE Consensus* (2007) vision and conceptual framework.[14] As highlighted in the "DE Watch" (2010)[15], often *"Development Education and Global Education are used as interchangeable terms (…) although Global Education is often understood as thematically broader than Development Education"*.

10. In contrast, no LA DEAR co-ordination structure has been set up at the national level although in countries like Spain LAs are specifically addressing DEAR within their national annual seminars focusing on international solidarity policies, and Germany the various Land One World NGO networks are co-ordinated at federal level by an Association of Länder Networks which is responsible for co-ordination with the federal governmental (BMZ/InWEnt) and NGDO structures (VENRO).

11. In most countries the key institutional actors are the Ministry of Foreign Affairs/ Development Co-operation Agency/Department (MFA) and/or the Ministry of Education (MoE). A number of initiatives have been taken by NSA DEAR co-ordination structures to arrive at national policy documents. A GENE seminar in June 2010 brought together experiences from nine countries of defining DEAR national strategies on the basis of active involvement by or mandate from MFA

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[14] 'The European Consensus on Development: the contribution of development education and awareness raising': http://ec.europa.eu/europeaid/infopoint/publications/development/36b_en.htm

[15] See previous references to this

and/or MoE.

12. Czech Republic, Ireland, Finland and more recently Portugal (2009) and Spain (2007) are examples of countries where the MFA initiated a MSH process that led to the definition of a national DE strategy.

13. In a number of countries national DE strategies and/or formal education guidelines/framework have been discussed/drafted but not adopted or implemented by government or its institutions.

14. Austria, England, Wales, Scotland, Finland, and Germany are examples of national administrations where the MoE (or the Standing Conference of the Ministers of Education and Cultural Affairs in the case of Germany) have produced specific DE or Global Education/Learning guidelines. In the case of Finland, the national strategy "Global Education 2010" defines responsibilities for education authorities and other ministries, and for NGOs. It was developed as a result of a GENE Peer Review process and recommendation.

15. The general approach of such guidelines and strategies seems very aware of the international development cooperation and human rights scenario. For example, the Spanish national strategy mentions as international regulatory frameworks:

   15.1. Universal Declaration of Human Rights (1948)
   15.2. Millennium Declaration (2000)
   15.3. Paris Declaration on Aid Effectiveness (2005)
   15.4. UN General Assembly Resolution on the United Nations Decade of Education for Sustainable Development (2005-2014)
   15.5. European Consensus on Development (2005)
   15.6. European Council Resolution on the Promotion of Education for Development and the Awareness Raising of European Public Opinion (2001)
   15.7. Maastricht Declaration on Education for a Global Citizenship (2002)

16. Unlike the Spanish national strategy, most national documents and DE practices seem relatively unaware of the other adjectival educations programme and international initiatives. This lack is particularly significant in relation to Education for Sustainable Development (ESD) whose three main pillars – environmental, economic, and social – seem particularly relevant (along with the human rights and the cultural dimensions) for DE as well. The major difference is that ESD is being promoted worldwide by UNESCO in collaboration with MoE in the effort to implement the United Nations Decade of Education for Sustainable Development (DESD), spanning from 2005 to 2014.

17. The German Cross-Curricular Framework for Global Development Education in the Context of Education for Sustainable Development seems to come closer to a shared (DE-ESD) conceptualisation by adding to the ESD three pillars the Good Governance pillar as well. The Framework states that: "*The resolutions adopted at the 1992 United Nations Conference on Environment and Development (UNCED) in Rio and its follow-up conferences, such as Johannesburg 2002, have become a part of the political frame of reference of the international community. Central to the process is the Agenda 21, adopted at the UNCED in Rio de Janeiro in 1992, after environmental issues had already been considered a priority for some time in the industrialised countries. It is thanks primarily to the developing countries, to development policy, and to dedicated civil-society groups that catalogues of extensive social, economic and development policy measures were adopted in Rio, and to an even greater extent in*

Johannesburg. The Earth Summit in Rio was the starting point for an international appreciation of the sustainable development model and an awareness of the necessity to coordinate social, economic and environmental target components. These were also emphasised in the Millennium Development Goals adopted by the United Nations at the turn of the millennium. In keeping with the spirit of these decisions in Germany, the political perspective of good governance was added as a fourth component, especially in the BMZ and the Association of German Development NGOs (VENRO)".

This is probably the most significant acknowledgement of ESD as the likely conceptualisation framework for DE/GE programmes.

18. In Wales too a link has been established between DE and ESD through its strategy on 'Education for Sustainable Development and Global Citizenship' which is now being implemented in schools and inspected on by the education inspection service.

7.3 National strategies for DE (and related adjectival educations)

19. The 27 EU member states offer a wide variety of achievements and work in progress in relation to DEAR national strategies. The table on the following pages is an attempt to summarise the main initiatives and issues.

	MoE	MFA	NSAs	LAs	Other
AT	MFA, though the specialised agency ADA has its own strategy for "Development Communication and Education" (2010). The Strategy Group "Global Learning" is a MSH group including ADA, MoE (DE & GE departments), educational institutions, and civil society organisations. Following a GENE Peer Review recommendation and mandated by the MoE, the Strategy Group elaborated a Strategy for Global Learning in the FES (e.g. in curricula and teachers training) which was finished in 2009 after two years of work. Next steps: strategies for non-formal education with children/youth and adults. PEPI's 2010 position paper on development-related work in AT outlines the NGOs' concept(s) of and different approaches to DEAR.				In the curricula there are cross-cutting teaching principles such as "political education/citizenship education" to which DE, GL and ESD relate. There is a sort of competition between GL (supported by MFA) and ESD (supported by Ministry of Life, i.e. environment and agriculture) constituencies. Both are supported by the MoE.
BE	The new framework agreement is being prepared in it should be finalised in 2010. **Flemish school system:** DE is part of the compulsory curriculum final objectives**:** a) In primary education, objectives relating to DE are part of the 'World orientation' learning area (an integrated approach on learning about nature, health, environment, technology, man, society, time and space). The final objectives are built around three main areas: socio-economic, socio-cultural and political and legal aspects. B) In secondary education, DE is addressed through final objectives concerning geography and history: It is also explicitly part of the cross-curricular attainment targets and Cross curricular final objectives intended to develop a responsibility attitude.				Within the **Walloon school system:** DE is part of CE which is defined by the Belgian French Speaking Community as a fundamental school mission. The regulations about promoting values among students about "a democratic, solidarity, pluralist society open for other cultures" (1997); "to be and become a citizen"(2007) and for a "critical reflexion and development of citizenship" (2009) are integrated in the school mission. The curricula specify the disciplinary and interdisciplinary skills. Schools have a degree of autonomy although actual classroom DE projects depend not only on the normative framework, but also on the strength of each team, on coaching provided by international networks of inspection, on partnerships with associations, etc
BG					Since 2007 NGOs, MoE and Ministry of Environment and Water adopted a ESD Programme in 2007
CY					

	MoE	MFA	NSAs	LAs	Other
CZ	GDE is becoming a mandatory part of curricula at primary and secondary school level. "Education towards Thinking in Global and European contexts" recently became a cross-curricular educational theme. It can be included in the educational process through various subjects, e.g. social studies, history, geography, citizenship education.	One out of five areas of work of the Czech Development Agency is GDE. The MFA/CZDA distinguishes between (a) Development Education (focusing on formal education) and (b) Awareness Raising (campaigning, information). Both are under one budget line at the MFA but are addressed by two distinct objectives of the Call for Proposals. In collaboration with the DE working group of the (FoRS) the MFA has taken the initiative to develop a DE National Strategy.	DE working group of the (FoRS: 29 full members, 15 observers) platform to develop National DE Strategy by 2010.		

	MoE	**MFA**	**NSAs**	**LAs**	**Other**
DE	In 2007, the Conference of Land Ministers of Education (KMK) and the BMZ approved an "Orientation Framework for Learning on Global Development".	The conceptual basis for DE of the German government is the "BMZ Konzept 159" on DE and Information. NGDOs were asked to make comments on the governmental strategy. Global Learning in schools: New Learning & implementation of the Orientation Framework. The "New Learning" is a challenge for NGOs/ VENRO working group on Education: so far they have focused on contents (situation in developing countries, MDGs, global connections, ethical-normative positions) and the promotion of their positions. Now they are required to focus on competencies (instead of contents and positions). NGOs have to adapt (need to change their educational materials and approaches) and identify the specific competencies they can help to develop.		The Conference of Länder Prime Ministers decided in 2008 on a commitment to a One World policy of the Länder. This commitment includes a responsibility for DE, mainly in the areas of political key competence of the Länder: education and culture. Local Authorities have, in the last 30 years become important players in development and global issues. Focus areas are: town twinning, Fair Trade, school partnerships, cultural activities, climate change. The UN Decade on ESD has an established national committee as well as co-ordination mechanisms to formulate Action Plans for the Land level. The process is led by the federal MoE. The Ministry of Environment, the BMZ, InWEnt, VENRO and the major NGDOs in Global Learning participate in the process. At Land level, similarly the Ministry of Education and/or Ministry of Environment lead the process; the Ministries responsible for One World and Development issues as well as NGOs participate. The UN Decade ESD offers a common philosophy for GL, DE, environmental education, ESD, Intercultural Education. Global Learning and ESD are conceptually very close. It is a matter of dispute which concept overarches which. Many actors in Germany see Global Learning as an element of ESD. ESD is rooted in environment, GL in development organisations – those are different institutional structures and organisation communities. However, there is a structured dialogue between GL and ESD. For example, VENRO also has published a Working Paper (no. 15) on ESD (2005).	
DK		MFA recently evaluated DE; DANIDA published its own Communication and Development strategy.		A decentralised system operates, so curriculum framework for teacher training can be modified by schools. About 80% of municipalities and schools simply adopt the national curriculum – though they have the right to adapt it.	

	MoE	MFA	NSAs	LAs	Other
EE	"DE and AR" is one objective in the MFA's Development Co-operation and Humanitarian Aid Strategy 2006-2010 (one section of the strategy is on DEAR). It will again be one in the new development co-operation strategy for 2011-15. AKÜ initiated and co-ordinated a Multi-Stakeholder process on a national GE Strategy. The process lasted one year and included 3 meetings of various actors: NGOs, MFA, MoE, Ministry of Culture, Teachers Examination and Qualification centre, Teachers Association, Students Union, Open Estonia Foundation, UNESCO participated in the process. The document on GE was launched in March 2010; it has the status of a working paper. AKÜ wanted it to become an official national strategy, but the MFA lacks resources to make GE an official strategy. The GE working paper is, however, recognised as an important reference document for GE in Estonia which provides the stakeholders with a common orientation. Working on the document was also a good means to bring the different actors together. Now a working group is set up to discuss implementation of the GE working document and monitor the situation once per year. AKÜ goes on co-ordinating the process.				
EL			Recently the DE working group of the Hellenic Platform For Development produced a DE Strategy Document addressing 4 coordination/operational priorities.		

	MoE	MFA	NSAs	LAs	Other
ES	Since 2007, there is a national DE strategy which considers all actors (incl. youth, universities, unions, research institutions) (EC DE Evaluation 2008)			Since 2008 LAs hold annual national meeting, including DE workshop (Taller I: EpD).	There are both ESD and CE formal education programmes.
FI	GENE Peer Review initiated the national GE strategy multistakeholder process in 2003. Based on a GENE Peer Review, the MoE started a strategy "Global Education 2010". The implementation includes "GE partnerships" which involve public administration, business, media, NGOs. The Ministry of Education has prepared a National Strategy for Global Education (Global Education 2010) that defines responsibilities for education authorities and other ministries, and for NGOs Ministry of Education Strategy 2020: *Future general education will highlight global and environmental responsibility; an understanding of culture and related knowledge, values and ethics.* Strategy for Internationalisation of Higher Education Institutions in Finland 2009 – 2015 *e.g. Supporting a multicultural society, Global responsibility*				

	MoE	MFA	NSAs	LAs	Other
FR		Governmental strategy shared with EDUCASOL had been published officially by the MFA (2006). Some elements have been applied, but they are on stand-by since 2007, because of the General Reform of Public Policies. NGOs seem to share the approaches to DE as defined by the Educasol Chartre. .			Since 2004 the MoE is implementing a ESD policy including a DE dimension.
HU			To develop a strategy, a discussion paper was elaborated by HAND's GE working group with recommendations to set a multi-stakeholder process.		

	MoE	MFA	NSAs	LAs	Other
IE	Irish Aid Second Strategic Plan, 2008-2012; objectives include DE as part of all educational cycles, covering formal and informal sectors, and multi-annual funded initiatives. Mid-term review of the strategy underway. Up to 2010 strategy included funding for research strand. A move into 'results mode' – increasing dialogue within Irish Aid about results	IrishAid has elaborated a DE strategy 2007-2011.			
IT			In 2009 5 NSAs and 5 Regional NSAs Platform initiated a national DE/GE strategy action-research process (including the definition of quality criteria) with the support of the MFA.		

	MoE	MFA	NSAs	LAs	Other
LT					The MoE has a strategy on ESD and ESD is in the curriculum as cross-curricular theme. There is a pre-service teachers training programme about it. Global issues are included in subjects such as social sciences/humanities and citizenship education. Furthermore, the curriculum includes a "general programme", i.e. cross-curricular themes such as development of competencies, ethno-cultural issues etc.
LU	MFA adopted Concord (2004) ED definition. A DE strategy is being discussed between all the actors of DE (civil society, schools, university and ministry for development and cooperation).				A national strategy on "ESD" is being developed as collaboration between government and university. It includes DE issues as well.
LV	DEAR is part of the MFA Development Co-operation strategy 2011-15. Global education (formal and non-formal) is seen as important for fostering society's awareness of, knowledge about and support for development co-operation. In 2007, MFA with MoE invited GLEN and LAPAS for talks about DE/GE. LAPAS took over the facilitation of a DE policy, trying to engage all sectors concerned: government (Including key people from MFA and MoE), NGOs, teachers, students, academics, local government, media, business, foreign experts. The process resulted in a final document "Development Education Policy 2008-2015" which was completed by end 2007 and approved by the multi-stakeholder group in 2008. However, it was never officially adopted by the government. It is nevertheless used by DE stakeholders as a framework of DE activities and serves as a basis for co-ordinated governmental and non-governmental initiatives in DE. The NSC initiated GE seminar 2009 elaborated an Implementation plan 2010 for the DE policy. It is considered a valuable as common orientation – but there are no resources and no organisation or person is responsible/accountable for implementing it.				

Work in Progress: Interim report of the 'Study on the experience and actions of the main European actors in the field of Development Education and awareness Raising' [DEAR Study]

3rd August 2010

	MoE	MFA	NSAs	LAs	Other
MT			In May 2010 SKOP initiated a MSH DE strategy process involving MoE and MFA representatives.		
NL		Policy shift away from 'Public support and DE' towards Global Citizenship objectives. 2008 debate in Dutch Parliament on effectiveness of DEAR, with new policy paper (May 2009) led to NCDO becoming an advice and knowledge centre – with a focus on young people's education, and no responsibility for big campaigns.			

	MoE	MFA	NSAs	LAs	Other
PL	Grupa Zagranica leads a project on cross-sectorial co-operation on GE with the aim of agreeing on a common understanding and concept of GE. The process includes the MFA, MoE, Ministry of Environment, Centre For Education Development, NGOs, LAs, universities, teachers, education curators from the regions, publishing houses. A MSH group was established which meets on a monthly basis. The process focuses on definitions and terminology of DE/GE; quality of GE; qualifications and competencies of GE practitioners; GE in the Formal Education System; new actors in GE/DE; funding mechanism for GE/DE. The process is supposed to lead to a common GE reference document. As a next step, following the conceptual work of the informal MSH group, the creation of a formalised DE/GE committee under the auspices of the MFA or MoE is envisaged. This committee would also have a multi-stakeholder character and would work on the DE/GE strategy as suggested by the GENE Peer Review. The Deputy Ministers from the MFA and the MoE support the creation of such a formalised committee on DE/GE. In the new School curriculum (implemented since 2009), GE issues are included in Geography, History, Civic Education, Entrepreneurship, Biology. There is no headline "GE" in the curriculum, but GE issues were consciously integrated. Grupa Zagranica was involved in the curriculum reform process. Grupa Zagranica has prepared a document "Global Education in Poland" which shows where the new curriculum relates to GE				The focus of the MoE is on GE. GE is understood as an umbrella term, including DE, Intercultural Education, Human Rights Education etc. The Ministry of Environment is responsible for ESD and develops a cross-sectorial programme for it: the ESD Strategy exists already, now work on the Action Plan takes place. ESD in Poland deals mostly with environmental issues (not so much with development).
PT	The 2008, MFA/IPAD led, participatory process resulted into a national DE strategy at the end of 2009 and national action plan in 2010.				ESD programmes are being implemented parallel to DE initiatives.

Work in Progress: Interim report of the 'Study on the experience and actions of the main European actors in the field of Development Education and awareness Raising' [DEAR Study]

3rd August 2010

	MoE	MFA	NSAs	LAs	Other
RO	In 2001 MoE introduced a **Global education programme** developed with NSC and in coordination with educational inspectors and introduced in non-formal education as "extracurricular activity". Every year a theme is debated centrally with the inspectors who then establish **a network of teachers.** The "**civic education class**" include topics of child rights, human rights, globalisation, and multiculturalism immigrants' rights; "**democratic citizenship" class** includes poverty, peace, violence, tolerance. UNICEF contributed to this educational programming.		FOND's DE working group is drafting a DE strategy document		

	MoE	MFA	NSAs	LAs	Other
SE	Ministry of education curriculum integrates DE/international issues within the school curricula. This is happening with a model programme such as Global Schools: the approach tries to involve and to prepare all different school actors. It is crucial to get the headteacher to support and to provide time and space for (all) teachers for international education projects. Planning and lesson time can be used in different ways and this requires joint planning and institutional support.				

		MoE	MFA	NSAs	LAs	Other
SK				DE strategy is being prepared by NGDO Platform. The MoE Methodological Centre and Pedagogical Institute are involved together with the NGDO Platform.		
SL			Statement of support for *Education for development and public awareness raising* in Resolution on International Development Cooperation of the Republic of Slovenia until 2015 – 7 April 2008	SLOGA's DE working group drafted a DE strategy in 2008. The NSC-initiated GE seminar in November 2009 showed a clear recognition that a national strategy for GE is needed and this was further elaborated in a workshop, attended by various ministry representatives.		

		MoE	MFA	NSAs	LAs	Other
UK		In England a National Strategy has been under development through a MSH process defining a Global Dimension in (and across) the school curriculum. In Scotland, the new Curriculum for Excellence for schools, 3-18 years, incorporates global learning elements throughout. In Wales Education for Sustainable Development and Global Citizenship is part of the curriculum. A new Action Plan is being developed to support its implementation across Wales.	DFID's 'Building Support for Development' strategy is under review. as is support provided by DFID through its Development Awareness Fund and Enabling effective Support regional programmes.			In Wales, there is a national strategy for Sustainable Development and an Action Plan for delivering ESDGC (Education for Sustainable Development and Global Citizenship) throughout the education sectors. In Scotland, the national strategy for Sustainable Development includes DE. A reconsideration of the focus of the UK's MFA/DFID development education and awareness raising work is currently in progress.

7.4 DEAR strategies: observations

20. Two common features of the national DE strategies are the focus on poverty and global justice and the attempt to address global citizenship by relating to other adjectival educations, although usually not in a systematic way.

21. Key actors from countries like Sweden and the Netherlands seem beyond the idea of drafting a national DEAR strategy. Their formal education system is decentralised and schools are relatively independent in their choices over balance of curriculum content. A national DE strategy would have a very different role in these countries.

22. In NMSs like Cyprus, Bulgaria, Lithuania, and Slovakia there does not (yet) seem to be any attempt to involve different actors in drafting a DEAR strategy.

23. Among NMSs the most significant attempts to produce a national DEAR strategy is taking place in the Czech Republic, Estonia and Slovenia. In Poland and Latvia there are also important multi-stakeholder co-ordination processes going on which might lead to a national DE/GE strategy.

24. In the Czech Republic since 2008 actors in DEAR (MFA, MoE, FoRS) have been involved in drafting a Global Development Education (GDE) Strategy. The Strategy was initiated by the MFA, elaborated in a MSH process with MFA, CZDA, MoE, Ministry on Environment (not so active), FoRS, civil society, academia. European good practices were included (e.g. through GENE). It also includes public awareness raising on development, but its main focus is on GDE in the Formal Education Sector. The goal is to provide access to information about development issues to all Czech citizens. The draft GDE Strategy was finalised and it was the subject of an internal discussion process within the MoE during May/June 2010. It is expected that the (amended) Strategy should be approved by the cabinet of Ministers. This will give it a significant political importance. GDE will then be an integral part of the Czech formal education system. The next step will be the elaboration of an Action Plan for implementation.

25. In Slovenia, the NSAs platform SLOGA is working at drafting a strategy for Global Education since 2008. The process recently led to the setting up of an informal inter-ministerial working group on GE focusing on the formal education system.

26. In Estonia, encouraged by NSAs, the MoE and the Examination and Qualification Centre are considering GE within the curriculum reform process. Through a project by the Jaan Tõnissoni Institute they are inviting Finish curriculum experts to collaborate with Estonian curriculum experts to discuss and further develop GE.

27. There is obviously room for improving the level of collaboration among actors involved in drafting and in implementing national strategies at the European level.

28. The North-South Centre of the Council of Europe with its seminal work in NMSs and the Global Education Network Europe (GENE) could play key roles in this. GENE is a network of ministries and agencies with national responsibility for funding, co-ordinating and supporting Global/Development Education. So far, it involves 20 (MFA and/or MoE)

ministries and agencies from 16 countries. It aims at supporting national structures in improving the quality and increasing the provision of GE in Europe. GENE's main focus is on education rather than awareness raising. It already played a key role in countries like Finland and Portugal and it makes use of effective exchange tools such as:

28.1.   GE roundtables of ministries and agencies as a platform for sharing, exchanging and learning from each other's strategies;

28.2.   GE Peer Review process;

28.3.   Supporting members through advice, training, briefing and exchange, incl. bilateral exchanges;

28.4.   Policy research and publications, focused on quality of GE;

28.5.   Providing a forum for joint positions regarding European DE/GE.

29. According to GENE:

29.1.   The co-ordination on GE between the EC and Member States should be improved.

29.2.   The EC strategy for GE should build on the experience of national strategies.

29.3.   Member States and civil society should be involved in the process of developing a European DE/GE strategy, as well as in permanent co-ordination and consultation mechanisms of the EC.

29.4.   GENE is willing to contribute to the EC's development of a GE strategy/approach.

29.5.   Following the principle of subsidiarity, the right of initiative should be maintained within the EC's support for DEAR.

7.5 DE and formal education: two national case studies

30. The national policies that were recently developed in Germany and in Spain, as well as older school links and intercultural programmes developed in the Netherlands, Sweden and the UK offer interesting examples of ways to promote and to integrate DE within the national school curricula.

31. **Germany**

31.1.   Launched in Berlin during the *Kultusministerkonferenz* (Standing Conference of the German Ministers of Education and Culture – KMK) plenary session on March 4th 2004 by Germany's Ministers of Education and the Federal Minister for Economic Cooperation and Development *The Cross-Curricular Framework for Global Development Education in the Context of Sustainable Development* was approved during the KMK plenary session on 14th June 2007 and presented to the public by the President of the KMK and the Federal Minister. The education sector collaborated on this project with the development sector along with experts from the areas of education, didactics, and the sciences and nongovernmental organisations.

31.2.   The Framework makes explicit reference to the United Nations' World Decade of Education for Sustainable Development (2005 through 2014). It identifies four components of development - society, economy, politics and environment - and it relates them to school subjects and disciplines. Within this collaboration and as an aid to the

implementation of the Framework, InWEnt is supporting regional DE centres providing trainers, training and DE resources at Land level

32. **Spain**

32.1.　　The Spanish reference document provides a short and succinct definition of DE:

"Development Education is the permanent educational process (formal, informal and non-formal) aimed at promoting a global citizenship through knowledge, attitudes and values capable of creating a culture of solidarity committed to the fight against poverty and exclusion, as well as the promotion of sustainable and human development".

32.2.　　The document has been developed through involvement and collaboration between, amongst others, the Ministry of Foreign Affairs and Cooperation, the Ministry of Education and Science, and the Ministry of Labour and Social Affairs, and has also involved the Councils for cooperation and education of the Autonomous Communities and local authorities.

32.3.　　The strategy identifies DE relationship with 10 sectoral priorities. Three issues are highlighted from a human rights perspective concerning the education sector:

"1. To promote a DE in which education is considered a fundamental right in the Universal Declaration of Human Rights and a key instrument in the fight against poverty.
2. To promote awareness of the need for the following: to increase universal access to education and basic quality training; contribute to basic, inclusive and guaranteed quality public education and training; to be a factor in the access and permanence in an educational system with equality.
3. To promote awareness of the fact that education requires the linking of stages and a flexibility in educational systems so that these can provide learning opportunities for an entire lifetime"

32.4.　　Collaboration between AECID (the Spanish Agency for development cooperation and humanitarian assistance) and the Ministry of Education has led to various joint efforts including an annual award scheme that selects, publishes and disseminates information about best practices in DE.

33. Fostering a proper DE/Global Learning intercultural methodology through direct contacts, co-operation and exchanges among teachers and pupils seems one of the key neglected areas of European co-financing schemes. Significant efforts in this field were promoted in the UK by the school linking projects by, for instance, the British Council, by NGOs such as the Dutch Alice O (for example the current Gondar on the Move project that sees the Dutch Friesland College and Gered Gereedschap collaborating with the Tsedale Nega Vocational College in Gondar, Ethiopia to increase the quality of vocational education in Gondar) and by the *Global School*. The latter is a Swedish programme with several regional offices that promote DE/Global Learning with activities in school and multilateral group of schools teams travelling on a journey to a developing country to study poverty related issues, sustainable development and intercultural dialogue, while at the same time developing their own school-curricula, in cooperation with the other teams.

34. A promising programme in this field is the German ASA Programme which provides training to 250 Global Education multipliers per year. It includes training seminars, 3 months internships in the South, the promotion of DE activities in Germany/Europe.

7.6 DE and non-formal education: a case study

35. In Portugal, the National Development Cooperation Agency, IPAD, was able to involve a variety of institutional actors as well as NSAs in drafting the 2010-2015 DE National Strategy. These included APA (Portuguese Environmental Agency), ACIDI (High Commission for Immigration and Intercultural Dialogue), CIG (Commission for Citizenship and Gender Equality), the UNESCO National Committee, the National Education Council, and the Portuguese Youth Institute along with the Portuguese Youth Council and other NGOs networks. Two results concern the explicit reference of DE objectives to social change and the inclusion of a nonformal and even informal education focus.

36. In defining DE the DE National Strategy (ENED) states that:

   "*DE shares with other "Educations for …" the general aim of achieving social change and educating for certain values, seeking to alter convictions and attitudes, both individually and collectively. Likewise, it shares some of the methodologies: it puts the emphasis on engagement, horizontality, and the collective and cooperative building of knowledge and action*". (p. 25)

37. ENED is explicit in criticizing formal education dominant methodologies. To this purpose it quotes A. Kumar 2008's paper "Development Education and Dialogical Learning in the 21st Century", International Journal of Development Education and Global Learning, 1(1), p. 41:

   "*DE is a kind of emancipatory and dialogical learning based on 'critical humanist' pedagogy. One basic assumption of DE (…) is that major global problems of poverty, exclusion, domination and subjugation (…) social inequalities (…) cannot be solved by mainstream traditional approaches in education as they suffer from urban, elitist and corporatist bias*"

38. Consequently, DE is meant to provide innovative methodologies and approaches to the formal education system as well as addressing nonformal and informal education:

   "*Non-formal education: that which is not provided within the framework of the formal education system and, as a rule, does not lead to the issuance of a diploma or a certificate, but which still implies intentionality on the part of pupils and educators, structured goals, set timetables and an organizational framework. It can be delivered through training actions, seminars, workshops and similar activities, aimed at the development of certain skills, namely social and civic skills.*"

39. As mentioned, ENED goes on considering as well the "setting" identified by:

   "*Informal education: can be defined as everything we learn more or less spontaneously from the environment we live in, the persons we relate to informally, the books we read and the*

television we watch, and the multiple experiences we live daily with more or less intentionality as to their education potential. Informal education is not necessarily organized or even guided. Somehow, informal education intermingles with the process of individual socialization"

7.7 The relationship between DE and other adjectival educations: observations

40. While it is relatively easy to map development education initiatives within formal education, significant steps should be taken to provide adequate conceptual and mapping data concerning awareness raising, non-formal education approaches and other DEAR related strategies.

41. In most countries there are many different actors promoting (Global) Citizenship Education but there are no comprehensive co-financing tools. Relevant educational fields and programmes include: citizenship education, environmental education/education for sustainable development, human rights education, intercultural education, peace education. Forms of collaboration and exchange across actors promoting national DEAR strategies and adjectival educations would provide an opportunity for mapping, reflecting and proposing ways to address and probably to streamline the variety of co-financing practices.

42. In the UK and Ireland work done by the Development Education Commission (sponsored by Tide and 80:20) in 1998 and 1999 already led to suggestions for closer collaboration between the various 'adjectival educations' and what they had in common, particularly in formal education. The publication 'Essential Learning for Everyone' (publ. Tide and 80:20, 1999) gives a strategic direction for such collaboration.[16]

43. More recent and interesting DEAR approaches at the national level are linked to projects supported by the Youth in the World action of the EC Youth in Action Programme. Several national actors feel that the Youth programme offers a more appropriate assessment approach compared to the EC DEAR present co-financing procedures. In countries where national strategies are being developed and /or implemented by national DEAR NSAs platforms and institutional actors this could be a significant policy / pilot project topic.

44. In most countries there is already a significant level of initiative concerning Education for Sustainable Development (ESD). Its three main pillars – environmental, economic, and social – seem particularly relevant (along with the human rights and the cultural dimensions) for DE as well. ESD specifically refers to the Millennium Development Goal (MDG) process, the Education for All (EFA) movement, and the United Nations Literacy Decade (UNLD). In December 2002, the United Nations General Assembly adopted resolution 57/254 to put in place a United Nations Decade of Education for Sustainable Development (DESD), spanning from 2005 to 2014. UNESCO was requested to lead the Decade and develop a draft International Implementation Scheme (IIS) for the Decade which was presented at the 59th session of the United Nations General Assembly (New York, 18-19 October 2004). There is room to improve forms of collaboration and coordination among the implementation of ESD and DEAR strategies and possibly to merge these two fields.

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[16] See http://www.tidec.org/Publications/tide%20pubs/Essential%20learning.html for details of the publication

45. More recently, "Des Alpes au Sahel ! Création d'un réseau transfrontalier des écoles, parcs, villes, Ong et associations du Piémont et Rhône-Alpes pour une éducation scolaire qui intègre l'attention à l' Education à l'Environnement et au Développement Durable avec la dimension de la Solidarité International (EEDDSI), en particulier avec l'Afrique Sub-saharienne **"** is a (2009-2010) DE project that is explicitly promoting the ESD dimension and its link with local formal and non-formal education policies. It sees the collaboration among the Piedmont (Italy) NGOs consortium in co-operation and the Regional Authorities Piedmont Region (Italy), Rhone-Alpes (France), and RESACOOP RESACOOP - Réseau Rhône-Alpes d'appui à la coopération internationale (France).

46. The "Inventory of the value placed on Education for Sustainable Development In the EU Education Programmes - Best-Practice-Projects for ESD In EU Supported Education Programmes" compiled in 2007 by Anne Busch, Institute for Environmental & Sustainability Communication (Lüneburg University) highlights that there are "deficits in project documentation within EU Development Programmes: there is no central database in which one can thematically search for specific topics and focal points" enabling "a thematic search, in which one could comment on a project, an uncovered topic, or make a definitive statement in regards to the value placed on ESD within the framework of the EU Education Programmes". As key DE national strategies clearly spell out their relationship with ESD, addressing such a deficit seems one of the current priorities in order to enable DE actors to formulate proper analysis and strategies in this field.

47. Amongst all relationships between DEAR and other 'adjectival educations', the relationship between DEAR and sustainable development education is probably the most common. But similar relationships have, in particular countries, also been developed with, for example, human rights education, citizenship education, peace education, inter-cultural/multi-cultural education, and anti-racist education to name some.

8. ISSUES OF GOOD PRACTICE AND OUTCOME IN DEAR PROJECTS

8.1 Introduction

1. This section presents what, in our opinion, are important elements of good practice in DEAR. It is based on the qualitative analysis of DEAR projects and on the project stakeholders' points of view on good practice in their projects.

2. During the initial analysis of 268 project applications of DEAR projects contracted by the EC between 2004 and 2009, the Study team

   2.1. carried out a quantitative/statistical overview analysis of these projects, the implementation countries, themes and target groups addressed and methods applied (see chapter 4 above);
   2.2. developed an analytical framework allowing to focus the following qualitative in-depth analysis on specific areas of quality of practice and quality of outcome;
   2.3. selected 49 projects which seemed to show elements and features of particularly good practice for in-depth analysis.

3. Based on the initial overview of all 268 projects, conceptual reflections by the DEAR study team, and feedback and suggestions by the DEAR stakeholders present at the Launching seminar as well as the EC's DEAR Study reference group, the qualitative project analysis focused on the following aspects of potential good practice:

   3.1. Features of quality of practice
   - **Quality of partnership:** Under what conditions are project partnerships real, deep, based on common work and shared learning?
   - **Ownership of stakeholders:** Under what conditions, do project stakeholders develop high ownership and/or are target groups involved as actors in their own right?
   - **Personal and social development:** What helps the project to focus on the learner, the learning process, and development of competencies?
   - **Learning from project experience:** Under what conditions do organisations learn from project experience and share this learning?
   - **Southern perspectives:** What are good practices in actively engaging with and integrating (the variety of) Southern voices, views and perceptions, including from migrant communities in the EU?
   - **Framework of the project:** What framework conditions (such as organisational cultures, networking contexts etc.) enable good DEAR practice?

   3.2. Features of quality of outcome
   - **Effectiveness:** What factors contribute to the successful achievement of project objectives?
   - **Impact:** What factors contribute to a project effectively making a change within society?
   - **Sustainability:** What factors contribute to lasting effects or lasting practices of a project?

3.3. Areas of particular interest to the European DEAR community
- Quality projects about DE in Formal Education
- Quality development awareness raising projects
- Good practices in working with media
- Good practices in establishing lasting links and institutionalised partnership with Southern partners

4. During the fieldwork phase project managers and, where possible, further stakeholders of these projects were interviewed and further project documentation was analysed. These interviews and group sessions did not aim at evaluating projects but at learning from project experiences – from particularly strong points and from the challenges and difficulties faced by the project actors. This analysis of projects did not necessarily look at the complete projects with all their aspects. Rather it focused on specific project elements and features which appeared worth exploring in order to gather evidence on what enables quality work in DEAR.

5. This chapter summarises the qualitative analysis of the examined project features and provides an overview of characteristics and examples of good DEAR practice in existing projects which were granted EC support. The purpose of this is to allow learning from success. It is by understanding factors that are conducive to high quality in DEAR that we hope to be able to draw conclusions on how good practice can be supported and enhanced in the EC's further support for this area of work.[17]

8.2 Quality in project partnerships

6. Under what conditions are project partnerships meaningful and based on common work and shared learning – so that they are conducive to a high quality of outcome? The following good practices were mentioned and generally shared by a range of project stakeholders as crucial for ensuring high quality of partnership.

7. Intensive common project preparation and planning
- All implementing partners develop the project idea and the proposal together based on an extensive and continuing dialogue.
- Key activities, such as workshops and field or exchange visits, are organised before the project formally starts.
- Partners do not rush but take time to carefully develop the project.

8. Close co-ordination between the partners during the implementation
- At the formal beginning of the project, partners come together for a kick-off meeting where detailed strategic planning takes place.
- Partners stay in close touch through frequent e-mail correspondence and telephone conferences.
- Frequent physical meetings of project partners take place (meeting once per year is mostly not sufficient for good quality partnership).

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[17] This chapter does not elaborate on quality aspects such as "relevance of the project objectives", "adequateness of the implementation logic and methodology" etc., assuming that these very important aspects are already taken into account in the current assessment of projects which is based on a log frame approach.

- Partners invest time and resources in building (personal) relationships, common understanding of the project and trust, agreeing on shared and individual organisational responsibilities and actions.

> *Example of good practice: In the FEST project ("Finland, Estonia and Sweden Together"), the Finnish Association of the Deaf and its Estonian and Swedish partners in the project steering group have face to face meetings 5 times a year, supplemented by regular, bi-weekly Skype meetings. Regular meetings and common planning by the project steering group is considered crucial for project quality. Creating space for intensive common work and exchange also enables the partners to acknowledge differences between countries and cultures, and to adjust planning and implementation process.*

9. Acknowledgement of differences
   - Partners address inter-cultural issues that appear between them.
   - Partners exchange on and acknowledge differences in their ways of working.
   - Partners exchange on and acknowledge differences in their (national) contexts of work and allow different project approaches which are suitable for each partner's local situation.

10. Division of tasks
    - Partners divide responsibilities according to their specific areas of competence.
    - Partners share their views on each other's work and give feedback to each other.
    - Partners participate equally in shaping and implementing the project. They also divide the project budget, including resources for project staff, more or less equally among themselves.
    - Organisations with a strong experience and know-how may take a mentoring role for partners whose capacities are in a process of being built.

> *Example of good practice:*
> *The project "Schools – satellites for Development Education" is implemented by Education Development Centre and GLEN in Latvia. Leeds Development Education Centre (UK) has a wealth of experience in DE projects in schools and has a mentoring role in the project: the Latvian project team did a study visit to Leeds (visits to the DEC, schools, community members, discussions with various stakeholders, training for the project team); the project team has regular contact with the Leeds DEC, receives feedback and advice. Some experience and approaches from Leeds are used in the project and adapted to the Latvian context. The project is, however, fully initiated, designed, led and owned by the Latvian project implementers.*

11. Long term partnerships
    - Project partnerships are embedded in existing international networks of partners. If this is the case, partners know each other, share common vision and goals; the project benefits from network support; conversely, the project contributes to strengthening the network; synergies with other activities of the permanent network can be used. Examples of such international networks include: CARITAS (projects by Caritas Slovenia and partners), the European Fair Trade network (projects by the Italian PANGEA Niente Troppo and partners), the Clean Cloth network (projects by Südwind Austria and partners), the Don Bosco Youth for the World network (projects by Youth for the World Germany/Poland and partners), the International Planned Parenthood Federation (projects by Estonian Sexual Health Organisation and partners) and many more.
    - Also outside formal networks, building on already existing co-operation and relationships between co-implementing organisations is supportive of quality.

12. Multi-actor partnership
- Multi-actor co-operation in DEAR projects, e.g. between NGOs and LAs or between NGOs and Trade Unions can be very mutually beneficial and fruitful because it helps the partners to change perspectives, to get beyond the limits of "their own worlds" and to join their forces and specific competencies for common goals.
- Such multi-actor partnerships should – as the European partnerships – be based on equal participation in the design, planning and implementation of the project, common ownership of the project and intensive work together.

Examples of good practice:

Südwind and the Austrian Federation of Trade Unions implement, together, the project "Decent Work for Decent Life" which aims to raise awareness within trade unions about working conditions in the South. In Austria as well as in the partner countries Romania and Bulgaria, one NGO partner and one TU partner are part of the project and carry out the project together on equal level. Also the project management is shared between Südwind and the Federation of Trade Unions. Such intensive co-operation (in project preparation, co-ordination, concept, contents, delivery) of different civil society actors enables both sides to learn a lot and supports cross-sector networking within the civil society. Through this co-operation new target groups are reached: not only highly educated elites which NGOs usually reach but also the working class constituency of Trade Unions. The partnership with the Federation of Trade Unions (with its 1.2 million members) has also enabled Südwind to reach a bigger impact in its campaigning and advocacy initiatives (which happen within other Südwind projects). For example, lobbying meetings with the Federal Chancellor, with the National Council and with the Austrian Olympic committee were possible only because of the partnership with the Federation of Trade Unions. Südwind has learned from this beneficial co-operation with TUs and subsequently developed multi-actor projects together with migrant organisations, academic institutions, CSR networks.

A LA-NGO consortium of different departments of the Senate of Berlin and local NGOs and partners in the UK, Austria and the Czech Republic are co-operating on the project "Awareness for Fairness" which develops, tests and evaluates ways and concepts of sustainably anchoring high quality GL in school practice. All local stakeholders in Berlin involved in the project participated in the 2-3 years period of developing the project idea: the Land office for development, the DE resource centre EPIZ, the Land agency for administrating projects BGZ, and NGOs. The partnership between NGOs and the LA is very fruitful, because it takes place within a project designed for common learning. The project organises a multi-stakeholder dialogue between state (LA), civil society (NGOs) and school actors about quality, impact and "what works" in order to anchor GL in education. The European Partners (each of them known from previous co-operation with at least one of the NGOs of the Berlin-based lead consortium) have divided responsibilities according to their specific areas of competence, e.g. Leeds DEC is strong in school partnerships, Welthaus Linz is strong in classroom trainings etc. Frequent partner meetings (5 times throughout the project) and regular skype meetings contribute to an intensive communication and co-operation. The co-ordination meetings, taking place in each of the partner countries, are combined with a presentation and discussion of project activities implemented in the country.

Conclusion: how quality of partnership can be supported

13. Project partners need sufficient time to get to know each other – personally, as organisations with their specific visions, principles, and procedures of work, and with regard to the specific contexts they are working in. They furthermore need time and spaces in order to develop a common vision and design of the project. Investing time and resources in such an intensive pre-project phase, including physical meetings, should be encouraged and supported.

14. Embedding projects in already existing networks and/or building on previous co-operation clearly contributes, in most cases, to quality in the partnerships and should be encouraged. At the same time a balance needs to be found between strengthening existing partnerships and enabling the development of new ones.

15. Continuous and intensive work on the partner relationships and a conscious common reflection on the working process should be encouraged. Resources for intensive communication & meetings should be planned and the quality of partnership should be systematic object of monitoring and evaluation efforts.

16. Multi-actor partnership should be encouraged, without making it an obligation.

8.3 Participatory, facilitative, empowering approaches?

17. What do respondents assess as key features of work that is participatory, based on facilitation, aiming to empower? The following suggestions were made:

18. Stakeholders as key project actors (instead of external intervention with "target groups")
    - Train key multipliers and accompany them in their DE/GE work.
    - Instead of intervening with workshops in schools, train teachers and accompany them in their learning process and in gaining experience in delivering DE. Some projects also establish GE teams of teachers and pupils in schools which are developing a GE programme for their school and become key multipliers in their environment (see more details in the section 6. on Quality GE in Formal Education below).
    - Use peer to peer learning approaches.
    - Involve key stakeholder groups ("target audiences") in the production of project materials, e.g. teachers/students to produce didactic materials, young people to produce campaigning materials for a youth-focused campaign.
    - Let target audiences develop their own ideas and projects.
    - Involve stakeholders from the project context.

Examples of good practice:

Fair Trade Sweden qualifies volunteers as "Fair Trade ambassadors": they are trained, provided with action guides and campaigning materials, supported with mentoring and networking mechanisms – in a way that enables them to carry out a fair trade campaign in a self-organised, independent way at local level with a high degree of ownership.

Youth for the World Poland provides youth leaders with intensive training and a practical experience in the South; afterwards these key actors are accompanied during one year of their GE work in high schools.

In the Estonian Sexual Health Organisation, young people start as participants in activities of local youth groups. Little by little they can take over more and more responsibility: becoming an active volunteer, a youth leader etc. This is very motivating for the youth – it creates great opportunities for them to learn, grow and engage.

In the Estonian-led Light & Love project on HIV/AIDS awareness raising, creative youth contests are organised for developing postcards, posters and video clips. Young people choose the topics, develop the campaigning products, select the contest winners etc.

In Südwind's "Decent Work" project on fair labour conditions, an intensive training programme is offered to trade unionists and workers' representatives. Throughout the course, they are supported in developing their own multiplication activity: small awareness raising or advocacy projects for fair labour conditions and global workers solidarity within their own company.

Within the school-focused project "Accessing Development Education" by the Cypriot NGO World Future

Centre, a teacher organised a 3 hours structured dialogue session involving all 20 teachers in her school and centred around the question "How should a Global School be?". The resulting picture was very far away from the present reality and encouraged teachers to develop ownership of DE activities. According to teachers, the Structured Dialogue methodology enabled them to involve other teachers and pupils in local decision making process and it increased their of the DE process.

19. An explicit didactic approach
   - Quality GE materials are developed by or in close collaboration with experts of pedagogy, and with those who use them (i.e. teachers and students).
   - Quality education practice is enriched by international networking & exchange on critical pedagogy of Global Learning.
   - Good educators involve themselves in a permanent reflection on the methodologies and pedagogic approaches they use, their own role as educators, the way the learning process works etc. Space for such reflection is created; learners and pedagogues are involved in it.
   - Projects with quality practice in education pay a lot of attention to learning processes at all levels: the learning of the individual or group the project works with, the learning of the facilitators and teachers, the learning of the project team and implementing organisations.

20. Relate to issues and experience relevant to the people involved
   - Relate to living realities and interests of the target audiences.
   - Contextualise issues according to national contexts and specific local, social and environmental factors.
   - Include experience-based and creative learning.
   - Acknowledge participants' different contributions to the diverse aspects and requirements of the project.

Examples of good practice:

In a project led by PLAN International (UK), the project theme, Climate Change, is contextualised so that it is understood and relevant in each of the 6 partner countries. A generic pack of information and materials for the project is produced and then adapted to national specificities. E.g. in Bulgaria, the project focuses on working with the Romany community and aspects of climate change relevant to them. The project partner in Malawi links climate change to issues of gender awareness, to practical and basic needs and local environmental issues.

In Südwind's "Decent Work" project, a comparative research on work and life realities of people with similar or connected professions in different countries is done by Southern & European partners. E.g. the situation of people with the same profession in different countries of the world or the situation of people who work in different positions of one product chain are portrayed. Text and photo material are put together which can be used for an exhibition, a brochure, trainings, and media work. Connecting personal life realities in North and South has a high educative value.

The "Peace X-change" project led by Weltfriedensdienst (Germany) used theatre, rap and football as tools for addressing issues of conflict resolution among youngsters in Germany, Poland, the Czech Republic and Austria. Using practical, authentic, joyful methods helped to reach also students from vocational or popular schools and youth with other skills than intellectual ones. The young people could bring their own issues and conflicts into the theatre, rap and football for peace workshops and activities and learned – with methods introduced by experts from the South – how they can work on them. In this way, participants could experience that problems about violence, conflict etc. are similar all over the world – and that creative ways of solution exist everywhere. In a different project ("Global Generation"), Weltfriedensdienst works with the generation 50+, focussing on issues which connect experiences in Eastern Germany/Czech Republic Hungary and in South Africa (post-war times, transition experience, depopulation of the countryside).

PANGEA Niente Troppo (Italy) has a strong methodological focus on identifying, sharing and disseminating narrative and experiential learning tools. Teachers and volunteers are being trained to share a common educational approach. Gaming and role-playing are key features as well as creativity, especially in primary school through Ecolaboratori (EcoWorkshops) that are encouraging children to play with recycled materials and products. The active learning and the focus on the "story" of different consumption products help to stimulate positive/participatory learning attitudes. This approach is also at the basis of the Banana Exhibition which includes a handbook to accompany the exhibition with drama/play activities that involve the audience/visitors.

21. Focus on the development of competencies
   - Support critical thinking and self-reflection: present multiple perspectives, provide questions rather then answers, challenge stereotypes, reflect power relations, reflect one's own position, role, attitudes and values.
   - Apply interactive, participatory learning methodologies: allow the learner to take over responsibilities, supporting self-confidence, autonomous choice and informed action and engagement of the learner.
   - Quality training programmes are conceptualised as a coherent whole with clear links between sessions.

Example of good practice: The "Accessing Development Education" project by the Cypriot NGO World Future Centre focused on non-formal education methods and encouraged teachers to reflect and to introduce in their teaching active and pupil centred approaches. According to teachers' feedback, "it is important not to provide solutions but to encourage pupils to look for answers by themselves. This encouraged new relations with colleagues". They got "acquainted with and motivated towards new methodologies. It provides Cyprus with an awareness of an innovative educational approach and to experience positive conflict transformation in spite of the dominant political discourse. Also it helped to acknowledge social issues that are very often disregarded because overshadowed by the dominant political debate. It proved inspiring for other teachers, opening new horizons for their way of teaching". The approach is considered innovative because "it gives students responsibilities, it puts them in the drivers seat". According to teachers, "the use of non-formal education methodologies changes you as a person. The project helped to change vision and style (now a "facilitating" one). The most dynamic part was participating in the trainers group. The responsibility to organise a programme for other teachers helped a lot".

Conclusion: How participatory/facilitative approaches can be supported

22. Participatory, facilitative, empowering approaches in DEAR can be promoted if the EC clearly spells out its understanding of the "DEAR" concept, underlines the participatory character and the empowerment purpose of DEAR and encourages projects to develop and implement education and awareness raising approaches that strengthen the competencies and build on the active engagement of the people the projects work with.

23. Practitioners of DEAR need time for exchanges on methodologies and approaches in order to share learning, integrate and adapt new learning and expertise, and improve the quality of DEAR practices. This is just as important between education practitioners in different countries, as it is within a country.

24. In order to make DEAR a tool for the sustainable empowerment of autonomous, responsible and actively engaged citizens, it needs to be recognised that intensive learning processes cannot be designed to reach outputs measured by big numbers. Intensive work with a group of 10 people often has a far bigger impact and makes a higher contribution to change than a one-off intervention reaching 1.000 people in a merely instrumental and superficial way.

25. However, there needs to be reflection on how this impact of such intensive learning and empowerment processes can be assessed; qualitative evaluation methods need to be developed and applied.

8.4 Involvement of partners and experiences from the global South

26. What do respondents assess as supporting quality DEAR based on lived experiences from the global South?

27. Reciprocal visits based on learning from each other
    - Sharing and direct contact between people from Europe and the South often offers a unique learning experience.
    - Personal contact through visits of project actors to the South or of Southern partners to Europe often leads to long term relationships between the people and organisations.
    - During visits, it is good practice to build opportunities for direct collaboration between Southern and Northern partners in the project, e.g. in running workshops together, giving talks, facilitating events and activities together.
    - Visits need to be carefully prepared and accompanied, logistically as well as concerning programme, human relations and personal preparation.
    - Invitation of Southern guests must be very carefully organised. It requires a lot of expertise: contacts with Ministries are helpful for acquiring visa; existing organisational links with the Southern partners are helpful so that both sides know what to expect; know how in preparing visits is required. => Co-operation between organisations/projects which are experienced in inviting guests and other projects which can benefit from an intervention of the guest is recommendable. Southern guests can intervene in different regions and within the framework of different projects.

28. Involving migrant communities
    - People with immigrant background within European societies have a high (although often unused) potential as actors in DEAR – with their own perspectives, experiences and approaches.
    - The engagement of people with migration background from the South as DE/GE practitioners or resource persons has often a great impact. Talking about Southern realities (and also European realities) with somebody with Southern roots is often a much stronger experience for audiences than an offer by a European NGO person. It is essential to avoid tokenism through this involvement, and also the "impact of the exotic" (in situations where the audience have little or no contact with people from the global South or diaspora communities).
    - Migrants and their organisations can be essential to build partnerships between communities in their countries of residence and those in their countries of origin.

> *Example of good practice:*
> *The project "Migrants in the spotlight" led by HIVOS empowers ca. 30 migrant organisations in the Netherlands through information, training, capacity building, network building and facilitating contact with communities in countries of origin (Ghana, Surinam, Morocco and Ethiopia) to become active supporters of development within their countries of origin.*

29. Building on and making full use of expertise from the South
    - Good practice is involving highly-skilled, self-confident experts. They should be intensively engaged in the project (not in a tokenistic way), playing a key role in which they are appreciated for their specific expertise.
    - As key actors, Southern experts can actively participate in agenda setting of the project implementing organisations and contribute to shaping the project.
    - Among Southern experts and organisations, there is a wealth of didactic, conceptual and methodological expertise in participatory, creative, empowering, holistic learning. This independent Southern expertise must be taken seriously. A common evaluation with Southern guests (carried out by Welthaus in Austria) indicated a tendency of European actors to reframe methodologies of Southern origin under the label "Global Learning" or "Global Education" – this is perceived by Southern experts as another Northern attempt to impose European ideas and concepts. Southern experts with their specific expertise and approaches should be more involved in conceptual development and in implementation of learning processes.

Examples of good practice:

The core activity of the "Peace X-change" project by Weltfriedensdienst (Germany) were workshops in theatre, rap and football as tools of conflict resolution and peace education. Experts from Africa and Latin America were hired to prepare and conduct these workshops in the European project countries for 5 weeks in each project year. They were the main trainers in the project. They were highly skilled experts in their home countries in theatre (e.g. from the Centre for Theatre of the Oppressed in Brazil), in football for development (from the streetfootballworld network) or in rap (a South African rap star). The guest trainers brought methods and approaches which are successful in their home countries to Europe. Bringing self-confident Southern experts with their methodologies and an interesting offer to schools in Europe made a great impact on pupils who had mostly never met a Southern person any closer than in a tram or on the street.

Within the "EcoFair Trade Dialogue" project on global trade in agricultural products, the German Heinrich Böll Foundation and its partners elaborated and promoted an alternative policy proposal for the trade system, with strong contribution from Southern experts. A lesson learnt from the project was that if Southern actors are to really enrich the project they need to be involved in a key role. For example, the attempt to set up an "advisory council" which would occasionally integrate Southern views into the project planning proved to be too symbolic – and failed. What worked well, however, was to invite Southern experts to become key project actors as members of the expert panel writing the policy proposal. These experts remained involved throughout EcoFair Trade conferences that were organised on different continents and in the consultation processes about the trade policy proposal. In the follow-up project, a team of 10 "Ambassadors from the South" is established who will support the public awareness raising on global trade issues. These "Ambassadors" will be intensively involved for the whole 3 years period of the project. They are people who are, in their home countries, engaged in organisations working on trade issues – they are experts who have a strong profile and opinion. They develop fact sheets and other information material about the situation in their countries; they come to Europe for conferences, seminars and media work (receiving also media training). Being key actors of the project, these Southern experts have the opportunity (and position) to actively participate in the agenda setting of the project implementing organisations.

The merit of RCN's project « Dialogue avec les Diasporas et les autres citoyens au sein de l´espace public radiophonique francophone belge, européen et africain » was the production of quality radio material on a contentious topic (war and justice) which the media found hard to ignore.
The overall objective of the project was to create a radio programme, which speaks, in an original and authentic way, about issues of justice. The need for justice, as a common value and message is able connect the European and African public. Therefore the emphasis was placed on the personal stories of the characters interviewed, who had experienced major war crises (in Rwanda, Burundi, Bosnia…) and have been able to rebuild their life from there, collectively and politically. The sharing of this experience, major decisions that have changed lives, and the importance of the judicial institutions, offered the listener the possibility to become and acting citizen himself. The impact was reached through promoting a universal message, touching upon the collective memory and the war, but coming from the experience of the individual.

> *RCN stressed that in order to be heard by the media, it was essential to have the legitimacy to speak. The organisation was created after the Rwanda genocide, to deal with the crimes against the humanity, and to form judges in Rwanda. There was a very strong personal involvement in the whole story: by the time the trial of 4 Rwandese emigrants started in the Hague, RCN had received 25h of projection in France Culture in 2002 July. Other key issue was that journalists involved in RCN's projects were willing to move from the sensationalist part of the story to the general question: "what is the crime against the humanity". The project was therefore a "work in progress" in the life of the organisation, and was not born out of the logical framework.*
> *As for the recording of the radio programme, RCN hired a journalist who realised the whole voice recording. She had compiled quality material of about 15 h of recording/speaker – something that no media would do. Hence she had the capacity to impose RCN's point of view on the media. The material had a professional follow-up, listening sessions in schools and associations. The radio show has been successfully transferred to the schools as an optional activity, but its inclusion into teaching material is ongoing.*

30. South-North twinning
    - Projects which go beyond one-off contacts between European and Southern actors and facilitate the building of sustainable partnerships and twinning projects have a particular high potential for improving DEAR practice.

> *Example of good practice:*
> *The Swedish Afghan Committee organises a school twinning project with Afghanistan together with partners in the UK, Estonia and Slovakia. Pupils and teachers from Swedish and Afghan schools are getting in touch with each other and develop personal relationships. Pupils exchange information and art-work, they learn about the situation in Afghanistan, organising information and solidarity events about and for their Afghan partner school, publish articles in school media – and they participate in direct exposure visits. In order to anchor the twinning partnership in the local community and to give it an impact beyond the school itself, municipality representatives, parents and other community members as well as media are being involved in the project, e.g. by participating in events on Afghanistan. Partners in Afghanistan have contributed to developing the project proposal and participate in the implementation. Sometimes also Afghan exile groups in the European project countries are involved and support the project activities. In order to support the project teams in each participating school, networking between the schools participating in the twinning programme is facilitated, e.g. through conferences and trainings for teachers involved. For pupils, a twin school is a good way to understand global issues: it translates abstract issues into very concrete examples bringing participants closer together and contributing to breaking down stereotypes.*

31. Equal involvement of Southern NGOs as full project partners with genuinely shared intentions and actions
    - Good practice in North-South co-operation is partnership between organisations working on the same topic within their respective countries. In spite of geographic distances it is enriching to occasionally organise joint activities.
    - In order to achieve a high quality of partnership beyond tokenism, time and resources for quality engagement with Southern partners need to be invested. Southern partners should be involved in developing project objectives and implementation methods; the project should be made beneficial for them. Common planning and co-ordination meetings and mechanisms are needed.
    - In the ideal case, Southern organisations are involved in DEAR projects as full partners with full participation in all project co-ordination processes and all project activities.
    - North-South project partnerships have a potentially high quality if they build on existing contact and long term relationships. Such partnership is complex and demanding – at least one European partner should have sound experience in co-operating with partners from the same region in the South or East (NGOs in the NMS may have particularly relevant experience for co-operation with Eastern countries outside the EU).

> *Examples of good practice:*

> *A highlight of the "Sporting goods industry" campaign led by Südwind (Austria) was a campaigning and lobbying action implemented together with trade union and NGO partners in Hong Kong in the run up of the Olympic Games in China. Planning and implementing a common action with high international media attention, giving visibility to the co-operative performance of global civil society engaged in an issue of globalisation (decent work in the sporting goods industry) was perceived as very motivating for the project actors and as a push for the campaign.*
>
> *In the HIV/AIDS focused project led by CARITAS Slovenia, European and Southern partners have agreed on procedures which are made to ensure that Southern partners' voices are genuinely communicated and respected.*
>
> *The project on Climate Change led by PLAN International (UK) involves partners in the UK, Netherlands, Bulgaria, Malawi, Senegal and Kenya. The project actors allowed for sufficient time and for intensive negotiations to build understanding between partners, and to forge agreements. A memorandum of understanding and grant agreement document has been signed off with Southern partners. A project coordinator with experience in building remote partnerships was appointed. The aim is to build an equal learning community, where people's different inputs are valued.*
>
> *In the "Global Curriculum project" led by Südwind (Austria), partners from Benin and Brazil implement exactly the same project activities as partners in Austria, the Czech Republic and the UK. In 40 schools in the 5 project countries, teachers' teams are established and supported in developing approaches to bring Global Learning into their schools. The schools are in contact with each other through internet chats and inter-school exchange. The project focuses on common reflection on and evaluation of the experience between all partners. Study visits of school teams to UK and Benin support the common learning process.*

Conclusion: How active Southern involvement can be supported

32. Integrating a dimension of direct contacts between European and Southern actors within DEAR projects through mutual visits, partnership building and twinning projects should be encouraged, supported and facilitated. The need to invest resources into such activities which require a lot of time, attention, careful reflection and money for expensive journeys must be acknowledged.

33. The involvement of (a) European migrant communities and (b) experts from the South within DEAR projects should be encouraged. These actors should be involved in key roles which enable them to take a real influence on shaping the project.

34. Allow Southern organisations to participate fully as equal partners (or lead agencies) in DEAR projects; encourage such full involvement of Southern partners; adjust all technical procedures in a way that full participation of Southern partners is made easy.

35. Forums for European and Southern civil society organisations need to be created: for exchange, development of common visions, getting to know each other, developing project ideas, initiating partnership.

> Example of good practice:
>
> AFDI's (Agriculteurs français et développement internationale) new project has its objective to raise public awareness of agricultural and rural population in Europe (Belgium, France and the Netherlands) to agricultural development issues in sub-Saharan Africa. The project aims to build capacity of farmers and their organizations in developing countries in order to be recognized as central players in the development process and fight against poverty.
>
> AFDI is a network of association with a complex and long-term partners in Africa; therefore they had the basis

for a solid partnership. Recognising that agricultural stakes in the South are similar to agricultural issues in Europe, they sought to strengthen the ties with Southern counterparts by exchanging information, by involving African farmers in European congresses to talk about the experiences and successes, by facilitating workshops in Western Africa and encouraging the Western African countries to share their experience. In fact, these farmers are facing similar challenges with regard to the liberalization of the markets; therefore the partnership relies on the common cause: to find solutions and influence agricultural policies in South and in the North, enable farmers in West Africa to feed the region. It is through these exchanges, for instance, that Western African actors has mobilised in order to influence the EPA negotiations.

8.5 Supporting effectiveness, impact, sustainability

36. Which planning and implementation considerations support the effectiveness, and lasting impact of projects and the sustainability of its concerns and learning?

37. Projects as part of long term engagement
    - Projects are most fruitful if they relate to the organisations' overall aims & long term strategy.
    - A good practice project is embedded in long term engagement of the organisation in the same area of activity. This creates synergies between projects it allows building on experiences, know-how (concerning the themes, methods, target groups), good practices and lessons learnt, materials, networks, contacts & long term relationships with implementation partners, media, decision-makers and other stakeholders. At the same time the project generates new experience, skills, contacts, network capacities etc. which will be used in further work.
    - Often projects which are embedded in long term partnerships (either in existing international networks or based on long term co-operation and relationship between partners who know each other) are most effective – see section on quality of partnership above.

Example of good practice:
The "Awareness for Fairness" project, led by the Berlin Senate Office for Development Co-operation (LEZ) focuses on Global Learning in schools of Berlin. The objectives of the project reflect the general priorities of the city of Berlin in Global Learning. The project emerged from an existing co-operation between the LEZ, the GL Resource Centre EPIZ and NGOs. The common question of all actors involved where: How to anchor Global Learning in schools sustainably? How to improve quality of Global Learning? What can be learnt from good practices of European partners? The emerging consortium of city government departments and NGOs took 2-3 years to develop the project idea. The project was not designed quickly in order to access EC funds. Instead, a meaningful project was developed which makes sense for Berlin. Once the basic project idea reflecting what is useful for the actors in Berlin was designed, organisations from the UK, Czech Republic and Austria who were known from previous co-operations were invited to join the project and to develop a common project proposal based on each partners priorities.

38. Organisational learning
    - In order to account for what has been achieved but also in order to learn from project experience, intensive reflection and consequent practice in monitoring and evaluation/impact assessment of projects is necessary for good practice in DEAR.
    - Making the project and its results known is also a great contribution to (shared) learning of the DEAR sector. Disseminating the products of the project such as materials and media produced in a targeted way, i.e. upon identification of those addressees (individuals, organisations, networks) who might be most interested and who might make the best use of these products is essential. Projects outputs should be made known and

easily accessible.

- Beyond the dissemination of products it is important to also share the experiences and lessons learnt from the project with peers. Spaces for such exchange need to be created and used both in order to share interesting experiences made and to learn from the successes and failures of others.

- Establishing partnerships with actors from different sectors or backgrounds often leads to an intensive exchange of perspectives and provides a high potential for learning and improving practice.

- Projects are likely to achieve high quality if the implementing organisations have a culture of organisational learning: systematic monitoring and evaluation procedures; a will to share experiences and to learn from others and seek for new inspirations through networks; a permanent internal and externally shared reflection on aims, approaches used, results achieved; internal feedback culture and attention to the personal and professional development of the organisation's staff; ambition to constantly engage in internal organisational development and to contribute to the collective development of the DEAR sector, etc.

Examples of good practice:

The "Join the Game" project led by Jugend Dritte Welt (Germany) develops and tests a didactic adventure computer game about South Africa and local development realities. The game is distributed to schools, together with accompanying didactic materials. Since the game is a new tool there is a strong project focus on evaluation. Questionnaires are sent to the audience; the online use of the game is evaluated; awards for school activities are announced in order to make schools feedback on project effects; an evaluation meeting with school representatives of all participating countries takes place. A documentation of the experience and lessons learnt is produced and disseminated among organisations involved in Global Learning in all project countries.

The "Awareness for Fairenss" project on the sustainable integration of Global Learning in school teaching, led by the Berlin city senate, is not implemented for the sake of the project or its activities and outputs as such. It is implemented as a learning experience in order to come to lessons learnt and recommendations at conceptual level. Therefore all activities are accompanied by conscious observation and reflection processes. The aim is to find out what works and what conditions are beneficial for success etc. The focus on conceptual learning is at the core of the project and translates into all activities.

In the Finish-Swedish-Estonian capacity building project FEST led by the Finish Association of the Deaf, key project stakeholders conduct a review one year after the actual end of the project to reflect on what organisational learning has taken place, what follow up activities have been undertaken, and what feedback has emerged from target groups involved during the project cycle.

The Italian NGO PANGEA Niente Troppo which leads the "Enlarging Fair" project has a culture of working which involves a significant degree of both internal and external reflection upon the way DE activities are being implemented and about the human and organisational relations involved. This turns into effective discussion and exchange of good practice and in long term development of European and Southern partnerships.

The Danish Sex og Samfund, leading the project "Who cares about Sophie?" has hired an innovative and creative communication agency for the awareness raising project on maternal health. Sex og Samfund has several years of experience in working with the project target groups as well as expertise on the project theme. The communication agency, however, challenges established procedures to some extent, and helps the project team to innovate, building on their experiences from different campaigning activities.

The Austrian NGO Südwind implements 7-8 campaigning projects at the same time. The staff of the campaigning department meets monthly for a jour fixe in which exchange takes place, synergies between the projects are identified, shared learning about good practices and mutual advice on difficulties is happening. This helps to create new ideas, develop the common campaigning approach, and set common priorities. Südwind also organises cross-regional meetings with its regional offices in Austria to plan future EC projects.

Interests, ideas and capacities of each regional office are identified and subsequently new project proposals are developed together with the interested regional offices.

Conclusion: How enabling project frameworks can be supported

39. DEAR processes mostly require long term engagement on an issue or with a certain audience or stakeholder group. Such long-lasting engagement (for periods longer than 3 years!) needs to be encouraged and supported. Expanding the maximum project duration and/or allowing project extensions should be considered; follow up projects based on successfully started initiatives (and taking into account lessons learnt) should be explicitly encouraged. Starting projects must have the possibility to continue processes that are already ongoing. Organisations must be enabled to continue DEAR initiatives after the official project end; it must be acknowledged that "results" in terms of impact often can be seen only in the long run.

40. Mechanisms of organisational learning within organisations, partnerships, organisational networks and within the European DEAR community must be encouraged and supported. More spaces for exchange of experience, good practices and lessons learnt and for common conceptual reflection among DEAR practitioners need to be created.

41. The targeted dissemination of project outputs (such as media and materials) at European level needs to be supported and organised better. DEAR actors need to know about the existence of materials and they need to have easy access to them (e.g. through an easy to use online database). Translation of materials and their adaptation to new (e.g. national) contexts needs to be supported. Quality standards for certain disseminated DEAR materials and media might be useful.

8.6 Quality in Awareness Raising/Campaigning/Advocacy projects

42. What, according to respondents, particularly supports quality in results and process in DEAR relevant awareness raising, campaigning and advocacy projects?

43. Quality campaigns/advocacy projects
    - Effective campaigning/advocacy projects build on careful analysis and research and a thorough identification of the right addressees. They have a clear focus, clear objectives for a concrete change, and a clear & coherent strategy for achieving the concrete change objectives set.
    - Campaigning projects have a potential to be effective and sustainable and to have an impact if they focus on achieving a structural change within organisations, institutions or companies; if they are embedded in and carried by strong (international) multi-actor networks; and if they are based on a long term engagement on the same issue.

Examples of good practice:

The campaigns of the Polish Green Movement do not address the "general public" nor do they talk generally about "what makes the world better". Rather they address specific actors with particular involvement in the campaigning issue, e.g. toys producing companies (in a project on working conditions in the toys industry), fashion companies (in a project on ethical fashion), organic farmers (in a project on Food Sovereignty). This has an impact: companies do change their functioning.

In order to raise awareness of global issues and development challenges in the South, the Green Network shows the links with everyday life of people in Poland. For example, the project on Food Sovereignty & MDGs, is

carried out in co-operation with a network of organic farmers in Poland. The process of production, distribution and consumption of agricultural products in the South and in Poland, and the challenges, issues and opportunities involved (e.g. local/family/organic farming) are discussed in a local-global context.

44. Quality in media-focused projects
    - In order to achieve differentiated coverage of global and development issues in mass media, it is worth investing in a group of journalists (or future journalists) specialising on the issue the project wants to promote. Intensive high quality work with a few journalists (who then have a high multiplication potential) is more conducive to positive impact than superficial work with many people.
    - Offering these journalists something attractive in terms of news value or training increases the chances of getting to the media. Exposure visits to the South may have a crucial impact because beyond delivering material for media reports, they allow journalists to actually experience Southern realities. This contributes to forming their understanding, perception and interests. Such visits should be accompanied with in-depth training in order to ensure differentiated understanding of global and development issues.
    - For projects which require public attention it is good practice to establish close relations and links with key journalists who may be contacted and invited again and again.
    - Following the Code of Conduct on Images and Messages related to the South (Dochas/CONCORD) or similar guidelines of ethical conduct is indispensible in good DEAR practice of working with media.

Examples of good practice:

The project "Trading out of poverty" led by IPS (Italy) works with 50 journalists from Africa, Asia and Latin America specialising on world trade issues. These journalists were identified based on a previous project and are being trained on trade. This is a challenging issue in Sub-Saharan Africa and "general" journalists are usually not prepared to address trade issues. The editorial co-ordinators (Africa, Asia, Latin America) work to strengthen the network of trade journalists. The 50 project journalists are writing articles and interviewing experts (academics, NGO representatives) from the South. Their texts are distributed via the IPS client network to print media and in a majority of European member states, including key new member states. IPS translates a selection of the English articles in Czech, Dutch, Finnish, French, German, Italian, Polish, Spanish and Swedish. The articles are also disseminated directly to policy makers and business players via a dedicated website, a newsletter and rss feed.

In the MEDIP project led by SOS Malta, journalists received training, were offered a visit to Uganda and produced TV documentaries. The trainings on development, inter-cultural, and security issues were appreciated for being practical and discussion-focused. New relations, including cross-country relations, were built among journalists and between journalists and NGOs – they can be capitalised on in the future.

Case studies – quality in campaigning/advocacy

45. "Save for good" (SETEM, Spain, and partners)

> "Have you ever wondered what the bank does with your money or whether your money may contribute to weapon manufacture or damage to the environment? Could your savings contribute to the development of other countries, communities and peoples? – Ethical Finances are an alternative proposing a different way of saving and investing money. It seeks a triple effect: social, environmental and economical. Our goal is to raise awareness of public opinion so that people realize the power that their money can have in society changing. – Humanize your money, your values count!"
> *This was and still is the straight message at the core of SETEM Madrid's "SAVE FOR*

GOOD: Mobilising European actors to build global inclusive financial sectors in Developing Countries" EC co-financed project. This awareness raising project promotes the active engagement of Italian and Spanish private savers/investors, civil society (including private financial sector) and Local/Regional Authorities in facilitating Ethical Finance investments aimed at supporting income generating and local development aimed activities in Southern Countries.

Research is at the basis of the whole process. The project helps to use the work and information produced by BankTrack in monitoring how commercial banking impact development. Studies have been produced and made available on-line and in print.

Lobbying dialogue with Banco Santander: Shareholders of the bank have granted SETEM representatives their shares so that they could participate in shareholder meetings and ask critical questions on the bank's investments. Luis Novoa, a representative of the Brazilian local communities was enabled to speak in Banco Santander. CSR staff and the Board of the bank were lobbied in order to meet them and to inform shareholders. As a result, Santander is not going to finance the Madeira second dam and sold their dam shares.

In order to go beyond "preaching to the converted", the project used "viral media" (cyberactivism): A humoristic spot was created in collaboration with a professional company. It was promoted through the web-site, blogs and facebook. As shown by Google analytic, viral media have been very effective.

Through partnership with the FIARE network it was possible to address the financing and development co-operation practice of 25 Local Authorities. In 2010, a motion was passed by the Basque parliament supporting Ethical Financing.

46. Südwind, Austria

Südwind campaigns have a well-defined focus: product campaigns. Südwind has specific expertise in this area. A clear focus is helpful for developing coherent and dynamic high quality campaigns.

Each campaigning project follows a certain dramaturgy, based on campaigning theory: 1. Research on the product, its production chain and ethical issues involved is carried out, the awareness raising audiences (consumers and relevant media) and lobbying addressees (companies, institutions able bring about structural change on the issue) are identified, objectives are set. 2. The public is extensively informed about the product and its background. 3. The awareness raising activities are leading to a campaign inviting citizens to get engaged in demanding companies to change bad practices in production, 4. the momentum of a high visibility event (such as the European Football Cup or the Olympic Games) is used for the campaigning peak. 5. Targeted lobbying initiatives are launched in order to reach sustainable change in the practice of companies.

Success is based on the long experience of Südwind and its partners in awareness raising, campaigning and advocacy work. Over years, a lobbying network was built up, media contacts were established, expertise was gathered etc. Each concrete campaigning project is only an activity peak within a long term process of engagement. The continuing long term process makes project success possible. At the same time, each individual project strengthens the long-term process.

Embedding the campaigning project in strong, long-lasting partnerships and national/international networks is crucial for success: networks such as the "Fair Play alliance" or the Clean Cloth Network provide access to information, support, new partnerships and synergies in activities.

A successful campaigning project usually requires follow up in the lobbying processes. This is happening either in new projects of Südwind (e.g. the cross-cutting projects) or within the networks the projects are embedded in (Play Fair network, Clean Cloths network).

Südwind's campaigning approach consists of (1.) several parallel product campaigns and (2.) cross-cutting projects which complement the campaigns. Each of the product campaigns focuses on a specific type of products (such as fashion, sporting goods, toys). The campaigns can draw on a common methodology, synergies concerning expertise, resources, contacts etc, and they enrich each other. However, a product campaign faces limitations trying to change one actor. The cross-cutting projects bring experiences and aspects from the different product campaigns together and target one specific stakeholder more deeply in order to make change sustainable: CSR departments of companies, consumers, and trade unions are addressees of three different cross-cutting campaigning projects which make use of the contacts, materials and events of several product campaigns.

Conclusion: How quality AR/campaigning/Advocacy practice can be supported

47. In media-focused projects, working intensively and over a longer period with a few journalists specialising on global and development issues is good practice which needs to be encouraged.

48. Campaigning/advocacy projects should be supported to pay particular attention to a clear and coherent strategy for concrete change on a structural/institutional level.

49. The need for long term engagement in campaigning/advocacy processes (beyond the limitations of individual projects) should be appreciated and such engagement supported. Campaigning and advocacy projects should be encouraged to apply multi-stakeholder approaches and to make use of strong networks.

8.7 Quality in projects focusing on the Formal Education Sector

50. What do DEAR actors suggest promotes quality in work in the formal education sector? The term 'global learning' seems to be increasingly used to describe this work and will be used in the following paragraphs.

51. Quality Global Learning practice in schools
   • Global Learning at school must be based on a participatory, facilitative empowering approach as described in section 2 above, and apply well-reflected pedagogic methods.
   • Global Learning workshops in schools are more effective if they are prepared and followed up on in the teaching before and after the intervention. This should be supported with concepts and didactic materials.
   • Rather than offering Global Learning activities in schools as an external actor (workshops, projects etc.), it is good practice for an NGO to support classes, groups of pupils, teachers and schools to develop Global Education projects of their choice. The best external support for Global Learning in schools is one that empowers school actors to facilitate Global Learning processes themselves, supporting them with materials, methods, contacts etc.

- In order to build Global Learning communities whose members can support each others, it is good practice to establish Global Learning school teams of teachers & students within a school, and to support schools active in Global Learning to come together, exchange experience and build networks.
- Global Learning offers are particularly appreciated and effective in schools/communities in rural areas. There is usually little on offer in this respect but a high level of interest amongst pupils and teachers.

Example of good practice:

Within the project "Network of schools", Polish Humanitarian Action supports teachers and students in learning about environmental sustainability and fair trade relations and supports them in developing their own small GE actions within the school and local community. The project team does not simply deliver teaching materials but lets the schools develop their own GE programme (within the given framework of the curriculum) and supports them with materials and trainings.

The process follows a sequence: learn (project actors acquire knowledge and skills) – investigate (project actors analyse a local problem with a global dimension) – act (project actors set up an initiative to change the identified problem). The project offers a different quality of human contact than what teachers and pupils usually experience. The project team uses interactive methods, treats participants with respect, seeks to make them feel secure and support them in developing their potentials. This approach (and the enabling and empowering attitude behind it) is crucial for the success of the project.

The project seeks to empower teachers at school level so that the project can go on. Primary actors are the teachers who participate directly in the project (they receive trainings, are accompanied, facilitate the project in their school). Additionally, a few trainings are organised for all teachers of the project schools, also in order to back the project participant teachers and to increase acceptance of their GE engagement within the school. In order to create an empowered GE community within a school or town, the project does not recruit 1 teacher from a school, but works with several teachers from each school. Several schools from one town participate in the project. It is important to bring teachers/pupils involved in GE in different places together so that they can feel they are not alone and can exchange with like-minded people.

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52. Involving the school context
    - Quality Global Learning projects in the school context also inform, involve and invite parents and their associations to participate in Global Learning activities.
    - Informing and involving all relevant stakeholders of the school and local community is important (a) as an advocacy strategy in order to root Global Learning in the wider school context and establish support for it and (b) as a means of achieving impacts beyond the boundaries of the school. Such stakeholders include: the authorities of education, the local school authorities, the teachers training centre, the headmasters, the head-of-section teachers, local politicians, the district centres and libraries, ward management etc.
    - Some projects have successfully developed a Global Learning certificate (e.g. "Global School") to make Global Learning part of the school profile. For such certificates, awarding criteria need to be developed and the certificate needs to be promoted in order to make it attractive. Organising an official hand-over ceremony with local authorities may amplify the profile-building effect of the Global Learning certificate.

Example of good practice:

The project "Network of schools", led by Polish Humanitarian Action, seeks to involve the community beyond the school. For participation in the project, schools are selected which have strong links to the community. Community representatives are invited to project activities and planning meetings. Based on GE experience gained in initiatives/events within the school, teachers & pupils together carry out a small GE activity in the local community. Parents, municipalities and local media are involved through briefing papers about the project in which the project is explained and possibilities of involvement are shown, e.g. parents are asked to support the learning process of their child by talking about Fair Trade at home or going with the child to buy

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fair products.

53. The system of education to take on DE
   - Global Learning projects in Formal Education are most likely to achieve sustainable impact if they work on structural changes within the education system (rather than concentrating on one-off interventions in schools).
   - In attempts to influence the Formal Education System - the contents and methods, principles and frameworks, structures and mechanisms of education – it is crucial for any Global Learning actors to work together with the Ministries and institutions responsible for education in the country and region/town. It is good NGO practice and an explicit demand of most MoEs that Ministries and authorities of education are informed about bigger NGO projects in or with schools and teachers. Such consultation and co-operation is crucial in order to ensure that the initiatives of non-state actors and those of government authorities do not contradict each other but are taking place in a co-ordinated way or ideally in a joint effort.
   - NGOs are often making the best contribution to improving the extent and quality of Global Learning practice in schools if they relate to the existing curricula and offer schools and teachers what they need for implementing Global Learning accordingly. Developing (also translating and adapting) quality Global Learning materials and lesson plans and contributing to teacher professional development are among the best ways for NGOs to contribute their Global Learning expertise and to achieve a sustainable impact on the education system. Didactic materials should be developed in co-operation with teachers and pedagogic experts. Teacher training offers by NGOs must be consulted and co-ordinated with teachers training institutions. Ideally teachers training in Global Learning is conceptualised together with the national pedagogic authorities and recognised by those through attribution of credit points.
   - For European partnership projects working on Global learning in the Formal Education System it is essential to acknowledge the varying frameworks, procedures and practices in the education systems of different countries. These must be thoroughly understood and project measures have to be designed with regard to the specific situation in each country and in co-ordination with the respective education authorities.

Example of good practice:

Within the "Accessing Development Education" project led by World Future Centre (Cyprus), a focus is on assessing, sharing and adapting DE materials for use in school. National advisory groups of educators gather, assess and reviewing existing DE educational materials and methodologies. At international level exchange of good practices takes place, for example through international workshops. The materials are than, again adapted to local needs and curricula. The project also created a European Depository of Development Education Resources (www.developmenteducation.info), a database bringing together quality development education material which can be readily accessed by educators in participating countries and throughout the EU.

Case studies – quality Global Learning in Formal Education

54. "Conectando Mundos" (Ucodep, Italy, and partners)

   The "Conectando Mundos" project was co-financed by the European Commission between 2006 and 2009. It is based on the experience and teachers network developed by Intermón Oxfam (Spain). The international network involves CIDAC (Portugal), Inizjamed (Malta), and Ucodep (Italy), the project co-ordinator between 2006 and 2009.

Each NGO has developed a network of teachers and schools who are actively participating in local and international DE activities. Teachers are offered a common on-line teacher training during January and February. The project offers web-based, age-group adapted activities for students aged 6 - 17, resources and didactic materials on Global Citizenship Education (GCE), training and support for teachers and educators and links to a number of other NGOs active in DE and GCE. Moreover, the four NGOs are actively engaged in advocacy for the implementation of GCE in the respective formal educational systems. The project promoted the drafting of a collective document, an international manifesto finalised during the international conference held in Cortona, Italy in 2008.

55. "The World in a Shopping Cart" (Spolecnost Pro Fair Trade, Czech Republic, and partners)

Within the project, issues of sustainable consumption are integrated into school teaching through the production and dissemination of high quality and ready-to-use teaching materials as well as trainings for teachers and other multipliers.

The project is situated within the curricular reform in the Czech Republic and makes an explicit contribution: It takes the new curricula (with the new cross-curricular theme "Thinking in European and global context" and the pedagogic focus on values and attitudes) as a framework and provides teachers with know-how and materials for putting it into practice.

The project is in line with the long-term strategic orientation of the implementing NGO to work on teachers training and the integration of quality GE in the formal education system; it is based on the organisations previous experience in the area of GE in schools, on existing materials developed by the NGO, existing contacts and networks.

The focus of the project is not on doing workshops/lessons with pupils but on enabling teachers and other multipliers (ecologic education centres) to do it through trainings and disseminating quality teaching materials. The trainings and materials support teachers in doing what they anyway have to do without being sufficiently prepared for (implement the cross-curricular theme "Thinking in European and global context"; work pedagogically on values and attitudes.

The project started with a kick-off meeting between partners intended to share experiences, know-how and resources. A database of the existing materials was established. Good outputs from previous education projects (e.g. several already existing manuals with didactic materials) are used, completed, improved, transformed into ready-to-use lesson plans on ethical consumption for teachers, translated – and disseminated more widely. Teachers and students are involved in developing the didactic materials either directly in their production or by making comments on proposed materials. A number of teachers accompany the NGO permanently over years and give advice.

Didactic materials and trainings/workshops use interactive, participatory methodologies. The teacher/trainer is encouraged to take an attitude of facilitator rather than expert. Methods seek to make students think. Different perspectives on an issue are discussed; the facilitator is supposed to make transparent what is his/her own point of view. The didactic approach pays much attention to the conscious reflection of each person's own perceptions and attitudes and on respecting different positions.

Project implementers do a lot of reflection and exchange on issues of transformative pedagogy. For example, twice per year all project partners meet for an internal training seminar with external educational experts, focusing on methods (e.g. Open Spaces for Dialogue and Enquiry, with Vanessa Andreotti as trainer) or questions such as "how do

you as trainer deal with your own attitude?". Evaluation is an important element of the project. It does not focus on measuring change of attitudes but on evaluating the learning process (e.g. with personal diaries of the learners) and assessing to what extent the project activities are reflected in the pupils' learning process.

Spolecnost Pro Fair Trade continuously seeks to learn from the experience of and exchange with other actors in GE in formal education, e.g. by study visits to the UK, Ireland, inspiration from Mexico, participation in seminars on (critical) pedagogy, and long-term training in facilitation skills.

56. "Schools - satellites of DE" (Education Development Centre and GLEN Latvia)

In 9 schools in all regions of Latvia, GE teams consisting of 4 teachers, 2 students, 2 community representatives and 1 school admin staff are established. The teams are trained in GE and accompanied in developing, implementing and evaluating their own GE activities: (a) classroom lessons and (b) GE activities in the school and/or local community. Building a small GE community within the project schools makes the project actors feel stronger and allows them to support each other. The representation of different school stakeholders is important. Teachers have the didactic expertise. Involvement of an administrative person makes organisational questions easier. The student team members act as multipliers in the students communities; they are often the driving forces in the teams (they are interested in new issues and push the teachers). Community representatives anchor the project in the wider local community beyond the school. Each team member has an area of responsibility for multiplying within the school. These 9 times 9 key project stakeholders have a very high level of involvement in the project.

The project team maintains a close relationship with the 9 school teams and supports their working process. It provides training; ideas, information and conceptual/methodological support; workshop space & framework for kicking off the school teams' GE lessons and initiatives. The project team together with local experts visits the school teams if problems occur and stays in contact regularly via phone and mail.

The project team tries to relate to issues that are relevant to the people (schools) in their lives, e.g. migration as issue of Latvia – people are leaving the country – and as global issue; ecological footprint; global interconnectedness. The project does not seek to promote any particular issue. The focus lies on the learning process and on providing students with learning opportunities to acquire competencies they need in their life. At the same time it is a learning opportunity for teachers & community representatives – and an opportunity for the whole school team to be active for positive changes. The project contributes to activating the school as part of the community.

Promoting diversity: The project includes schools from all regions of LV, different school types, Latvian and Russian speaking schools. The school teams include teachers, students, admin staff and community representatives.

Education Development Centre has 10 years of experience in promoting progressive approaches to education in schools: critical thinking, intercultural education, citizenship education. The project can build on existing experience, contacts, a database and recognition of the EDC. The project is part of an overall organisational strategy to increase the quality of education and to add new relevant aspects (e.g. global dimension and interactive methods).

Leeds DE Centre, the UK partner, has a wealth of experience in DE projects in schools and has a mentoring role in the project: the Latvian project team did a study visit to

Leeds (visits to the DEC, schools, community members, discussions with various stakeholders, training for the project team); the project team has regular contact with the Leeds DEC, receives feedback and advice. Some experience and approaches from Leeds are used in the project and adapted to the Latvian context. The project is, however, fully initiated, designed, led and owned by the Latvian project implementers.

In the end of the first project year, the project team, 2-3 representatives of each school team and the Leeds DEC come together for an interim evaluation of the project. With questionnaires before and after the project, the change of attitudes, understanding and knowledge of (a) the 81 key project participants and (b) of 400 people in their school environments are evaluated.

Through the project, the 9 schools are to be made resource centres which can spread their GE expertise to other schools. At the end of the project, the experience is disseminated through training for multipliers and a conference showing the best practices. At the project website, didactic materials are provided for use in all schools.

The intensive practical experience in 9 schools is complemented by (lobbying) initiatives trying to bring about changes in the education system. Programmes for in-service teachers training are designed and offered to the teachers training agency. The MoE is invited to meetings and is shown good examples of GE in schools. Guidelines are prepared for the MoE indicating how quality GE can be implemented in schools (e.g. in which subjects, how it relates to the curriculum, example lessons plans, proposals for teacher training, offer of materials). The approach is not to compete with the national authorities of education, but to complement their work by offering proposals which are needed and useful to them.

Conclusion: How quality in Formal Education can be supported

57. Participatory, facilitative, empowering approaches of Global Learning can be promoted if the EC clearly spells out its understanding and concept of "DEAR", underlining the participatory character and the empowerment purpose of DEAR and encourages projects to develop well-reflected Global Learning approaches that build transformative pedagogy.

58. Global Learning projects in Formal Education should be encouraged and supported to strive for sustainable impact by working on structural changes within the education system, e.g. in school curricula, teachers training, and provision of didactic materials for Global Learning. Co-operation between Ministries and institutions responsible for education, experts of pedagogy and NGOs with experience in Global Learning is essential in this process and needs to be emphatically encouraged and supported.

59. Global Learning projects in Formal Education are built on intensive learning processes which cannot be designed to reach outputs measured by big numbers. Intensive work with a group of 10 people often has a far bigger impact and makes a higher contribution to change than a one-off intervention reaching 1.000 people in a merely instrumental and superficial way. This should be acknowledged in the support mechanisms for such projects.

8.8 The practice of DEAR: summary observations

60. **Quality of partnership** requires time and resources before the project start to meet, get to know each other and prepare the project. Also during project implementation, resources need to be invested continuously in communication and co-ordination meetings. Embedding projects in already existing projects or building them on previous co-operation should be

encouraged and supported. Multi-actor partnership should be encouraged, without making it an obligation.

61. In order to promote **participatory approaches** in DEAR, the EC needs to clearly spell out its "DEAR" concept, underlining the participatory character and the empowerment purpose of DEAR. It needs to be recognised that intensive learning processes cannot be designed to reach outputs measured by big numbers. Practitioners of DEAR need spaces for exchange on methodologies and approaches in order share learning and to constantly improve the quality of DEAR practices.

62. In order to strengthen **Southern involvement**, resources need to be made available for mutual costly visits and partnership building. Good practice is to involve experts from the South in key roles in DEAR projects which enable them to take a real influence on shaping the project. Ideally, Southern organisations participate as full equal project partners (or lead agencies) with DEAR activities in their countries in DEAR projects. In order to facilitate partnership, forums for European and Southern civil society organisations in DEAR need to be created.

63. In order to be **sustainable**, DEAR processes mostly require long term engagement on an issue or with a certain audience or stakeholder group. Such long-lasting engagement should be enabled - beyond the horizon of 3 years. More spaces for exchange of experience, good practices and lessons learnt and for common conceptual reflection among DEAR practitioners need to be created. The targeted dissemination of project outputs needs to be supported and organised better.

64. The EC should spell out clear conceptual guidelines for **Campaigning/Advocacy** projects. These should include an appreciation of the long term horizons in which Advocacy processes operate, and the need for such projects to be based on a coherent strategy for concrete change at structural/institutional level.

65. The EC should spell out clear conceptual guidelines for projects of **Global Learning focusing on Formal Education**. These should include support for efforts to work on structural changes within the systems of formal education; a request to NGOs to seek for close collaboration with national educational authorities on these issues; an appreciation of participatory, transformative pedagogic concepts; a recognition that education and learning builds on intensive processes and cannot be assessed in a quantitative way by high numbers of "target groups" reached. The training and continuing professional development (CPD) of teachers are essential requirements for establishing quality global learning within the formal education sector.

66. Corresponding with the need for quality training for and CPD of teachers is the requirement for ongoing training and professional development of those aiming to support teachers, i.e. those engaged in NGOs and in other organisations involved in DEAR.

9. PERCEPTIONS AND INTERPRETATION OF DEAR

9.1 Introduction

1. The main task of this Study is to develop and suggest to the EC a coherent and effective DEAR approach which gives added value and is complementary to DEAR initiatives of other actors. In order to do so, this Study has to take stock of the most up to date conceptual thinking and trends in DEAR, reflect on them – and indicate a conceptual framework which may provide orientation for the EC's way forward in its support for DEAR.

2. This ambition is also explicitly wished for by the European community of DEAR stakeholders who expressed, during the Launching Seminar of this Study on April 13 in Brussels, the wish for the DEAR Study to go beyond recommendations about technicalities and management issues. The Study is expected to develop *political* and *conceptual* conclusions on the reasons for DEAR, the current priorities in DEAR, a conceptual understanding of what is good practice in DEAR – and only then about technical questions of the best procedures for delivering efficient support.

3. If this Study suggests a conceptual framework for the EC's approach to DEAR, along the lines of a notion of *Global Citizenship Education for Change*, this is not meant as recommendation to the EC to mainstream a certain concept (or even terminology) of DEAR across Europe. The plurality of existing concepts and terminologies may, at times, be confusing – but it has its good reasons and in any case it will always exist, since experiences of different actors are different and the whole sector evolves very dynamically. We are suggesting the EC to adopt its own conceptual framework of Global Education/DEAR not in order to impose it to other actors – but in order to have its own standpoint, to be transparent about it and to be better able to contribute to the debate with other stakeholders on concepts, policies, strategies and priorities in the sector.

4. This chapter starts with presenting an overview of some of the existing definitions and understandings of DEAR, Global Education etc. of major European actors. It then outlines basic features of a conceptual framework that might be called *Global Citizenship Education for Change (GCEC)*.[18] Finally it suggests to differentiate between two sub-concepts of such a framework: (a) *Global Learning* and (b) *Campaigning and Advocacy.*

9.2 Understandings and definitions of DE across Europe

5. This section presents definitions and key aspects of the DE concepts which prevail among some of the most important European actors in the area. It needs to be noted that most of the information presented here is based on English language and vocabulary – although semantic nuances play an important role in this context. Translating terms such as "Development Education" or "Global Education" into different languages (or translating the terms actually used across the EU into English) often involves slightly changing connotations which in

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[18] Language is contentious: we are aware that for some stakeholders the terms 'global', 'citizenship' or 'education' have negative connotations. We use the terminology here to stimulate discussion and to develop ideas that help to formulate a practical sense of what 'DEAR' in a European context should be about and for.

consequence sometimes leads to confusion.

6. European Development Education Consensus

The European DE Consensus (2007) defines Development Education and Awareness Raising as follows:

The context of development education and awareness raising
12. Development Education and Awareness Raising contribute to the eradication of poverty and to the promotion of sustainable development through public awareness raising and education approaches and activities that are based on values of human rights, social responsibility, gender equality, and a sense of belonging to one world; on ideas and understandings of the disparities in human living conditions and of efforts to overcome such disparities; and on participation in democratic actions that influence social, economic, political or environmental situations that affect poverty and sustainable development.

The aim of development education and awareness raising
13. The aim of Development Education and Awareness Raising is to enable every person in Europe to have life-long access to opportunities to be aware of and to understand global development concerns and the local and personal relevance of those concerns, and to enact their rights and responsibilities as inhabitants of an interdependent and changing world by affecting change for a just and sustainable world.[19]

7. North-South Centre, GENE

The North-South Centre of the Council of Europe uses the following definition of Global Education (2002), which is also referred to by GENE:

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

Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.

8. CONCORD, DEEEP

CONCORD and DEEEP have adopted the following definition of Development Education (2004):

Development education is an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues to personal involvement and informed actions.

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[19] European Multi Stakeholder Steering Group on Development Education (2007): The European Consensus on Development: The contribution of Development Education & Awareness Raising, page 5.

Development education fosters the full participation of all citizens in world-wide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, human rights based national and international policies.

9. Austria

Intensive conceptual debates among Austrian stakeholders have led to a common understanding shared across the sector that a conceptual key distinction must be made between Education work, referred to as "Global Learning" in Austria, and Awareness Raising/Campaigning/Advocacy work. Global Learning as a pedagogic concept which focuses on the learning process and the development of competences of the learner must have an open approach: the education process may not have pre-determined results e.g. in terms of a certain behaviour of the learner. Awareness Raising, Campaigning and Advocacy, on the other hand, aim at achieving specific results in terms of changed policies and/or behaviours. Campaigning/Advocacy is result oriented, while Global Learning is a process oriented approach.

ADA's strategy for "Development Communication and Education" (2009) mentions the following aims (page 6):

"Through Development Communication and Education in Austria ADA wants to attract attention and interest for issues and questions of development policy. Another important aspect is the demonstration of global interdependences and their impact on all areas in society as well as on individuals. Therefore ADA supports the objectives of lively communication about development policy focusing on a broad and qualified participation of the general public as well as on the commitment for development issues by the Austrian population."

ADA differentiates between
- "Global Learning": to acquire competencies to lead a fulfilling life in 21st century. Starts with living conditions in AT. Competencies: understand and critically reflect global interdependencies, own values and attitudes, develop own positions & perspectives, see options, capability to make choices, to participate in communication and decisions within a global context.
- "Development Education": to be informed about circumstances in developing countries; starts with realities in the South and encourages reflection on own realities, leads to actions that aim at improving the life there (what can I do here in order to change life there?).

A Position Paper (2010) on development related work in Austria by the NGDO platform Globale Verantwortung defines (page 1, translation by DEAR study team):

„The member organisations of AG Globale Verantwortung understand development related work in Austria as awareness raising and sensitisation on issues of global development. Important elements of this work are to encourage the critical engagement of the population with these issues through education and campaigning work, to show global interdependency, to offer possibilities to participate in brining about a more just global order as well as to influence decision makers in this respect. In our understanding, development related work in Austria has to be dialogue and target group oriented."

10. Belgium

The term "Global Learning" is frequently used, particularly in formal education settings. Other terms such as "Global Education", "Sustainable Development Education" and "Global Citizenship Action/Education" are used as well.

The GE approach of Belgian NGOs focuses on changing the behaviour of the public and motivating people to be engaged in action. The French/German speaking NGDO platform ACODEV defines (quoted in the EC DE Evaluation 2008):

"Faced with the unequal distribution of wealth in the world, in particular between the North and the South, Development Education is a process which seeks to generate changes in values and attitudes at the individual and collective levels with an eye to a fairer world in which resources and power are fairly shared in a spirit of respect for human dignity".

11. Bulgaria

The concept of "Global Learning" has the potential to focus on local problems and, at the same time, educate people about other countries. Otherwise, it is difficult to bring issues of development co-operation and global solidarity in.

12. Czech Republic

The terms "Global Education" and "Development Education" are used almost as synonyms. The term most frequently referred to is "Global Development Education (GDE)". MFA and NGDOs in the Czech Republic distinguish between Education (focusing on formal education) and Awareness Raising (information and campaigning) as the two major, but distinct areas of work in GDE.

FoRS definition of Global Development Education (quoted in DEEEP DE Survey 2009):

"Global Development Education is a life-long educational process which: gives information about people living in developing and developed countries and facilitates understanding the connection between their own lives and lives of people in the whole world; facilitates understanding of economical, social, political, environmental and cultural processes which influence lives of all people; develops skills, which enable people to solve problems actively; supports values and attitudes which enable people to take part in problem solving on local, regional, national and international level; leads to accepting responsibility for creating a world where all people have the opportunity to live a dignified life according to their conception. Global Development Education (GDE) is to prepare an individual for life in the current inter-connected changing world. The intention is to lead students to understanding of the problems of present world, to creating one's own opinion about these problems and the development of skills to solve these problems. GDE aims can be defined accordingly in fields of specific competencies of the educational process participants, that is in the fields of knowledge, skills and attitudes."

13. Estonia:

The Estonian Global Education concept paper (2009) states (page 4):

"Global education is an active learning process aimed at producing active citizens of the world who are knowledgeable about what is going on in the world, as well as about the reasons and how it all affects us. An active global citizen is someone who wants to and knows how to make the world a better place by relying on an open mind and concerted action."

14. Finland:

In the Global Education 2010 Programme (2007), the Finnish Ministry of Education defined Global Education as a concept and activity which:

- guides towards individual global responsibility and communal global responsibility: the ethic of a world citizen, which in turn is founded in fairness and respect of human rights;
- supports growth of a critical and media-critical citizen with knowledge and skills to act successfully as part of one's own community in a globalising world;
- promotes national and international interaction, inter-cultural dialogue and learning from one another;

Global education is seen as a process:
- *"helping us understand and appreciate difference and different cultures and make choices that promote development;*
- *helps to see the earth as an entity with limited resources, where one must learn both to economise resources and to share them fairly, equitably and equally;*
- *increases knowledge and skills which help us understand the ever globalising economy and influence the rapidly changing economy and its social and cultural ramifications;*
- *enhances initiative rising from an individual aspiration to work for a better world and from hope of its realisation, and*
- *comprises human rights education, equality education, peace education, media education, intercultural understanding, questions relating to development and equity, and education*
- *for sustainable development."*

15. France

For the MFA, DE is needed mainly as a support for official development policies.

For NGOs, the aim of DE is to overcome injustice and poverty and to bring about social change towards a more just world. DE is not necessarily supporting government policies, it aims at developing a critical consciousness of citizens and their informed participation in public affairs and democracy. The most common terminology is "Education au Développement et à la Solidarité Internationale" ("Education for Development and International Solidarity"). The term "Global Education" is also used.

The charter of the DE platform Educasol defines (our translation):

"Education for development and international solidarity develops ways of thinking and behaviour amongst all of us that lead to individual and communal contributions to the building of a just, mutually supportive and sustainable world. Its objectives are to promote:

- *understanding of the systems of interdependence and exclusion in the world;*
- *awareness of the importance of international solidarity as a factor in social change;*
- *actions for building a world in which solidarity is expressed.*

Education for development and international solidarity encompasses a process of global education in which the North-South dimension forms a central part."

16. Germany

Most actors use "Global Learning" and "Development Education" as synonyms. Both are closely related to "Education for Sustainable Development" which is considered by some actors as the overarching concept which hosts Global Learning alongside other sub-types of education.

The BMZ's "Development Education and Information" (BMZ Konzept 159) concept distinguishes between

1. PR work, i.e. communication about the political objectives and effects of German development policy; 2. information work, i.e. encompassing background information about development policy issues; 3. education work, i.e. activities of global learning which are supposed to enhance citizens' critical reflection about development issues and to encourage their engagement.

VENRO's definition of Global Learning (VENRO working paper 10, 2000):

"Global learning aims at forming individual and collective competence for action in the spirit of global solidarity. It promotes the respect of other cultures, ways of living and views of global issues, scrutinises critically the preconditions for one's owns points of views and enables to finding sustainable solutions for common problems and challenges".

The Cross-Curricular Orientation Framework "Global Development Education" defines the following educational goals for DE/GE (page 55):

"Global development education should provide pupils with guidance for a future in an increasingly globalised world, which they can build upon in the context of lifelong learning. Following the guiding principle of sustainable development, it aims to develop basic competencies for
• shaping one's personal and professional life
• active involvement in one's native society and
• accepting co-responsibility on a global level."

The Orientation Framework furthermore identifies 20 thematic areas and 11 competences relevant for DE/GE (page 64):

Competencies / Thematic areas	RECOGNITION				EVALUATION			ACTION			
	1. Acquisition and processing of information	2. Recognition of diversity	3. Analysis of global change	4. Differentiation between structural levels / levels of social action	5. Shift of perspective and empathy	6. Critical reflection and formation of opinion	7. Assessment of development aid measures	8. Solidarity and co-responsibility	9. Communication and conflict management	10. Capacity to act on global change	11. Participation and active involvement
1. Diversity of values, cultures and living conditions											
2. Globalisation of religious and ethical guiding principles											
3. History of globalisation: From colonialism to the "global village"											
4. Commodities from around the world: Production, trade and consumption											
5. Food and agriculture											
6. Illness and health											
7. Education											
8. Globalised leisure-time activities											
9. Protection and use of natural resources and energy production											
10. Opportunities and dangers of technological progress											
11. Global environmental changes											
12. Mobility, urban development and traffic											
13. Globalisation of the economy and labour											
14. Demographic structures and developments											
15. Poverty and social security											
16. Peace and conflict											
17. Immigration and integration											
18. Political power, democracy and human rights (Good governance)											
19. Development cooperation and institutions											
20. Global governance – World order											

17. Hungary

Hungarian NGOs define GE as follows (quoted in DEEEP DE Survey 2009):

"Global education serves the recognition and shaping of social, economic, technological, political, demographic and environmental inequalities and global processes which are due to globalization. Its aim is to sensitise the participant of the learning process, to enhance his/her social participation as well as to extend his/her responsibility towards future generations, together with the development of relevant attitudes and competences. That can be achieved through dynamic and active learning process and awareness raising, focusing on the continuously changing global society and on the relation of the self and its broader environment. Global Education prepares the individual to evaluate his/her place, role and responsibility and to determine his/her individual and community related tasks in global processes. Global education stimulates open-mindedness, critical thinking, global solidarity, responsibility and conscious co-operative actions."

18. Ireland

IrishAid's understanding of DE is described in the following ways:

"The Government intends that every person in Ireland will have access to educational opportunities to understand their rights and responsibilities as global citizens as well as their potential to effect change for a more just and equal world" (White Paper on Irish Aid 2006, quoted in IrishAid DE Strategy 2007-2011).
"Development education aims to deepen understanding of global poverty and encourage people towards action for a more just and equal world. As such, it can build support for efforts by government and civil society to promote a development agenda and it can prompt action at a community and individual level" (IrishAid DE Strategy 2007-2011).

Recently, IrishAid aligns DE closer with general IrishAid policies in terms of the need to promote support of Irish Aid in order to counter the sceptics. However, controversial issues can be supported and funded, including opposing perspectives.

IDEA describes its understanding of DE as follows (2009, quoted in DE Watch):

"In the current global crises we need global citizens that have the knowledge and skills to bring about change. This requires critical and creative minds that are able to read between and behind official lines put forward by politicians, the media and other information providers; people who have the capacity to form their own opinions from a multiplicity of perspectives. Our survival on this planet relies on people who live their life in a responsible and sustainable way. Development Education promotes this by using participatory methods to explore the world in a learner centred way. It promotes a set of values to enable people to work toward eradicating the root causes of poverty. Development Education also challenges global inequalities from many perspectives: It critically examines how our globalised world is still affected by colonial exploitations past and present. It is based on the understanding that the root causes of poverty lie in the inequality of unfair power relations in our globalised world and that those need to be challenged in the global North through Education. It promotes a set of values that allows us to engage in a dialogue with strangers from all over

the world on equal footing and with a mind-set that values diversity and multiple perspectives over homogeneity and dominion. Development Education does not promote the one right answer but a way of engaging with different perspectives on the world we share. In other words, development education prepares Irish citizens to react to the challenges of today's world".

19. Italy

In the Italian context, DE includes education, information and active citizenship. The DE terminology is considered as limited. The majority of DE projects are not necessarily linked to international development co-operation projects. A key question is how to bring the active citizenship dimension in, and to reflect it also in the terminology used. Links with neighbour educations such as Environmental Education need to be strengthened. Linking global and local issues (including poverty issues), critical thinking skills, and applying active and learner centred methodologies such as play, games, theatre of the oppressed, experiential learning are considered important in DE.

20. Latvia

Definition of DE according to the LAPAS-initiated DE Policy:

"Development education is an active learning process, founded on values of solidarity, equality, inclusion and co-operation that helps create an understanding in society and promotes the participation of individuals and organizations in solving local and global development challenges, including implementation of the Millennium Development Goals".

Goals of the LAPAS-initiated DE Policy:

"To ensure that by 2015 the people of Latvia have the necessary combination of knowledge, skills and attitudes so that:
1. Individuals understand the effects of their actions on development in the world and locally, and act individually or by organising themselves in groups in order to promote development;
2. Latvian citizens, as decision makers in international and national institutions make policy decisions that promote development."
"Latvia's development education policy will have the following impact on society:
1. People in Latvia will have an increased understanding about development processes in the world, the role that an individual can play in influencing development and the responsibility for doing so. Thus, there will be an increase in the number of people in Latvia who know about and understand development cooperation and are ready to participate in actions to promote and implement it.
2. People in Latvia support Latvian policy that promotes effective development cooperation.
3. Latvia's government participates in the improvement of the European Union's development policy and policy at the global level, so that the policy is effective and reaches anticipated outcomes".

21. Luxemburg

Policy coherence for development is an important priority for both the MFA and the NGDO platform. The MFA has adopted CONCORD's definition of DE (see above). Changing

behaviours and attitudes and an orientation towards citizenship and democracy are important in the Luxemburgish understanding of DE.

22. Lithuania

The MFA speaks about "Development Co-operation Education" and understands it mainly as informing about and establishing support for Lithuanian efforts in development co-operation. Many NGOs adopt a similar perspective.

23. Netherlands

The MFA's approach links the aspects Knowledge - Attitudes - Behaviour. There is a policy shift away from "Public support and DE" towards Global Citizenship objectives. Citizenship does not end at the border, therefore the government has a responsibility to promote awareness of citizenship moving across and beyond borders. It is becoming recognised that the old "Public Support" strategy does not necessarily contribute to deep information. However, it is also unclear whether "Global Citizenship" supports national development co-operation policies.

NGDOs underline the distinction between DEAR as "propaganda" and critical analysis of problems, understanding root causes of poverty and social injustice.

24. Poland

The MFA focuses on "Development Education", MoE, Grupa Zagranica and the multi-stakeholder discussions are rather putting the term "Global Education" into the Centre (but stress the development and North-South aspects of it).

The MFA's Programme of Polish foreign aid 2010:

"Development Education refers to educational undertakings, including those implemented through the media, addressed to the Polish society for the purpose of enhancing its knowledge of world development issues. Development education is designed to induce critical reflection on one's responsibility for international development and should lead to personal engagement and informed efforts to counter poverty around the world and facilitate the fulfilment of the MDGs. Distribution of funds: public and non-public higher schools, research-development institutions, NGOs, collaboration with the media."

For Polish NGOs, GE aims to shape the knowledge and understanding of such issues as social justice and equality, variety (understanding and estimating of differences in global society), globalisation and global interdependences, sustainable development, world wide peace and issues around conflicts, human rights, global citizenship. GE is based on the following values: responsibility, social justice, global thinking, respect for otherness, human rights, partnership with people from the global South, active participation.

25. Portugal

Portugese National DE Strategy (2009):

- *"General definition: DE is defined as a learning process (pedagogical dimension).*
- *Guiding principles for reflection and action: solidarity, equity, justice, inclusion (ethical dimension).*
- *Key driver: DE is focused on social change, based on ongoing critical self-reflexivity, capable of dismantling the power and hegemonic relations that step into at all levels (political dimension).*

In general terms, DE involves the following dimensions:

- *DE raises awareness: by sharing information and reflections with the public, questioning current and known situations, increasing the wish to change what is unjust.*
- *DE raises consciousness, trains and mobilizes: by making individuals assume their own situation, their limitations and their possibilities, as well as those of other human beings, enabling them to assess such situations according to criteria of justice and solidarity, develop insights, strategies and concrete proposals for change, and put them into practice so as to fight injustices.*
- *DE influences policy-making: particularly public policy-making, by pointing an accusing finger at those policies which systematically originate and perpetuate poverty, exclusion and inequalities, and proposing specific policies to be carried out by the State, the private sector or civil society, so as to promote the common good locally and globally."*

The MFA's Vision for Development Co-operation (2005) states:

"Development Education (DE) is an ongoing educational process that favours North-South social, cultural, political and economic interactions and promotes those values and attitudes of solidarity and justice that should characterize responsible global citizenship. It is in itself an active learning process aimed at raising public awareness of, and mobilising society around the priorities for sustainable human development. It is also a fundamental instrument for creating a basis of public understanding and support, worldwide as well as in Portugal, for development cooperation issues." (Portugese National DE Strategy, 2009).

The Platform of NGDOs defines (2002, quoted from DEEEO survey 2009):

"DE is a dynamic, interactive and participatory process that aims at: overall training of citizens; awareness raising and comprehension of local and global causes of development problems and inequalities in an interdependent context; intercultural experience; engagement towards action based on justice, equity and solidarity; promotion of rights and duties of all people to participate and contribute to a sustainable and integral development".

26. Slovenia

SLOGA's working group on GE defines (quoted in DE Watch):

"GE is a life-long learning process aiming to actively engage individuals and to look at their role in global development. GE aims for globally responsible citizens and active individuals and communities. GE is a process that encourages individuals and communities to engage in solving key challenges of the world" (NSC GE/DE Seminar Slovenia report 2009).

The NSC initiated Global Education conference in Slovenia (2009) identifies in its Final Declaration, the following aims of GE (quoted in DE Watch):

- *"To ensure necessary knowledge and understanding and to develop skills and values that can positively contribute to facing global challenges.*
- *To work in harmony with purpose and aims of the Lisbon strategy and to strengthen lifelong learning competencies it emphasizes such as learning to learn, social and civic competencies, cultural awareness and expression.*
- *To encourage solidarity and cooperation, to understand and strengthen personal, local and global identity.*
- *To form competencies such as communication skills, cooperation, flexibility and team work.*
- *To challenge global injustices and world poverty, to stimulate actions and strengthen active citizenship towards social and political change.*
- *To develop critical thinking, to challenge stereotypes and prejudice, to reduce discrimination (racial, social, religious, national etc) and to lead intercultural dialogue.*
- *To strengthen civil society and connections among civil society, states and international institutions.*
- *To enable sustainable and environmentally friendly development.*
- *To empower marginalized groups in the society.*
- *To represent political and legal obligation of each country since every individual has the right to be properly informed about the world happenings, global interdependence and inequalities on local and global level as well as about the role of political decision-makers that daily influence our lives with their policies".*

27. Spain

The national DE strategy formulates the following general objective (quoted in the EC DE Evaluation 2008):

"To promote global citizenship engaged in the fight against poverty and exclusion, promotion of human and sustainable development through educational processes that transmit knowledge and promote attitudes and values, generating a culture of solidarity". Strategic lines include: "To favor the knowledge on economical, political, social and cultural interrelations resulting from globalization in its three dimension s (knowledge, procedure and attitude); To promote among citizens positive attitudes for cooperation, peace, justice, respect of human rights and their fulfilment, as well as solidarity between people; [...] To impulse processes of formation and social awareness aiming at the construction of a global citizenship".

CONGDE's understanding of DE (DEEEP DE Survey 2009):

"We have to develop formal and non-formal programmes of education and learning that are based on development of critical thinking and other personal and social skills. Active citizens that are educated and trained in such a way can contribute through their own actions and through participation in various organizations to more just and sustainable economic, social, environmental and human rights based national and international policies"

28. United Kingdom

The favoured terminologies are "Global Learning", "Education for Global Citizenship" (in school contexts), "Education for Sustainable Development and Global Citizenship (ESDGC)". "Development Education" is not used so frequently anymore. Work in this sector in the UK is premised on inter-active methodologies and promotes a critical thinking pedagogy.

The education for global citizenship curriculum focuses on three core elements affecting young people's learning:
- knowledge & understanding;
- skills and competences;
- core values and attitudes.

DEA mentions three key aspects of Global Learning:
- Content: focus on interdependence, linking local to global.
- Critical approaches: examining a number of routes towards subject matter and solutions
- Form of activity: participatory with dialogue, and connected to learners' experiences

A challenge in the UK is a shift of certain NGDOs to a narrower campaigning approach for development. There is a perception that NGDOs in UK have corporately forgotten why DE exists, why it is important, what it has long since aimed to do, and what its goals are. There is a need to re-discuss and clarify whether DE is for promoting development policy, DFID's agenda, global learning, critical thinking about everything from sustained global poverty to corruption, or a quality education approach to recognising global and local interdependencies. Making the case for a concept of "education for change" is challenging at a time when NGDOs chase after diminishing funds for poverty eradication measures and advocacy for social justice issues.

DE definitions used by DE networks of NGOs in the UK:

DE "explores the links between people living in the 'developed' countries of the North with those of the 'developing' South, enabling people to understand the links between their own lives and those of people throughout the world; Increases understanding of the economic, social, political and environmental forces which shape our lives; develops the skills, attitudes and values which enable people to work together to take action to bring about change and take control of their own lives; Works towards achieving a more just and a more sustainable world in which power and resources are more equitably shared" (quoted in DEEEP DE Survey 2007).

DE definition (Scotland): "Development Education and education for Global Citizenship are the processes that foster knowledge, skills and attitudes which promote justice and equality in a multicultural society and interdependent world" (quoted in DEEEP DE Survey 2007).

DE definition (Wales): "Education for Sustainable Development and Global Citizenship is about the links between society, economy and environment and between our lives and those of people throughout the world; the needs and rights of both present and future generations; the relationship between power, resources and human rights; the local and global

implications of everything we do and the actions that individuals and orgnaisations can take in response to local and global issues" (quoted in DEEEP DE Survey 2007, 2009).

DE definition by DEA: "DEA promotes education that puts learning in a global context, fostering: critical and creative thinking; self-awareness and open-mindeness towards difference; understanding of global issues and power relationships; and optimism and action for a better world. The term DE is not used anymore. If it was used, more emphasis would be put on interdependence and on critical thinking." (quoted in DEEEP DE Survey 2009).

9.3 "DE is required in my country because ..."

29. During the visits to the 27 EU Member States, the members of the DEAR Study team applied, in the majority of countries a ranking exercise as an analytical tool (Diamond Ranking method). Representatives of the DE national network or working group of the national platforms were asked to produce a ranking of the following statements, according to their relative importance:

    DE is required in my country because…
    - *…DE contributes to challenge global injustice and poverty (1.6)*
    - *…DE challenges misinformation and stereotypes (3.3)*
    - *…DE encourages active participation (3.5)*
    - *…DE helps to understand globalisation (4)*
    - *…DE strengthens civil society (4.1)*
    - *…DE provides relevant skills (6.1)*
    - *…DE contributes to challenging climate change (6.6)*
    - *…DE is informative and supportive of development aid (6.8)*

    The figures in brackets indicate the average position the statement was given if the results of all 17 groups who participated in the exercise are combined. The result clearly indicates the following tendencies: "Challenging global injustice and poverty" is the obvious top priority. "Challenging misinformation & stereotypes", "encouraging active participation", "understanding globalisation" and "strengthening civil society" are mentioned as important rationales for DE, too. All of these statements are ranked above average (= 4.5). "Informing and supporting aid" is the least relevant rationale for DE, according to European NGDO representatives.

30. Interpreting these outcomes, the following conclusions can be drawn:
    - Challenging global injustice and poverty appears to be the ultimate goal and the defining feature of DE for the European NGDO community.
    - The aspects expressed in the statements 2-5 (challenging misinformation and stereotypes, participation, understanding globalisation, strengthening civil society) may be considered as important means how the overall objective of DE – overcoming global injustice and poverty – can be most effectively reached. Some NGO representatives explicitly mentioned such a hierarchy of objectives and a logframe-like link between the first ranking statement and the statements 2-5.
    - On the other hand, an approach which considers DE as an (uncritical) PR tool for development co-operation policies is rejected by civil society actors across Europe.

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31. This result may indicate that DE practitioners believe that enhancing differentiated knowledge and understanding of global interdependencies and empowering citizens and their associations for active participation in making structural changes (here) is a more appropriate and effective way towards fighting global poverty than simple "aid works" campaigns. This interpretation is confirmed by comments made during the Launch Seminar of the DEAR Study which called for a paradigm shift in DEAR moving away from "education for development co-operation".

9.4 Perceptions and Interpretations: observations

Key characteristics

32. The definitions and understandings presented above use the terms "Development Education", "Global Education", "Global Development Education", "Global Learning", "Sustainable Development Education" and "Global Citizenship Education". The understandings put forward by these definitions, however, have a lot in common. The following key characteristics summarise the main elements of the analysed concepts into a preliminary conceptual framework. It is a framework that needs further thought and discussion but in stimulating that thought and discussion we hope it will be of use in the further development of the EC's approach to DEAR.

33. The development perspectives:

33.1.   Traditionally, DEAR always was (and still is) seen by a number of governmental and non-governmental actors as an instrument to establish public support for their development co-operation policies and for public ODA expenditure. However, it has meanwhile been widely recognised that "DEAR" should support critical perspectives and more holistic approaches rather than simply promoting and establishing public support in an instrumental manner. This growing recognition is clearly reflected in the European DE Consensus,[20] the DE/GE concepts of most actors (see above), the Diamond Ranking analysis (see above), as well as the initial feedback on this Study put forward by participants in the Launch Seminar on April 13. Either explicitly or implicitly the majority of Study respondents appear to say that the days of DEAR as a vehicle of promoting largely uncritical support for an 'official' (government or NGDO) development agenda are behind us.

33.2.   At the same time, eradicating global poverty and achieving a world of greater global justice are remaining and have to remain the overarching vision of DEAR. The orienting perspective of an 'education for change' always needs to be justice and poverty eradication. By supporting citizens to understand global issues in their complexity and to acquire the competencies needed for critical engagement such an awareness raising and education seeks to make an explicit and direct contribution to improved development policies which are understood, critically accompanied and supported through active

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[20] "For the avoidance of doubt, Development Education and Awareness Raising are not concerned with activities that promote or encourage public support for development efforts per se or for specific organisations or institutions. They are not concerned with charity, organisational publicity or public relations exercises" (European DE Consensus, paragraph 23).

participation by citizens in development efforts.

34. From Euro-centrism to a global perspective

    34.1.   A key challenge for DEAR will be to overcome the Eurocentric perspective. Although DEAR put North-South relationships, Southern realities, global connections, multi-perspectivism etc. into the centre, many of the current initiatives in DEAR are almost exclusively led by European actors, using European concepts, building on European experts and so on. This Study in itself – its Terms of Reference, the composition of the Study team, the stakeholders it engages with – perfectly reflects this Euro-centric perspective which is unfortunately characteristic for a wide range of DEAR theory and practice. Moving from Euro-centrism (and from a tokenistic approach to North-South exchange) to multilayered global perspectives, might become the most important challenge for this area of work in the coming years. It would require, for example:

- to conceptualise and implement programmes with full, equal participation of actors from all over the globe;
- to engage with concepts and approaches from all corners of the world and to renounce from reframing everything with European meta-concepts;
- to give up the focus on "the South" as object and the focus on Europe as the subject of education;
- to develop approaches, institutions and practices that strengthen the emergence of a global civil society as a multi-layered and pluralistic but unified actor.

35. The context of crisis and change

    35.1.   If a renewed framework for DEAR is understood as a concept that seeks to empower citizens to participate in shaping the conditions they live in – by becoming responsible members of their local communities and world society, equipped with the skills and competencies, they need to lead a fulfilling life and to act as agents of social change.

    35.2.   A renewed concept of DEAR involves an explicit appreciation of citizens and of civil society as actors and promoters of change. Adopting such a concept expresses the commitment of the EC to an improved and intensified dialogue with citizens and their associations and a commitment to a deepened European democracy based on the active engagement of empowered citizens.

36. Based on such observations about stakeholders' perspectives and interpretations of DEAR, and as a summary of many stakeholders' ideas the following characteristics of a future development and focus can be identified:

Understanding the globalised world:
Awareness raising about and education for development provides differentiated knowledge and information, raises awareness of and creates relevant understandings about
- globalisation,
- links between our own lives and those of people throughout the world,
- geographic and multi-factor interdependence,

- power and hegemonic relations,
- global and local development challenges,
- global and local environmental challenges,
- issues of identity and diversity in multicultural contexts,
- issues of peace and conflict resolution.

Ethical foundation and goals

The approaches to develop such understandings are based on values of justice, equality, inclusion, human rights, solidarity, respect for others and for the environment.

Participatory, transformative learning process

The learning process to enable its participants to develop relevant understandings and skills for change requires dynamism and creativity. Its methodologies are active and learner-centred, participatory and facilitative, dialogue-oriented and experiential, they involve a multiplicity of perspectives and aim at the empowerment of the learner.

Developing competencies of critical (self-)reflection

The learning process and the development of understanding relevant to development in a globalised world develops the skills and competencies of the learner, in particular

- to evaluate and reflect his/her place, role and responsibility in his/her community and in the dynamic and changing globalised world,
- to change perspectives and critically scrutinise his/her own attitudes, stereotypes and points of view,
- to form an own opinion, to make autonomous and responsible choices, to participate in decision-making processes,
- to learn how to learn.

Supporting active engagement

Implicitly and explicitly this work addresses and investigates attitudes and behaviours (of ourselves, and of others), in particular those that encourage and discourage responsible and informed action and engagement in a more just and sustainable world.

Active global citizenship

Taken together understandings, skills, values, attitudes and the process of engagement with issues and with learning aim to contribute to active citizenship with local and global dimensions:

- It empowers people to participate in public affairs, strengthens civil society and fosters a living democracy;
- it enhances citizens' active involvement and engagement for social change within their local communities and native societies;
- it promotes a sense of global citizenship and of co-responsibility at the global level of world society.

Global Learning and Campaigning/Advocacy as sub-concepts

37. Different actors have made diverse proposals how to differentiate between sub-concepts and

distinguished types of GE or DEAR.[21] We are suggesting here, to differentiate between two major sub-concepts:

37.1.   Global Learning, and

37.2.   Campaigning and Advocacy

38. More and more actors distinguish clearly between these two macro-approaches. Since the two have different aims and perspectives – and in some aspects even contradict each other – it is useful to separate them conceptually, and often also practically, in order to allow each of the two approaches to fully develop its potential.[22]

	Global Learning	**Campaigning and Advocacy**
Aims	Development of competences of the learner.	Change in individual behaviour or institutional/corporate policies.
Philosophy	Pedagogic, constructivist	Activist, normative
Distinguishing feature	Process-oriented: • focusing on the learner and the learning process • an open learning approach cannot have predetermined results such as a certain behaviour change	Results-oriented: • aims at achieving specific results in terms of changed policies and/or behaviours • a strategic approach towards concrete results
Global Citizenship & Change perspective	Developing personal skills and competencies is essential for enabling people to live a meaningful life and to be responsible members and agents of change in their local communities and in the interdependent world society.	Enlightened global citizens, critically engaged in campaigning and advocacy, are essential for a living democracy and for bringing about the transformative changes required by today's world.
Current challenge in the context of development	Bringing together development actors and actors of the Formal Education System in order to effectively integrate quality Global Learning in school practice.	Contributing to a critical public debate on development in order to achieve policy coherence for development.

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[21] The European Development Education Monitoring Report "DE Watch", for example, distinguishes between Public Relations (as an illegitimate concept of DE) and Awareness Raising, Global Education and Life Skills as three legitimate DE concepts with distinct aims, focuses and methodological approaches.

[22] In Austria, for example, there is a very clear understanding about the differences between Global Learning and Campaigning, shared by all major DEAR actors both in the government and civil society. Both approaches are successfully developed and implemented separately (although using synergies), often by different actors, following their own specific logics and principles. This clear distinction contributes to the coherence of DEAR initiatives in Austria.

10. STRENGTHS AND WEAKNESSES OF THE CURRENT EC APPROACH

10.1 Introduction

1. This section gives information about the perceptions of major stakeholders in DEAR of the EC's approach to DEAR. Core questions that have been asked from the respondents during the field visits (April-July 2010) are the ones presented in Chapter 3 (Methodology), namely:

    1.1. What are the perceptions that major stakeholders in DEAR have of the EC's approach to DEAR?
    1.2. What are the characteristics and current strengths and weaknesses of the EC's support for DEAR?

2. The visits were geared towards a participative, audience centred process, with the consultants facilitating discussions instead of guiding them towards specific issues. Hence participants had the possibility to express their views on issues that are most important for them, and the answers are supposed to represent their opinion. The perception of the EC's work in ED was recorded and incorporated into the methodological tables, which, with a more summative approach allowed consultants to identify recurrent comments and opinions.

3. The comments presented in this chapter are identified as seen from the point of view of the stakeholders. The order of the list follows their priorities as well as the interpretation by the consultants about the wider effects. Issues that have been mentioned and commented by the most respondents and/or have effect on macro level will be discussed first; while less popular observations and micro level comments come second.

4. A further principle of the listing was to show the tendency, for instance amongst the OMS and NMS or the governmental and civil actors, regarding opinions on specific questions. In those cases in which the aggregation of the data showed such a tendency, for instance, with regard to the question of the "partnerships with the South", we sought to make it explicit, by also showing the possible rationale behind this

5. The aim of this chapter is neither to suggest that the feedback on the EC's approach and ways of working is 'correct' nor to assess the validity of the responses we received from informants. Instead the chapter offers listings of perceptions that are shared by a significant number of governmental and civil society actors, and to present some suggested options for improvement, which will be analysed and considered in the future work of the Study. Reporting the feedback from NGOs, LAs and others about the EC's operation is therefore not intended to 'blame' anybody, instead it is meant to give information that might help all respondents to improve things and to be aware of the perceptions of others.

10.2 Strengths of the European Commission's support for DE/AR

6. An appreciated support: the large majority of the respondents stressed that the support the European Commission provides to Non-State actors and local authorities in Development Education is very important in their country. This opinion was shared by the governmental

sector and by the civil sector on a fairly equal base and was irrespective of the type of the activities implemented: Awareness Raising and more specific Educational activities included.

7. In some countries, many of them New Member States, respondents stated that the support of the EC for development education has a vital role, and without this support, no other funding would be available. This was the opinion of stakeholders in Lithuania and Romania, Czech Republic, Malta, Cyprus and Greece.

8. The thematic openness of the call with its broad priorities was perceived as positive by the majority of the actors. The broadness of the call allows a wide range of activities, leaves space for different projects and actors, coinciding with the divergent needs of the 27 member states.

9. Easier to find partners: a widely shared view amongst the civil society actors was that the EC support helps them to find partners in other EU countries, for which they would not necessarily look without this call.

10. Valuable partnerships: the partnership with European and with Southern actors, as a whole, is seen as valuable and possible only through the EC support. This view was expressed, amongst else, by Austrian civil sector, Finnish government and Sweden.

11. The European dimension, especially with regard to the OMS-NMS integration is a strong specific added value of the EC support, as agreed by old member states, such as Austria, Denmark, the Netherlands and Belgium, and the United Kingdom.

    As the UK's Department for International Development suggested, *"EC support contributes to improved levels of cohesion between EU member states, provides significant support and a shared collective concern about public attitudes and global interdependencies."*

12. Support for good practices: the comparative advantages of the EC, as articulated by the United Kingdom, was that the EC funding has historically supported the development of 'good/effective practice', has raised overall standards, lent legitimacy to DEAR activities.

13. Complementary funding: other comparative advantage expressed by civil and governmental actors was that EC can make funding available for sectors and projects which are otherwise not accommodated through national sources.

14. A potential for the recognition of DE: the EC has the potential to promote also rationale for the recognition and support of development education in countries where no real state support exists.

10.3 Weaknesses of the European Commission's support for DE/AR

15. Overlapping structures: many existing development education activities and strategies of member states and the EU tend to overlap, as they run parallel to one another. This kind of duplication of efforts and recourses, stakeholders argued, act to the detriment of the overall budget and to the quality of the delivered product.

16. Lacking policy coherence: concerns about the policy coherence have been formulated by several civil society actors. Public policies that serve as building blocks of Development Education theory and practice, for instance, trade and migration policies are not perceived to be coherent with the ultimate goal of development education. The question has been asked whether DE is a founding scheme or a political will and engagement.

17. Unclear values: the nature, the values and the strategy of the Development Education on a European scale has been questioned repeatedly, which made it more difficult for national stakeholders to make the case for DEAR funding in Europe on a sustainable manner, in lacking a stronger advocacy rationale.

18. Complicated processes: *"The EU is a World leader in making application processes complicated"*, was the perception of numerous funding beneficiaries.

19. Restricted outreach: doubts have been raised by the civil sector and some ministries that the sustaining donor provision serves the interests of a specific stakeholder or client group, namely the well-established international NGOs, at the expense of other, smaller and local actors. The conditions of the current call are made for highly professional scenery of a few elite NGO, and not for the larger civil society, have been observed by several. "If the EC wants to support really the civil society, this should become a clear priority and the DEAR strategy formulated accordingly" the Austrian actors noted.

20. Dilution of good practices: few actors have expressed that international NGOs are not necessarily implementing the best projects and the vague funding criteria might lead to the dilution of good practices.

21. Role of the Local Authorities: the LA initiatives were perceived as especially important in some old member states, as for instance in the Netherlands and in Luxembourg. However, some doubts about their possible involvement and role have been expressed by new member states, as Romania and Hungary. According to the French civil stakeholders, the LA line of the NSA/LA budget has to be really dedicated to DE actors and networks.

10.4 The Call for Proposals

22. This section details the observations of the major stakeholders about the application procedure, the usage of the application documents and the -intended and unintended- effects of the Call for proposals (Cfp). Perceived strengths of the application procedure are listed in the first place and the weaknesses on the second place. The call for proposal system enjoys a wide support.

23. The two steps application procedure, involving a concept note and a full proposal is appreciated by the beneficiaries of at least 7 countries of the EU.

   23.1.   The Concept note system is good, but questions can be more clearly expressed, 4 pages to describe 3 years' activities through convincing responses to a wide range of questions is insufficient, was the opinion of, for example, the Finnish civil sector.

24. Doubts have been raised concerning the Log frame/application structure that, for some

actors, appears to be formulated for a business proposal, and not for realities and modus operandi of NGOs working in DEAR

25. The special attention for the NMS countries, as partners, has raised some difficulties for organisations in the OMS. It has been noted that NMS are in a different phase of development with regard to DE and, in general, in their reaction to global challenges. These partnerships need time and preparation, and must not dilute the partnership with Southern partners.

26. OMS countries have comparative advantage with regard to Southern partners as perceived by many NMS. Most of the old member states had colonies; therefore it is easier for them to find Southern partners. (the Cfp encourages, although not oblige the actors to include Southern partners into the project proposals)

27. Some actors perceive a pressure to be innovative, which is not always constructive in education projects, beneficiaries agreed. *"Sometimes you know what you want and it is good but just not new"*, as was expressed by a civil actor.

28. NGOs perceive that numbers value high in terms of project results although sometimes the benefit of a project lies in a more qualitative work - a learning progress, a relationship built, attitudes changed etc. - not all of which can adequately measured in quantitative terms. Additional components of evaluation and impact assessment must be developed.

29. Sometimes NMS NGOs are invited to be partners of OMS leads *"just in order to be there"*, because it increases the chances to get funds. As mentioned elsewhere in this report, as a general rule, capacity building for NMS partners works only if they are explicitly planned.

30. In the Call & Guidelines Campaigning and Educational activities are mixed up, whereas on the project level those actions are separate. In order to set up a clear project one has to manoeuvre through the call and filter out what is relevant for the project. We heard in Austria for example that the call should clearly differentiate between education and campaigning.

31. The requested budget planning is too detailed. In the beginning of the project it seems to be impossible to detail how much money for which exact activity will be spent how many people will exactly be reached.

32. There is a low level of awareness and knowledge of EC's NSA-LA programme of support for DEAR thought the Danish, Romanian, Hungarian participants of the survey.

33. A large majority of the beneficiaries agreed that "EU speak" is difficult, and requested the possibility to express themselves in the local language, although this proposal is not practical in the current operational system.

10.5 The selection criteria

34. Doubts concerning the competence of the project proposal evaluators have been expressed by beneficiaries and ministries of eleven countries. Their observations include that the

evaluators do not reveal the basis of their judgement, are often unfamiliar with local contexts, and do not appreciate the local knowledge on about what works. Evaluators are often not specialised to DE and there are only few NMS evaluators. One respondent reflected that

"With the system based on consultants who allocate points on individual projects, the EC has given up any strategic influence on the programme. The EC used to have it more in hands, strategically. The Unit took an active influence on what kind of DEAR would be supported."

35. The reasons why projects are rejected seem to be not transparent enough. A widely shared view amongst stakeholders was that sometimes good projects were rejected, bad ones accepted, depending only on half points. The criteria for project selection should be clearer, a more constructive and detailed information on why a project concept note or application has been refused, is expected.

10.6 Funding

36. Current provisions are problematic for small organisations; it limits their access to funding and capacity building experiences was the opinion of many respondents, most from NMS.

37. Current provisions are not sufficient. The budget line did not increase although NMS with big DE/AR need, further NSAs and LAs were successively included in the programmes. At the same time costs and wages get higher, has been formulated in several old member states as Austria, France, and Finland amongst else.

38. See also co-finance in Sustainability.

10.7 Effectiveness of support

39. Missing communication and "human contact" with EuropeAid was observed by at least five beneficiaries. There should be more of a partnership relationship and not just a sponsor-recipient relationship. It would be furthermore useful to invite beneficiaries to a workshop on all aspects related to running a project in order to help NGOs to understand the practicalities, formulated the Portuguese, the Polish and the Cypriot civil sector.

40. The admin procedures are unified but there are big differences in interpreting and implementing the standardised rules: the way the task managers make contracts, what they expect, what kind of reports they accept and don't accept differs. Referring to procedures before 2000, one interviewee said: *"The EuropeAid Unit used to give advice on project proposals in preparation, read the reports, and maintain relationship with the NGOs. Now the selection of projects is outsourced, the relationship is much weaker."*

41. A Clearing Unit, as a body within the EC could provide more coherent replies to the clarification requests according to some respondents: a unit which would have the power of decision and would give reliable information on what are the rules and how they are to be interpreted, respected by all other units in the EC.

42. PADOR registration is not possible for LAs.

43. The process (and length of time) between Concept note submission and contract award can undermine effective starting and management of the projects.

10.8 Sustainability encouraged by project duration, financing, and partnership development

44. Sustainability aspect has been commented on with regard to the project duration, the financing schemes and the partnership:

45. Good project duration: the 3 years project duration is widely appreciated, because it is supposed to provide enough time to create for sustainable change. For many actors, including SI civil sector, no such long-lasting funding source is otherwise available.

   45.1.   However, for some respondents the 3 years duration was considered too short to create meaningful and self-sustained change. For instance, to promote changes in clothing industry, or to introduce curricula in schools would need follow-up. In those cases, it is just after the 3 years capacity building was done, and contacts were made, that the potential can be used.

46. Co-financing has proved to be overall fairly difficult to find for the following reasons:

   46.1.   NGOs cannot co-finance or underwrite the costs, not even with the 25% of co-finance requested.

   46.2.   In some countries, like Romania, Latvia, and Lithuania, Bulgaria the MFA does not co-finance projects or co-financing is very low. The Romanian platform for example find it impossible to obtain co-finance and consider it unfair that even in capacity building programmes for the NMS – the NMS NGO being a partner - there is 25% to pay.

   46.3.   Delays in payment have a negative effect on the quality of the projects, and in some cases have led to cancellation of planned activities. With the new regulation on annual audit, it takes even more time to get the approval and the new instalments, which make the partners wait several months for the money each year.

   46.4.   According to Czech and Estonian respondents it appears to be impossible to use co-financing from the USA, which would have been an option in their cases.

47. Sustainability of Partnership with the South and with NMS has become an important issue. In some projects, international co-operation either on European or on the North-South axes happens only superficially because it is "well-seen".

   47.1.   Some big and well established international NGOs, which are professional in getting EU money and implementing projects, look for any NMS partners just because it is can give an added value to the proposal. In these cases, partnerships are predetermined to be weak and are mainly based on an administrative contact. For instance, some Latvian beneficiaries feel that even if Latvian parts of the projects are running well,

there is often a lack of deep European partnership.

10.9 In conclusion

48. This chapter showed the Strength & weaknesses of the European Commission with regard to DE/AR as perceived by the respondents in its strategic, operational and financial aspects. If "positive" aspects are less numerous than the "critical" observations, we have to take into account that the field visits offered a unique opportunity for the beneficiaries to comment on all aspect of their interaction with the EC. They have seized this opportunity, and provided the consultants and the EC with highly useful information, to capitalise on. The ranking of the comments show us the priorities and expectations of the respondent governmental and NSA/LA actors with regard to a European development education they would be like to participate in.

49. For instance, on a macro-policy level, governmental stakeholders urge the European Commission to take a more strategic approach and to manifest a political support with regard to development cooperation and educational policies - on European scale, but also in the Member States. They urge the EC to restate the values and the rationale behind the policy, and to re-examine its coherence with other European policies. In these aspects, the expresses need broadly converge with the reasons for which the European Commission has launched the present study.

50. On the operational level, the priorities of the Call for Proposals; the certainties and uncertainties of the selection and the adequacy of the current funding scheme have been the most recurrent topics put forward by our informants. These operational aspects are organically connected to the sustainability of the projects.

51. The high number of comments urging a better national- European complementarily; the need for improving the information-sharing opportunities in all levels and the need to promote a cross-sectoral linkages within the member states show such a gaps in the system of European Development Education, which needs to be addressed by the upcoming recommendations.

11. IMPROVING THE EC DEAR APPROACH

11.1 Introduction

1. This chapter in the report summarises and highlights those issues which we suggest are particularly pertinent in considering *"...possible options for improving the approach of the EC in the field of DEAR (actions, methods, procedures)..."*. The chapter draws on information obtained during the Study and on issues identified in the previous chapters. It is these issues that we suggest are particularly engaged with during the final two phases of the project:

   1.1. consultation with stakeholders and other parties interested in the EC's involvement in and support for DEAR; and
   1.2. development of recommendations for the improvement of the EC's future support for DEAR.

2. On the basis of the issues raised in the previous chapters we have identified five areas which we suggest warrant further thought, discussion and development.

Task: Improvement of the EC approach so it gives added value to DEAR in coherence with the Member States and other major actors' interventions.	
Area of attention	**Key question**
Vision, purpose and strategy	What does the EC DEAR approach aim to achieve?
Partnerships	Who does the EC DEAR approach engage and address and how does it do this?
Coherence and coordination	How should the EC DEAR approach relate to complementary initiatives?
Learning and sharing learning	What are the learning processes that need to be developed and used as part of the EC DEAR approach?
Functioning	How should the EC DEAR approach be managed and administered?

3. In the following sections suggested questions and issues for specific attention during the consultation phase (including the conference) are highlighted in shaded boxes.

11.2 Vision, Purpose and Strategy: What does the EC DEAR approach aim to achieve?

Why should the EC be involved?

4. An opinion that is widely shared amongst those we interviewed is that the EC should take a more strategic and political approach in its relationships with member states: adding an impetus and value to the strengthening of network partnerships of state and non-state stakeholders in DEAR.

5. However, before considering the need for and possibilities of this, we also heard from some respondents that the EC should re-visit first of all the reasons for its involvement in DEAR, using that as a basis for a clearly stated rationale, strategy and message about the need for DEAR.

6. Why should the EC be involved in a programme of public awareness raising and education for development in Europe? Not everyone - including not some of the respondents to our Study - has an automatic positive *"because of ..."* response to this question. Some indeed would question any governmental or EC role in what is seen by some as an exercise in 'PR for aid' or, by some others, as a means of advocating what are felt to be unwanted or unnecessary educational methodologies.

7. For the vast majority of our respondents positively framed answers can and have been given, some relating to the EC's and EU governments' roles in aid and development cooperation (itself a contentious issue), others relating to a number of fundamental values which underpin the EC's development cooperation agendas, and again others relating to areas of competence that are required by individuals to lead a fulfilling live in a modern world.

    7.1. As far as the European Union is concerned the answer to the question of support for DEAR has been overwhelmingly positive through various statements by the Council, Parliament and Commission. The 'DE consensus' lists several of such statements, many of which have also been referred to by national governments in the development of their national DE strategies (e.g. see section 7.2 above for an example from Spain). [23]

    7.2. Such political support for DEAR is underpinned by values which, in many of the European documents, are seen as central to the EU: human rights, solidarity, tolerance, inclusion, and democracy.

    7.3. In addition, many stakeholders in DEAR argue that in a changing, globalised world, the development of competences needed to deal with, respond to and promote change that expresses such values, should be a central facet of any programme that aims to contribute to combating poverty and the creation of fairer global relations. They see 'education *for* change' as a central component in that programme.

8. Revisiting those points, and following up on issues raised in Chapter 9 above, may go some

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[23] For a listing of relevant statements see for example Annex II of 'The European Consensus on Development: the role of Development Education and Awareness Raising':
http://ec.europa.eu/europeaid/infopoint/publications/development/36b_en.htm

way in re-developing the EC's purpose for involvement in DEAR and in re-assessing its current objective for that work through NSAs and LAs where the objective is to "*mobilise greater support for actions against poverty and fairer relations between developed and developing countries."* By *"raising public awareness of development issues"* and by *"promoting education for development"* such support is to be rallied.

What kind of outreach strategy/strategies should the EC employ?

Information
9. As is explicit or implicit in the definitions and perceptions of DEAR stakeholders (see Chapter 9) most of our respondents do not consider information activities and public relations activities to be a core or even a genuine part of DEAR programmes and activities. They suggest or imply that the EC's funding for DEAR should not be allocated to such work.

10. From some however we have heard that there is a need to inform *"the general public about how development aid is used"* and *"to raise awareness of the teachers and educators about the EC's work."* Those who state this generally see opportunities for the EC organising media campaigns to promote awareness of, and interest in the EC's development and development education policy. Media advertising campaigns in particular were mentioned as a possibility to raise the profile of issues and policies.

11. A well-worked out advertising campaign is likely to raise awareness. However, the evidence regarding the existence of a direct relationship between raised awareness of an issue and *sustained* support for actions to combat poverty or implement fairer global relations appears, to our knowledge, to be limited.[24] Given the values that underpin the EC's development work, sustained public engagement is likely to be a benchmark of success: unless very significant resources are devoted to ongoing (i.e. not one-off) information/media campaigns this approach is unlikely to reach such a benchmark. More is therefore needed to ensure a sustained relationship between awareness and action.

12. In relation to the objectives of the NSA-LA programme (see section 2.2.), work focussed on information provision can be:

- successful in "raising public awareness of development issues", albeit – given the costs alone - probably only for a short period;
- successful in "mobilising support for actions against poverty and [for] fairer relations between developed and developing countries", however appears unlikely that this will be for a sustained period.

13. Given all this most respondents would not consider 'information' to be a worthwhile aspect of the EC's NSA-LA DEAR programme. (Which is not to say that other parts of the EC's work might not or should not focus on this.)

Communication
14. To move from superficial to committed support, what seems important is to increase the level of understanding by the general public not just about poverty issues, but also concerning the

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[24] Although not an advertising campaign as such, the in 2005-06 Make Poverty History campaign could be a case in point. It succeeded in increasing public awareness and created increased support. However that broad public awareness and engagement has not been sustained since then.

measures and the actions that are effective in addressing them from a justice and human rights perspective.

15. A communications or 'marketing' approach that aims to change perceptions and behaviour (e.g. involving a *programme* of actions against poverty or for fairer global relationships) can be successful,[25] and in relation to the objectives of the NSA-LA programme (see section 2.2.), work focussed on such communication can be:

- successful in "raising public awareness of development issues";
- successful in promoting education *about* development;
- successful in "mobilising support for actions against poverty and [for] fairer relations between developed and developing countries"

A drawback of such an approach, however, is that it depends on an actor deciding on what the message is that needs communicating and on what actions are needed in response to such a message. By its very nature it will tend to underplay the complexity of 'development' and overplay simplified solutions to development 'problems'. It will give little attention to European inhabitants as actors in global development in their own right; actors who make up their own mind, using their own understanding, skills, dispositions in enacting their responsibilities as national, European and global citizens.

Education
16. When education is seen as an open-ended process that draws out and on (Latin: *educare*) people's experiences of existing and new situations - and not as a process of instruction in predetermined actions - it is more likely to have lasting effects. Such an educational approach places awareness of a particular issue (of poverty, unfair global relations, etc) in a broader context that involves for example:

- attention to values that foster *"... a general concern for the well-being of others and the planet ..."*;
- development of skills that provide *"... a general capacity to investigate and engage with [others and with issues]"*;
- provision of *"... ideas and understandings [...] of the basic shape of the world ..."*; and
- exposure to *"... a set of experiences that create interest and engagement ..."* [26]

Part of the aim of this process is that it should lead to people taking personal and communal actions that are inspired by these values, ideas, skills and experiences. The results of such a process relate closely to the values and actions which the European Union has expressed as basic to its philosophy.[27]

17. As mention above, a significant difference between, on the one hand, communication (and for that matter information) approaches and, on the other hand, education approaches is that the former rely primarily on predetermined content and solutions that have been chosen by an external promoter, while the latter relies on a process in which content and solutions are

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[25] The experience of fair trade product recognition and sales is an example of success using a communications/ marketing approach in relation to development cooperation.

[26] Quotations are taken from '80:20, development in an unequal world'; publ. 80:20 Educating and Acting for a Better World (Ireland) & Teachers in Development Education (England), 2002, p.50-51

[27] For instance in the 'European Consensus on Development'

co-dependent on the experiences, ideas and values of the promoter (teacher or facilitator) and of the recipient (learner). Because that is the case education can, at least in theory, be more relevant to the recipient's existing experiences and circumstances.

18. In relation to the EC's NSA-LA DEAR objectives, education approaches can be:

   - successful in "raising public awareness of development issues";
   - successful in promoting education *for* development;
   - successful in "mobilising support for actions against poverty and [for] fairer relations between developed and developing countries"

   In terms of creating immediately visible results however a drawback of education which is mentioned is that it requires the 'long view'. For it to be successful strategic choices, operational planning, monitoring and evaluation, and sharing learning are required. This requires skills, understanding and an openness to learning that does not necessarily come naturally to stakeholders, including those who would advocate education for development to be at the heart of DEAR.

NSA-LA DEAR: focussing?

19. The EC's budget for DEAR is limited (currently €31 million p.a.) and much less than that devoted by some individual countries (see Chapter 6). Considering what the EC wants to or might want to achieve through its NSA-LA support, should this budget (which according to many respondents should be increased) be spread widely, as is currently the case, or should it focus on particular sectors of the population, and/or on particular themes or issues?

20. By far the majority of NSA-LA projects are concerned with the formal education sector. We have heard it argued that future DEAR grants should be focussed on work in this sector alone. The reason being that a) those involved in formal education are part of a structured system that can be influenced by DEAR, b) young people hold the future, c) the adult public has other means of engagement in development, d) a focus on one sector can offer greater clarity of strategy, and e) the limited resources available for DEAR by the EC if focussed on one sector would offer greater chances of success. Questions about the value of focussing on formal education however have also been asked, e.g. "what is the basis for the argument that societies will be changed through influence on the formal education sector?"

21. Two other areas of potential focus for the EC's NSA-LA DEAR work were mentioned to us:

   21.1.   a focus on a role as promoter and enabler of capacity building, with the EC lending its weight to strengthening of national and international network partnerships of state and non-state stakeholders in DEAR.
   21.2.   a focus on evaluating what works and on sharing learning from that across the EU and in this way helping to improve the capacity of DEAR focussed organisations and networks.

   Either or both aspects would involve a lessening of support for direct practical work with and for the EC's population.

Questions

22. In answering the question 'What does the EC DEAR approach want to achieve' the issues that warrant clarification include the following four:

❑ In which respects can the EC make a unique contribution to other DEAR work in the EU?

❑ How should the values advocated by the EC be expressed in a DEAR approach?

❑ In the promotion and development of DEAR, what are the advantages and disadvantages of applying:
   o an information approach
   o a communications approach
   o an education *for* development approach?

❑ Can these different approaches complement each other and, if so, how?

❑ In providing added value to other DEAR work in the European Union, should the EC limit its focus in DEAR on specific audiences or on specifically circumscribed tasks? What would be the pros and cons of a narrower focus?

11.3 Partnerships: Who does the EC approach engage and address and how does it do this?

Audiences or partners?

23. Depending on the answers one gives to questions of purpose and strategy (see section 11.1) those involved in EC supported work will either be seen as 'target groups' or 'audiences', or as 'collaborants' or 'partners'. Currently the terminology used in the EC's application process is confused. A marketing or campaigns approach will tend to see the public as a target group or audience, while educational approaches are more likely to imply a role for the public as collaborants or even partner.

24. Building partnerships takes time, because they require the development of mutual understanding and trust, and clarity on what each can bring to and would want to take from a joint project or programme. *Partnership fairs*, such as that organised by Trialog by providing a two day market place of discussion of project ideas, and enabling potential partners to get to know each other are seen as useful by many NSAs. Nevertheless many also commented that this timeframe is not enough for building solid relationships.

25. A *pre-planning grant* scheme, suggested by a number of respondents, would possibly allow the stakeholders to establish more strategic relations with each other, including through a joint needs assessment and definition of common goals.

26. But partnerships are not only required between organisations – at least not if the emphasis is on the development of a knowledgeable public with a sustained interest in global development. If the public is to be engaged in development cooperation then that public will need to be a partner in the process: deciding on issues that are of relevance to the local community and collaborating in its own processes for personal and communal development. Such an approach would have consequences for the organisation of projects and for the role of NSAs and LAs. Facilitation, providing critical support and motivating ongoing engagement are skills that would be required for example. Skills that would be unfamiliar to those NSAs that have largely relied on top-down instituted DEAR activities: in other words capacity building would be required here too.

Partners across the globe?

27. The large majority of the stakeholders interviewed agreed that a "global Southern" dimension is a valuable part of DEAR projects and closer links should be established with the global South. Some respondents suggested that Southern partners should be practically involved *at all stages of project development:* from initial design through planning to implementation and evaluation and that grant funding should be available for NGO actors in the global South as equal partners in DEAR projects. As one informant told us: *"The partnership, exchange, encounter with the South, changing perspectives etc needs to be strengthened in DE. This is not about nice journeys, it is a key instrument."*

28. The modalities proposed for closer partnerships with Southern organisations differ, but the majority of the stakeholders agreed that funds should be allocated to work out quality partnership instead of "chasing around for partners in an excursion like" activity. A smaller number of actors, most of them from NMS, see the obligatory inclusion of global Southern actors as a burden, and some would prefer to see it as an option in the Call for Proposals.

Building capacity for DEAR

29. OMS and NMS: addressing different needs, but building shared ambitions? According to feedback received from NMS, partnerships between OMS-NMS are more successful if a needs assessment is conducted even before filling in the application form.

> ❑ What are the consequences for the EC and for NSAs and LAs of promoting partnerships between organisations?

> ❑ What are the consequences for NSAs and LAs of working in partnership with the public?

> ❑ What would be the advantages and disadvantages of focussing the EC's efforts in DEAR on:
> - o one particular segment of the public (e.g. the formal education sector)
> - o on capacity building of national and international networks?

> ❑ What should be the role, in EU focussed DEAR, of Southern organisations?

11.4 Coherence, Complementarity and Coordination: How should the EC DEAR approach relate to complementary initiatives?

30. Many respondents suggest that in order to acquire an effective and legitimate DEAR strategy at European level, the question of coherence with other European policies has to be examined. Efforts to boost for example sustainable development in the South as well as in Europe presuppose that other segments of European policies do not hamper those efforts. To promote policy coherence at EC level is therefore is a critical issue in the work of DEAR actors.

31. Complementarity, so our informants tell us, could also be extremely supportive of DEAR if other parts of the EC and the EU's member states took on the need for and challenge of DEAR in their own work. Such complementarity – with national interests and with interests elsewhere in the EC – requires particular approaches.

Complementarity with national priorities and interests

32. In discussions with government officials and with NSA and LA representatives a recurring theme was the lack of understanding by the EC of local and national context: *"The priorities of the Call should be adjustable to national priorities"*, *"EC should radically restructure its own requirements – and move away from designing schemes that suit their own Brussels based agenda"* were some of the comments we received. In some countries (particularly NMS) the attention to e.g. Sub-Saharan Africa was felt to be irrelevant to local interests and priorities.

33. Should the EC instead totally base its approach on themes? Would such an approach offer a better means of relating to local and national priorities than one that is very specific about areas of the world or specific development programmes (such as the MDGs)? After all development occurs everywhere, and in that process of change themes of, for example, human rights, gender, sustainable development, economic security, participation, the role of aid, inequality, migration, globalisation, climate change, affect people in the EU as much as elsewhere in the world. Such a theme based approach, involving learning from similarities and differences in how people North and South respond to particular issues, better enables the making of connections with the interests and priorities of people in EU member states.

EC awareness of national and cross national DEAR programmes

34. Many respondents, including many in EuropeAid itself, wish for an EC that is better informed of the national scene in DEAR across the EU. (This Study is one attempt to fill at least part of that gap.) The call from a number of respondents is for centrally managed information point about DEAR accessible to the EC, member states, NSAs and LAs (and the public). Current cross Europe initiatives (such as NSC, DEEEP, GENE and Trialog) appear to only partly fill that need.

35. One suggestion made in this respect is that the current EuropeAid project managers (who keep track of NSA-LA grants) each take responsibility for keeping up to date with developments in 'their' countries: staying in touch with national (DEAR) platforms and

relevant ministries, and updating information about their countries (and the EC supported projects) on a central and publicly accessible information point. However, such an arrangement would not be possible without reducing the number of projects that project managers currently have to deal with.

36. In some countries, in particular NMS, the Ec might want to consider taking a pro-active role in bringing the range of (potential) DEAR stakeholders together in a national multi-stakeholder DEAR advisory group, including NSAs as well as state actors: for instance to exchange ideas and promote new ones, to share and disseminate learning.

EC DG EuropeAid partnerships with other interests

37. The limited resources that are available for the EC's DEAR work need to be effectively employed. On their own they are unlikely to lead to significant (lasting) impact. One solution to overcome this is by work in partnership with those who have resources and policies available that can make a lasting difference, e.g. DGs and ministries and institutions of education, internal affairs, and environment.

38. The task for the EC would then be to build capacity amongst those DGs, institutions and ministries so they take on the challenge of development education and awareness raising as one of their own. Such an approach would require the EC's DEAR 'department' to build partnerships and its own understanding of how its interests in DEAR relate to the interests of (potential) stakeholders in other areas of activity. Dialogue with DG Education and Culture, DG Environment and with MFAs and MoEs in the member states could be useful starting point, with the aim of leading up to joint projects that increase the attention to DEAR across these interests.

39. In other words, beyond building bridges and partnerships between EuropeAid and other potential interests in and supporters of DEAR within the Commission, to what extent can EuropeAid/the EC use its good offices to promote DEAR amongst national governmental interests in member states? How can the EC help the involvement of, for example, Ministries of Educations at a national level?

40. One starting point for development of such partnerships might be through a multi-stakeholder group that combines national and European, governmental, LA and civil society, DEAR and education actors. In development of relationships at national levels the EuropeAid's DEAR project managers could possibly play a not too dissimilar role (see above).

41. The high number of comments received on the national complementarity issues; the need for improvement of information-sharing opportunities between the EC and individual countries and the need to promote a cross-sectoral approach makes evident the current gaps in the implementation of and learning about DEAR projects and programmes. Given the different relations amongst the actors in the member states and the level of interest in sharing information, proposals to how to best fill the gaps need to be country specific but within a cross EU framework.

> ❑ What specific role can the EC play in gathering and sharing information about DEAR in and with EU member states?
>
> ❑ What role can EuropeAid play in bringing together different stakeholders in DEAR (including from elsewhere in the Commission) in facilitating and motivating joint and separate efforts to promote and further develop DEAR?
>
> ❑ How could such work be organised without duplicating existing efforts, structures and processes of other networks, organisations and initiatives?

11.5 Learning and sharing learning: What are the learning processes that need to be developed and used as part of the EC DEAR approach?

42. Although project grant recipients are obliged to complete regular, as well as end of project reports that evaluate progress, little feedback is given by the EC on this. Information gathered through these processes is also not made available to a wider public and opportunities to learn from this are therefore lost.

43. Suggestions have been made that a central role for the EC could be in the area of evaluation and impact assessment of projects and programmes, looking in particular to learn from processes that have been employed, the achievement or not of intended results, and the lasting results that have been created.

> If learning from DEAR work and sharing of such learning would become a key task of the EC what might be the consequences of this for:
>
> - NSA and LA project budgets (and for the overall size of finance available to DEAR)?
> - the organisation within EuropeAid?
> - the skills required by project organisers and partners?
> - promotion and publicity of learning?
> - collaboration with other relevant initiatives

11.6 Functioning: How should the EC DEAR approach be managed and administered?

Finance

44. Most respondents agreed that the EC needs to diversify ways and means of channelling funding into DE sectors within countries. For a funding process to be effective it needs to closely engage with, and be relevant for the situation of, applicants and their partners.

45. Proposals that have been made to improve funding arrangements include a more diverse approach, including the availability of:

45.1.   finance for capacity building projects;
45.2.   a mini-grants scheme, including to:
45.2.1. support small scale pilot projects (for instance funding for smaller NGOs active at local level by provide smaller grants with less administrative burden. This would enable organisations to move up through the system with increasingly professional work and competences through utilising smaller grants, setting limited goals, and simplifying processes),
45.2.2. partnership development in advance of a full-scale grant application
45.3.   funding of the national platforms by block grants;
45.4.   ring-fencing of part of the grants for NMS based projects

46. Some stakeholders advocated the introduction of country specific Calls, but others felt that this would undermine the potential cross-EU learning and development opportunities for DEAR.

47. In some situations co-financing for EC projects has been difficult to obtain (particularly in some NMS), and consideration should be given to limit the requirement to 10% or even 0% in countries where alternative sources of finance are not (yet) available.

The assessment process

48. The assessment process, and feedback received on project applications was felt to be unclear, with a rating system that does not enable the assessors to work to the same criteria for awarding points. Reasons given by the EC for refusal of otherwise eligible applications were also felt to be unclear. There seemed to be a sense amongst at least some stakeholders that the assessors of project applications had little or no understanding of DEAR nor of its national contexts.

49. In assessing project applications we heard that *"It's not an issue of quantity, but of quality inputs to and with the target groups and project stakeholders"* that should matter: the intended process of a project and the quality of that process in engaging the public should matter as much (if not more) as the intended results.

50. Many NSAs requested the opportunity to allow for applications (and reports) to be written in their own language.

Project administration

51. Many NSAs commented on what they found a rather cumbersome and bureaucratic administration system, starting with the application process itself, but continuing throughout the project phase. Suggestions were made to:

51.1.   maintain the concept note stage, but ensure that the assessment process of the concept stage is completed by the EC within six weeks
51.2.   introduce a simplified application format, and ensure that applications are decided on within twelve weeks

  51.3. introduce multiple calls annually, e.g. three times per year

  51.4. introduce the opportunity for applicants and grant recipients to develop personal contact with – and obtain advice from – their project manager in EuropeAid

52. There was disagreement on the prescriptiveness of the Calls for proposals: some respondents argued for tighter priorities and theme specific criteria, while others advocated Calls for proposals with broad themes and priorities.

53. We have heard that the attention given to the use of a logical framework approach in planning, implementation and assessment of DEAR projects is not very well suited to projects that include a focus on processes whose precise outcomes (in terms of participants' actions) may not be known in advance. The approach makes participatory planning difficult and therefore undermines what is seen as a key principle of many DEAR projects. Integrating opportunities for participatory planning in the project design and application process would be required if the project plans are really meaningful.

The issues highlighted in this and the previous sections may encourage further reflection on the role which the EC can best play in DEAR. Given available resources, and given the range of activities that take place elsewhere, should the EC see its role as for example:

- a managing agent of grants (as it currently is doing) and, if so,
  - what type of projects (themes, specific sectors of the public, etc)
  - what type of grants (mini, maxi, block grants, project grants, capacity building grants; or as
- facilitative agent that encourages, for instance:
  - capacity building of national and international DEAR networks and programmes
  - learning and sharing of learning from DEAR project and programme work
  - access to information about DEAR in the EU; or as
- motivating agent: encouraging and enabling different actors (including those whose main roles are not in DEAR) to take on the challenge of DEAR in their own on-going work?

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12. NEXT STEPS

Our suggestions for the next steps in the process of the Study are as follows:

1. August 2010: Publication of the Interim Report on the CiSocH website by Aidco, including opportunities for respondents to provide comments and suggestions via the site.

2. August 2010: Study team members inform their informants in the various countries of the availability of the Interim Report, inviting comments and suggestions via the CiSocH website. Information will be accompanied by a summary of the report.

3. August 2010: Aidco issues invitations to named contacts in MFAs, MoEs, and national and international stakeholder networks and organisations to be represented at the Study's conference on 11th and 12th October. Invitations are also given to other DEAR relevant DGs in the EC and to Euro parliamentarians.

4. Early October: DEAR Study team circulates document for discussion at the Conference (the document will also be posted on the CiSocH website as part of the consultation process).

5. Monday 11th and Tuesday 12th October: DEAR Study conference, Brussels

6. Monday 18th October: consultation, on the Interim Report and on the issues raised by it and by the conference, closes.

7. Wednesday 3rd November: Draft Final Report submitted by the DEAR Study team to EuropeAid

8. Wednesday 10th November: DEAR Study team 'Reference Group' meeting with the European Commission

9. Tuesday 30th November: DEAR Study team submits Final Report to the Commission

10. 6th and 7th December: EuropeAid launches the DEAR Study Final Report at the European Development Days in Brussels.

APPENDICES

The following appendices are available in a separate document that accompanies the 'Work in Progress' report:

1. Respondents

An overview of the organisations, government ministries, networks and other agencies who contributed to the fieldwork phase of the Study.

2. DEAR Study fieldwork visit reports: Pan European actors

An overview of the main international actors focussed on DEAR in the European Union.

3. DEAR Study fieldwork visit reports: EU member states

An overview of information gathered by Study team members to the individual EU member states.