The European Consensus on Development:

The contribution of Development Education & Awareness Raising

2007

Summary

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Introduction

In 2005 the Council of the European Union and the representatives of the governments of the European Union Member States meeting within the Council of the European Union, the European Commission and the European Parliament agreed a joint statement on development ('The European Consensus on Development'), outlining the challenges to be faced in eradicating poverty and in promoting sustainable development, and the commitments of the European Union in meeting those challenges.

This document is offered as a contribution to the implementation of the European Consensus on Development, with particular reference to the declaration that "... the EU will pay particular attention to development education and raising awareness among EU citizens."[1] The statements made provide a framework for the development of strategy at local, regional, national and European levels.

The document has been drawn up by staff and representatives of a wide range of organisations and institutions with an interest in international development and in Development Education and Awareness Raising[2], including from:

CONCORD Development Education Forum,
Council of European Municipalities and Regions,
Development Centre Institute of International Relations – Czech Republic,
European Commission DEV A4,
European Parliament,
European Youth Forum,
Federal Ministry of Foreign Affairs, Trade and Development Cooperation – Belgium,
Global Education Network Europe (GENE),
InWEnt GmbH for Federal Ministry for Economic Cooperation and Development (BMZ) – Germany,
Irish Aid, Department of Foreign Affairs - Ireland,
Ministry of Foreign Affairs Direction de la Coopération au Développement – Luxembourg,
Ministry of Foreign Affairs – Slovenia,
North-South Centre of the Council of Europe,
Organisation for Economic Co-operation and Development (OECD) Development Centre,
Portuguese Development Agency (IPAD), and
Slovak Agency for International Development Cooperation.

In drawing up this strategy framework, support was provided by staff and consultants engaged by the Development Education Exchange in Europe Project [DEEEP].

This document is accompanied by Annexes I) Notable international and EU development commitments, and II) International and EU commitments to Development Education and Awareness Raising, which provide further details of selected aspects highlighted in the following pages.

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[1] Part I, section 4.3, paragraph 18 of the European Consensus on Development.
[2] The views expressed in this document do not necessarily reflect the views of the organisations collaborating in the development of this strategy framework.

I.   Meeting the development challenge and European and international commitments to development: the role of Development Education and Awareness Raising

1. Poverty eradication and the need for sustainable development are of vital concern in the early part of the 21st Century. The context within which these concerns are addressed is one of an increasingly globalised, interdependent and changing world. These concerns are acknowledged by and have led to significant commitments by the European Union, as expressed in, for example, the European Consensus on Development.[3]

2. In responding to these worldwide concerns and commitments the European Union, its Member States and its inhabitants - through local, regional, national and international policies, organisations, institutions, authorities and activities in and outside Europe - play and should play a significant role in:

    2.1.   Developing economic relations that address the challenges of:
        2.1.1.   eliminating poverty and socio-economic exclusion;
        2.1.2.   combating economic inequalities; and
        2.1.3.   enabling local relationships with global economies that are based on principles of justice, fairness and inclusion.

    2.2.   Developing social and cultural relations that address the challenges of:
        2.2.1.   promoting fairness and practical solidarity between peoples;
        2.2.2.   upholding and extending the application of human rights; and
        2.2.3.   responding to migration and the need to build multi-cultural but cohesive societies.

    2.3.   Developing relations with the natural world that address the challenges of:
        2.3.1.   maintaining sustainable environments; and
        2.3.2.   addressing climate change.

    2.4.   Developing political relations that address the challenges of:
        2.4.1.   enabling and encouraging public participation in decision making about development; and
        2.4.2.   creating and maintaining a sense of personal and communal belonging and identity, based on global citizenship in a changing, interdependent world.

3. The European Consensus on Development recognises the importance of development education and awareness raising among EU citizens in addressing such concerns and commitments.[4]

4. During the past three decades civil society, local and regional authorities, governmental and European actors have started to meet these challenges by providing information and organising activities that engage various sections of the public. Such efforts are helping to create increased public awareness, interest and involvement in development - across the European Union.[5]

5. At the same time a diverse range of organisations, institutions and educators has been designing and implementing school and out-of-school curriculum programmes and projects. Known by various names –and not always called 'development education'-, these initiatives all provide an educational response to the issues and challenges of development, helping learners and educators alike in obtaining a critical understanding, skills, values and attitudes through investigations of a wide range of global development issues.[6]

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[3] European Consensus on Development (2005), jointly agreed by the Council of the European Union, the European Commission and the European Parliament. See Annex 1 for further reference to international and European development commitments.

[4] See for instance Part I section 4.3 of the European Consensus on Development (2005).

[5] For instance, public involvement from across Europe in the Make Poverty History campaign (2005) and ongoing public interest in the Global Call to Action against Poverty, see www.whiteband.org.

[6] For example, curriculum initiatives and programmes in school, adult education, youth work, and Higher Education sectors in many of the EU Member States. Information about this work across the European Union is provided through, for instance, www.deeep.org.

6. Where development awareness and education have created a lasting impact on the public they have tended to be based on dialogues between European citizens and citizens of countries in the South, moving the focus from issues 'about the South' to issues of shared experiences and common humanity - North and South. NGOs, civil society organisations and state actors in Europe play a significant role in encouraging and facilitating such dialogues, helping the European public to recognise the significance of development decisions and actions for people both North and South.

7. At a European Union level development awareness raising and educational efforts have been given political attention at different venues and through various statements: stressing the importance of such work in the promotion of central EU values such as solidarity, tolerance, inclusion, human rights and democracy, in the growth of critical support for international development efforts, and in meeting our moral responsibilities as inhabitants of this planet.[7]

8. Both the raising of awareness of development, and development education make significant contributions to increasing public support for development. As important, however, are the contributions made to meeting the needs of the public for critical understanding, skills, and values that enable them to lead fulfilling lives in a changing and interdependent world. Quality awareness raising and education work support the meeting of these needs.

9. Building on the work that has been done to date, Development Education and Awareness Raising in the early part of the 21st Century face new and old challenges and opportunities, in particular relating to:

    9.1.   The need to deepen European public awareness of international development and its relationship with global interdependence, and how that development and interdependence affects and is affected by personal, local, national and European understandings and actions;

    9.2.   The need to meet the increasing demand of the European public for effectiveness of development policy and development cooperation in general, including the effectiveness of Development Education and Awareness Raising efforts – be it publically or privately funded;

    9.3.   The need to integrate development education and awareness raising efforts in the mainstream of existing formal and informal education and information systems and processes, making full use of appropriate didactical and pedagogical approaches to reach the European public; and

    9.4.   The need to make use of professional skills, methods and tools in order to evaluate and to assess impact and quality, including through greater collaboration and shared learning between European, state and civil society actors, in order to increase the scope and impact of the work done.[8]

10. In addressing these issues this strategy framework suggests separate and joint principles, objectives and characteristics that enable state, NGO, other civil society and European actors to address the challenges and opportunities for public awareness raising and education for development. In supporting the European Consensus on Development this document aims to complement and strengthen, but not replace existing national and European initiatives.

11. This document is not only addressed to those who are already involved in development education and awareness raising, but is also presented to those governments, EU institutions, NGOs and other civil society organisations that are not yet involved in this work, but whose role in international development and in education in Europe can be brought to bear on attempts to increase the scope and impact of this work.

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[7] Political commitments to promoting Development Education and Awareness Raising in Europe include the EU Council of Development Ministers Resolution on Development Education (2001), the Maastricht Declaration (2002), the Brussels Conference on Public Awareness and Development Education for North-South Solidarity (2005), the European Consensus on Development (2005), the Helsinki Conference on European Development Education (July 2006), and the 18-month (2007-8) Programme on development policy of the EU Presidencies of Germany, Portugal and Slovenia. See Annex 2 for further details of these commitments.
[8] E.g. the Final Report of the Conference on European Development Education, Helsinki, 3rd and 4th July 2006.

II.   Common objectives

<u>**THE CONTEXT OF DEVELOPMENT EDUCATION AND AWARENESS RAISING**</u>

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.

<u>**THE AIM OF DEVELOPMENT EDUCATION AND AWARENESS RAISING**</u>

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.

<u>**THE CONTRIBUTION OF THIS STRATEGY FRAMEWORK**</u>

14. This strategy framework for Development Education and Awareness Raising aims to contribute to:

   14.1.   a deepening of European public awareness, critical understanding of, and creative engagement with global development and its relationship with local situations and change – in the European Union and elsewhere;

   14.2.   an increase in the European public's ability to enact their own and support others' right to development; and

   14.3.   public challenges of attitudes, policies and practices that perpetuate poverty and hamper sustainable development.

<u>**THE OBJECTIVES OF THIS STRATEGY FRAMEWORK**</u>

15. In the context of the European Consensus on Development the specific objectives of Development Education and Awareness Raising are:

   15.1.   To increase the European public's critical understanding of the causes and consequences of global poverty and inequity, and of its relevance to personal, local, national, European and global interdependence and sustainable development;

   15.2.   To promote and enable the European public's engagement with and informed participation in local and international responses to the eradication of poverty and to sustainable development;

   15.3.   To engage decision makers in the task of embedding policies and practices that are relevant to the implementation of Development Education and Awareness Raising approaches - in particular in relation to formal and informal education at (sub-)national and European Union level;

   15.4.   To create dialogue between European, state, media and civil society actors who are, or who could be, engaged in promoting the aim and goal of Development Education and Awareness Raising;

   15.5.   To encourage cross European initiated programmes and activities and mutual support, including between different and new actors in Development Education, Awareness Raising and development cooperation; between national and EU levels; between people North and South; and with governmental and civil society actors in low and middle income countries outside the European Union; and

   15.6.   To promote the growth of cross European learning from Development Education and Awareness Raising efforts, in order to improve practice and impact.

III.   Common principles

EXPLICIT VALUES AND LONGER TERM GOALS

16. Organisations, institutions and others involved in Development Education and Awareness Raising pursue many different objectives and apply a wide range of approaches. In doing this they clarify and make explicit their values and longer term goals regarding poverty elimination, sustainable development, awareness raising, education and life-long learning.

WORKING IN PARTNERSHIP

17. Development Education and Awareness Raising are based on working in partnership: joint efforts to develop common understanding and relevant actions in response to global development, be it between those involved in development North and South; between organisations, institutions, governments; between funder and fund recipient; between the informant and the recipient of information; or between the educator and the learner.

PROMOTING A RANGE OF VIEWPOINTS AND PERSPECTIVES

18. Development issues and processes are complex and are not reducible to one or a few 'correct' solutions, or to a single ideological approach. Development Education and Awareness Raising give explicit attention to a rich variety of voices and different perspectives, counteracting persistent myths and generalisations about 'development', 'aid', and 'the South' and enabling the European public to connect with the issues through an empathetic awareness and understanding of different viewpoints. Particular emphasis is given to the voices and viewpoints of those who are marginalised from or adversely affected by global development.

THE COMMONALITY OF DEVELOPMENT PROCESSES: CONNECTING 'THERE' AND 'HERE'

19. Globalisation and interdependence mean that 'development' is not something that happens exclusively or independently in 'the South' or outside our own European localities and societies. Development Education and Awareness Raising involve explicit attention to linkages between development issues and challenges here and elsewhere: building on an understanding of the commonality of development processes and interests throughout the world by engaging the public in experiences and creative responses that highlight the relevance of global development to local situations and vice versa.

WORKING WITH AND THROUGH EXISTING SYSTEMS AND PROCESSES

20. Extensive and often well-established structures and processes exist in Europe that are relevant to our work, including education systems, NGO and other civil society networks, governmental and intra-governmental institutions and processes and media organisations and outlets. Development Education and Awareness Raising aim to work with and through these structures and processes to strengthen and support their capacity to implement awareness raising and educational efforts for development. Similarly, attempts are made to develop common agendas with other educational approaches in Europe and beyond including, for example, active citizenship education, anti-racist education, environmental and sustainable development education, gender education, global education, human rights education, intercultural and multicultural education, participatory learning and action, and peace education.

CONTRIBUTING TO AND LEARNING FROM RESEARCH

21. Development Education and Awareness Raising encourage and support collaboration with and learning from academia and others who are 'external' to its day-to-day work, including through contributions to and learning from comparisons with public and social change campaigning, community development, social marketing, and education approaches elsewhere in the world.

SHARING EXPERIENCES AND ASSESSMENTS

22. In order to improve the practice of all those involved, Development Education and Awareness Raising share assessments and evaluations of their programmes, including by making evaluation reports available to interested parties the wider public. Such reports seek to highlight learning points regarding the quality of the work done, practice in implementation processes, organisational and public capacity building, results and lasting impact.

NOT PUBLIC RELATIONS

23. 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.

IV.   Target groups

24. The elimination of poverty and the promotion of sustainable development should be of prime concern to all inhabitants of Europe. The primary stakeholder in Development Education and Awareness Raising in Europe is therefore the European public. The public is both a target group of activities but significantly and foremost it is also a participant in seeking responses to development issues.

25. This Development Education and Awareness Raising framework, however, is primarily targeted at those organisations, authorities, institutions, print and broadcast media, and policy decision makers in the European Union and in Member States that concern themselves with the design, management, coordination, or funding of activities, projects, programmes and policies that are relevant to education, to the provision of information, or to development. This is particularly, but not exclusively the case where organisations, authorities, institutions and policy decision makers are concerned with or involved in formal and informal education systems.

26. It is these stakeholders in particular who determine the themes and extent of awareness, understanding and involvement of the European public in development efforts. It is the level of that public's awareness, critical understanding and creative engagement with global development and its interplay with local change that defines the success of our efforts in meeting the goal expressed by this strategy framework.

V. Development Education and Awareness Raising in Europe: characteristics and challenges

PROCESSES OF DEVELOPMENT EDUCATION AND AWARENESS RAISING

27. Development Education and Awareness Raising make use of a wide range of processes that aim to engage people in development, helping to build personal understandings of global development, skills of enquiry and participation, values that are central to a just society and sustainable world, familiarity with different perspectives and experiences, and a disposition to support development for a just and sustainable world. Current Development Education and Awareness Raising programmes and projects, to greater or lesser extent, explicitly or implicitly, give attention to some or all these facets. To meet its aim, a key challenge to be met is the construction of programmes and project that give systematic attention to all these facets.

VARIETY AND VARIABILITY

28. Development Education and Awareness Raising in the European Union is characterised by a wide variety of initiatives, encompassing for example, work with schools and Higher Education institutions, youth work, adult education, public awareness raising and campaigning, and advocacy. Support for this work by Member States, although in some cases significant, varies from country to country.

THE NEED FOR COORDINATION

29. Although networks to exchange ideas and experiences exist in most European Union Member States and at a European level, little pro-active coordination of programmes takes place. Where such coordination does exist it tends to be guided by government supported policies, often initiated through Ministries of Foreign Affairs and Development and typically directed at formal education.

30. The disparate nature of Development Education and Awareness Raising activities does not lend itself well to pro-active coordination, particularly since little conscious thought has so far been given to the development of a coherent framework for these activities. Such a framework however is required if the need for increased public participation is to be addressed.

31. To be effective such a framework should also draw attention to the challenges, in particular those mentioned here, that have to be met in organising programmes, projects and activities that are of high quality and lasting impact.

32. At a policy level such a framework should also enable the development of practical synergies with European, national and specific sectoral and inter-sectoral approaches. Approaches that are concerned with, for instance, the environment, culture, migration, education, fair trade, agriculture: issues that, to date, although related and relevant to development and to Development Education and Awareness Raising, are largely dealt with separately.

THE NEED FOR A LONGER TERM CONTEXT TO DEVELOP PUBLIC UNDERSTANDING AND ENGAGEMENT

33. One foundation for such a framework is the realisation that activities that focus solely on raising awareness of development issues do not lead to a critically informed public, let alone a public whose engagement with development is sustained.

   33.1. Public awareness raising and public campaigning on a particular development issue may obtain some, sometimes widespread, support for solutions to that issue.

   33.2. Although of vital importance, such support should be only a starting point in creating lasting public engagement in development: placing the 'single issue' within the broader context of enquiry about the relevance of that issue to other global phenomena, to personal experiences and to local issues (both here and in the South).

   33.3. At a sustained level, information and enquiry are placed within a framework that enables the public to progressively enrich its understanding, skills, and practical responses to poverty and sustainable development.

The challenge for Development Education and Awareness Raising is to create opportunities that engage the public progressively through various 'levels' of participation. Without such a deepening of involvement Development Education and Awareness Raising efforts are likely to remain well-intentioned and largely one-off, maintaining the public in a supporter role rather than as a participant in global development.

THE GLOBAL IS IN THE LOCAL

34. Continuing globalisation, increasing interdependence, international migration, the impact of climate change are some of the phenomena that have resonance at local levels throughout the world. The international and inter-related nature of these and other development issues makes it no longer possible to divorce 'development there' from 'development here'. For Development Education and Awareness Raising in Europe the local expressions of such phenomena offer prime examples – as well as significant challenges - of connecting the experiences of people here to the experiences of people elsewhere in the world, in particular but not necessarily exclusively to people in the South.

DRAWING ON EXPERIENCES IN THE SOUTH

35. In relating global phenomena to local development issues and vice versa, European initiatives and programmes can learn much from experiences and organisations in the South. This is and has been the case in obtaining and disseminating information about Southern societies and to attempts in the South to respond to and overcome poverty. Although some of this information is focussed on disaster and seemingly unremitting misery (giving the impression of widespread and general poverty in 'the South') Development Education and Awareness Raising aim to place such images within the context and experiences of societies that are as varied, complex and changing as our own.

36. Far less attention has been given in Europe to Southern (including migrant) experiences of public awareness raising and education programmes for development. To meet the development challenges, and to meet the aim and objectives of Development Education and Awareness Raising, there is significant scope and a need for European initiatives to build a genuine dialogue between themselves and Southern actors about common and divergent experiences of development, of awareness raising and of education for development.

MAKING DEVELOPMENT EDUCATION AND AWARENESS RAISING INTEGRAL TO PUBLIC LIFE

37. To date most Development Education and Awareness Raising efforts in Europe have been initiated and managed by civil society organisations. In some EU Member States, and through the European Commission, frameworks of financial and sometimes of strategic support exist which add to these civil society initiatives. Currently these local, national and European stakeholders are central in determining the content and approaches of Development Education and Awareness Raising. However, if part of the aim is to engage the public in participation for development, then Development Education and Awareness Raising needs to be, and be seen to be, relevant and integral to existing systems where the public meet, discuss and develop their skills and experiences.

38. Virtually all of the public at one or more points in their lives are involved in formal or informal education. Development Education and Awareness Raising can (and in many countries already do) make a positive contribution to the learning experiences of the public, helping the development of understandings and skills that support an individual's need for a fulfilling life: socially, economically and politically. It is suggested that the emphasis of Development Education and Awareness Raising – and for a pro-actively coordinated European framework - should therefore be on the primary, secondary and tertiary phases of formal education and on programmes and institutions that support life-long learning. This will require current stakeholders to develop the capabilities and capacities to work with educators and with others involved in supporting life-long learning: retaining an expertise in resourcing development experiences, but also developing a new expertise as facilitators and as outside supporters of change processes. The focus of work becomes one where the aim of Development Education and Awareness Raising becomes 'owned' and valued by educators, trainers, youth workers, educational institutions (incl. managers and governors), learners, parents (and the community), curriculum planners (and education policy makers), etc.

EVALUATION AND IMPACT ASSESSMENT

39. The purpose of evaluation and impact assessment, from the perspective of Development Education and Awareness Raising, is primarily three-fold: learning from yesterday's experiences in order to do better tomorrow; assessing the short term and lasting benefits to audiences or participants; and informing the approaches and activities that address future opportunities and obstacles. Assessment of results, impact and quality of processes and outcomes are the overriding, albeit not only, concerns. Often however evaluation is slanted towards quantitative assessments: the number of activities carried out, the number of people 'whose awareness has been raised', 'who have been educated', who have signed up for an activity, etc. Such assessments may be valuable where performance indicators set by, for example, funders, policy makers, or by an organisation itself, are primarily of the quantitative kind. They may also appear to be useful where a programme or project operates on the assumption that awareness raised automatically leads to greater understanding and from there to action. But quantity of involvement does not, on its own, indicate quality of involvement, and a causal relationship between raised awareness and sustained public behaviour as a result is extremely rare.

40. Successful evaluation and impact assessment require clarity of purpose at the start of a programme or project; defined aims, objectives and strategies; monitoring of implementation; an organisational culture of critical reflection; and time, personnel and financial resources set aside for this. The onus is on stakeholders in this work to incorporate the need for such resources in their programmes and projects. Best practice suggests that the purpose of evaluation should be designed during a project's planning phase and that between 3 and 5% of total resources should be explicitly allocated to evaluation. Successful evaluation and impact assessment also requires the dissemination of what has been found: helping to inform the work of others, and helping to develop joint learning across the Development Education and Awareness Raising movement.

SENSITIVE AREAS: THE NEED FOR HONEST DEBATE

41. A long term view, progressively deeper public engagement and collaboration with 'third parties' require state and non-state actors alike to be clear and open about their reasons for involvement in Development Education and Awareness Raising. This means explorations of how they each see their contribution to engaging the public in enacting its rights and responsibilities in respect of global-local development. Such issues can be highly sensitive since specific organisational aims and concerns (of for instance, communicating a particular standpoint, or raising funds), can sit uneasily or even contradict the aim of Development Education and Awareness Raising. It is difficult to see, however, how a coherent vision and framework can emerge unless there is open and honest debate about such, sometimes sensitive, issues.

VI. Recommendations

TO CURRENT AND POTENTIAL FUTURE STAKEHOLDERS IN DEVELOPMENT EDUCATION AND AWARENESS RAISING

42. As part of the process of implementing the European Consensus on Development it is recommended that European Union bodies, institutions and authorities, Member State governments, local and regional authorities, civil society organisations and other stakeholders mentioned in this document address the objectives, principles and challenges identified in this document.

In addition the following recommendations are made:

TO THE EUROPEAN COMMISSION

43. To report to the Council and to the European Parliament on the current implementation of the commitment to Development Education and Awareness Raising as expressed in the European Consensus on Development; on the quality of this implementation with regard to organisation, results and impact of respectively development education and of development awareness raising efforts.

44. To integrate and include development perspectives and actions in support of Development Education and Awareness Raising in relevant European Commission programmes, in particular in programmes applicable to youth and education.

45. To explore with other state and civil society stakeholders in Development Education and Awareness Raising the development and implementation of processes that enable debate on best practice in national strategies for support of Development Education and Awareness Raising, and that enable the application of learning from such debates and practice across the European Union, and in particular in New Member States.

46. To collaborate with governments and civil society stakeholders in the development of suggestions for the further implementation of the European Consensus on Development commitments regarding Development Education and Awareness Raising, including through inter-services consultations, cross-European collaboration in the promotion of Development Education and Awareness Raising, in the initiation of relevant programmes, projects and activities and in the further growth of Development Education and Awareness Raising, particularly in New Member States.

47. To ensure the implementation and publication of evaluations of EC initiated or supported Development Education and Awareness Raising programmes and projects.

TO THE EUROPEAN PARLIAMENT

48. To initiate the development of a report on Development Education and Awareness Raising and its role in the implementation of the European Consensus on Development, including through involvement of relevant Parliamentary Committees (such as DEVE). The report should highlight the actual and potential role of Development Education and Awareness Raising in formal and informal education and life-long learning in Europe.

TO THE GOVERNMENTS OF EUROPEAN UNION MEMBER STATES AND TO LOCAL AND REGIONAL AUTHORITIES

49. To give explicit attention to the importance of Development Education and Awareness Raising in development policies, programmes and budgets and in formal and informal education policies, programmes and budgets.

50. Where not yet in existence, to establish and support structured and ongoing processes to develop long-term perspectives and shorter term collaborative programmes that promote Development Education and Awareness Raising, involving governmental departments and agencies responsible for Foreign Affairs/Development Cooperation and for formal and informal education, also involving non-governmental development and other civil society organisations with an interest in global and national poverty eradication and sustainable development.

51. To provide policy, financial and organisational support for the integration of Development Education and Awareness Raising in formal and informal education systems, curricula and programmes, and in media activities, focussing on opportunities to engage formal and informal educators and media personnel in the development of new projects and programmes, networks, research; and on opportunities that enable authorities, agencies and institutions to play their part in responding to the challenges of poverty eradication and sustainable development. Policy, funding and organisational commitments should enable perceptible change to be made towards reaching the aim of Development Education and Awareness Raising.

52. To ensure the implementation and publication of evaluations of government and local or regional authority initiated and supported Development Education and Awareness Raising programmes and projects.

TO CIVIL SOCIETY ORGANISATIONS

53. To give explicit attention to the importance of Development Education and Awareness Raising in organisational strategies, budgets and public communications programmes, projects and activities, enabling the public to gain increased critical awareness of development and increased knowledgeable and skilled participation in development - globally and locally.

54. To develop and implement strategies and dedicate appropriate levels of resources for effective and targeted marketing of Development Education and Awareness Raising, in particular with formal and informal education sectors and practitioners, and with the media.

55. To establish partnerships and genuine collaboration with practitioners and decision makers in formal and informal education systems and in the media, enabling the integration of development concerns and of Development Education and Awareness Raising principles in ongoing policies and practices of those systems and in the media.

56. To provide structured, ongoing and supported processes of collaboration between people and organisations in the South and formal and informal educators, researchers and the media in Europe, enabling the public to respond to and play their part in responding to the challenges of poverty eradication and sustainable development.

57. To carry out and make publicly available evaluations and impact assessments of Development Education and Awareness Raising strategies, programmes, and projects. Such evaluations and impact assessments should include reference to explicit quality standards that are or should be achieved in respect of engagement processes used, effectiveness, efficiency, transparency, and value for money.

58. To encourage and support critical and academically sound development education research and academic courses in all EU countries, and promote sharing and exchange of Development Education and Awareness Raising experiences through universities, academic channels and think tanks.

Annex I   Notable international and EU development commitments

1. *Paris Declaration on Aid Effectiveness* (2005), [www.aidharmonization.org].

2. *European Consensus on Development* (2005), (14820/05 DEVGEN 229 RELEX 678 ACP 155)

3. *G8 Gleneagles Communiqué* (2005), [http://www.g8.gov.uk/].

4. *Cotonou Agreement* (2005),
   [http://ec.europa.eu/development/Geographical/CotonouIntro_en.cfm].

5. *Beijing Declaration: Action for Equality, Development and Peace* (1995),
   [http://www.un.org/womenwatch/daw/beijing/beijingdeclaration.html].

6. United Nations (2000), *Millennium Declaration*, [www.un.org/millenniumgoals]. Reaffirmed in
   2002 and 2005.

7. United Nations (2003), *Monterrey Consensus on Financing for Development*.

Annex II International and European political commitments to Development Education and Awareness Raising

1. STRENGTHENING THE EUROPEAN UNION'S ROLE AS A GLOBAL PARTNER FOR DEVELOPMENT: THE 18-MONTH PROGRAMME ON DEVELOPMENT POLICY OF THE EU PRESIDENCIES OF GERMANY, PORTUGAL AND SLOVENIA (JANUARY 2007 – JUNE 2008), JANUARY 2007

In the field of development policy, Germany, Portugal and Slovenia have decided to outline their common priorities and to conduct common initiatives during this period. The three Presidencies are committed to pursue these priorities both jointly and individually under their respective presidencies. They are committed to closely cooperate in order to build more awareness and support for development issues as well as to create added value in promoting them together within the European framework and in the international arena, (p. 2).

Full programme: www.bmz.de/en/service/infothek/buerger/TrioPrsidentschaft.pdf.

2. HELSINKI CONFERENCE ON EUROPEAN DEVELOPMENT EDUCATION, 3-4 JULY 2006

Organised by the Finnish NGDO Platform to the EU in cooperation with CONCORD and with support of the Finnish Ministry for Foreign Affairs and the European Commission.

1. The European Consensus on Development states that the EU will pay particular attention to development education and awareness-raising in the efforts to enhance civil society engagement in global development, Other European structures and political commitments are similarly inclined. To realise this and ensure that all people in Europe have access to quality development education, a strong European and national Strategy Framework is required.

2. In this Strategy Framework priority should be given to supporting planning, quality, partnership, mutual learning and peer exchange of strategies and experience, in development education and awareness-raising; particularly between new member states, acceding and candidate countries, and countries seeking to strengthen national support mechanisms.

3. The Strategy Framework should support existing mechanisms for coordination, international shared learning of national strategies though, interalia Concord and DEEEP, OECD DAC Heads of Information, GENE Peer Reviews, the North-South Centre's Global Education Week network and other networks working in this area.

4. In order to move this European strategy forward, a multi-stakeholder task force will work to develop a common perspective on the European Strategy framework for development education. Member states will be consulted about existing and emerging national strategies, to ensure coherence and to move the process forward from Helsinki.

5. Development education, public awareness and media strategies should be based on a model of solidarity and global interdependence. This means working with Southern partners at all stages of the processes. It also means avoiding passive images of the South, in line with best practice and the recommendations of the Code of Conduct on Images and messages. Linking local and global dimensions of issues is also necessary.

6. Integration of global and development perspectives into education systems requires the development of coordinated strategies by Ministries of Education and Ministries of Foreign Affairs, and other relevant Ministries, Civil Society actors, Local and Regional Authorities, and national curriculum bodies. In this process, the European Global Education Peer Review system has proven useful at national level. Particular emphasis and resources should be allocated to training: both initial and in-service teacher training, and training of DE trainers.

7. Increased quality and impact in development education is also required. This necessitates greater clarity and coherence regarding the differences along the continuum from development education to awareness raising to information and campaigning. Appropriate mechanisms of evaluation in these related, complementary but differing spheres are essential. Partners from the South should be involved at all stages.

8. Recalling previous commitments, the Conference recognises the efforts of countries to increase funding to development education. A target of 3% of ODA to development education is endorsed by NGDOs and some member states. The Conference calls on member states, local and regional authorities, NGDOs and the Commission to commit to a staged series of increases in financial support for development education, to ensure pro rata strengthened support as member states approach targets of 0.56%, 0.7%, of GNI to ODA and beyond, and develop inclusive, consultative strategies for disbursement.

9. In the context of ongoing discussions on the reform of European Commission financial instruments, due regard should be given to the European Consensus on Development and reform should be informed by the findings of the Brussels and Helsinki Conferences. The reform should aim at clearer and more coordinated European Commission support structures for DE, that are coherent with member states support structures.

These recommendations are addressed to all actors of society who are able and interested in further improving the impact and quality of development education. This includes among others the EU institutions, national ministries, and international and civil society organisations, research institutes working for active and informed global citizens.

3. THE EUROPEAN CONSENSUS ON DEVELOPMENT, DECEMBER 2005

4.3 Participation of civil society

18. The EU supports the broad participation of all stakeholders in countries' development and encourages all parts of society to take part. Civil society, including economic and social partners such as trade unions, employers' organisations and the private sector, NGOs and other non-state actors of partner countries in particular play a vital role as promoters of democracy, social justice and human rights. The EU will enhance its support for building capacity of non-state actors in order to strengthen their voice in the development process and to advance political, social and economic dialogue. The important role of European civil society will be recognised as well; to that end, the EU will pay particular attention to development education and raising awareness among EU citizens.

4. EUROPEAN COMMISSION WHITE PAPER ON A EUROPEAN COMMUNICATION POLICY (PLAN D FOR DEMOCRACY, DIALOGUE, DEBATE), OCTOBER 2005

Objectives of Plan-D:

The Commission has proposed a Plan D for Democracy, Dialogue and Debate, not as a rescue operation for the Constitution, but to stimulate a wider debate between the European Union's democratic institutions and citizens. It has to be seen as complementary to the already existing or proposed initiatives and programmes such as those in the field of education, youth, culture and promoting active European citizenship.

Plan-D dovetails with the Action Plan on communicating Europe1 which seeks to improve the way that the Commission presents its activities to the outside world and the forthcoming White Paper on communication strategy and democracy which will start a consultation process on the principles behind communication policy in the European Union and the areas of co-operation with the other European institutions and bodies. Together with Plan-D these initiatives set out a long-term plan to reinvigorate European democracy and help the emergence of a European public sphere, where citizens are given the information and the tools to actively participate in the decision making process and gain ownership of the European project.

More details: http://ec.europa.eu/communication_white_paper/index_en.htm.

5. EUROPEAN CONFERENCE ON PUBLIC AWARENESS AND DEVELOPMENT EDUCATION FOR NORTH-SOUTH SOLIDARITY, BRUSSELS, 19-20 MAY 2005

Jointly organised by Belgian Development Co-operation Directorate-General and the European Commission.

A. As part of an ongoing debate, participants from national, European and international administrations, non-governmental organisations and other actors of civil society, together with members of different media, took part in a conference on public awareness and development education for North-South solidarity in Brussels on 19/20 May 2005.

B. The participants, meeting in both plenary and specific working group sessions, have drawn up the following recommendations. Further specific proposals and suggestions from different participants are outlined in the conference papers.

1. The renewed commitment by the European Union and the member states to increase ODA levels adequately for 2010 and the achievement by 2015 of the level of 0.7% by most, as advanced by the United Nations in 1970, should be welcomed and propagated as widely as possible throughout the Union. Effective development education and awareness raising are essential conditions to mobilise support to reach these targets.

2. Noting that the assistance provided is a question of finance, effectiveness and quality, as well as sustainable development, the Millennium Development Goals should be included as a major facet of public awareness and development education activities throughout the Union.

3. Comprehensive and coherent development education and awareness-raising strategies should be designed or reviewed at both national and European levels. The relevant authorities should ensure that these strategies are fully integrated into their development and education policies. This will require close co-operation with NGOs and other relevant civil society organisations.

4. Awareness-raising and development education should be integrated into the curricula of the formal and informal educational systems throughout the current and future members of the Union. Such programmes, aimed at all levels and ages of society, are necessary to foster the greatest possible North-South solidarity.

5. National and European authorities should ensure there is adequate funding for development education and awareness raising in their planning. It is proposed that the European Commission and Member states move towards or beyond a figure of 3% of ODA, as proposed in a UNDP Report. This increase in funding implies the necessary quality, efficiency and effectiveness of development education and awareness-raising activities.

6. As part of the overall need to raise both quality and efficiency, best practices should be actively encouraged and supported, particularly between Member states but also internationally. Ongoing coordination and co-

operation, learning from past experiences at the widest possible level, are therefore essential to ensure coherence and maximise effectiveness.

7. It should be stressed that both awareness raising and development education are distinct from publicity and fundraising. Equally development education and awareness-raising activities should be rooted in the realities of Northern societies and take into account the interdependency between North and South as well as the need for policy coherence in the North.

8. Assistance towards achieving effective development education and awareness raising in new Member States should be provided. In order to enable new and future Member States to access EU funding for development education and awareness-raising, current thresholds on financial capacity requirements and eligibility criteria should be adapted in their favour.

9. Recognising that international development co-operation issues were not properly discussed in the course of the last accession rounds, further rounds should address it in a much more proactive way. In the case of the new Member States and acceding countries, ad hoc development education and awareness-raising activities should partly make up for the lost opportunities.

10. The contribution of national and local authorities, parliamentarians, NGOs and other civil society actors in North-South co-operation should be strengthened with a view to boosting capacity, awareness and commitment in the current and future Union, as well as outside.

11. Emphasis should be given to how, following natural or man-made catastrophes, there is a process of linking relief to provide initial stability, rehabilitation and development which should be on a sustainable and environmentally friendly basis.

12. A comprehensive press strategy for North-South solidarity should cover the broad range of existing media but focus on channels with the widest coverage where resources are limited. Development and humanitarian actors should make more efforts to provide useful, clear and appealing material and opportunities to journalists to enable them to offer independent and accurate information on North-South issues. The press has a fundamental role in preventing crises becoming forgotten both by governments and European civil society and should be recognised as a development actor.

13. Images and articles are best if they respect the dignity, beliefs and traditions of the peoples of the "South" in their presentation.

14. Monitoring and evaluation of humanitarian and development programmes must therefore cover not only the effect in the field but also the evolution of public perception in the North and the South of the progress accomplished. Building on existing experiences, increased efforts have to be made to improve monitoring and evaluation of development education and awareness-raising activities in order to systematically enhance their overall relevance, efficiency and effectiveness.

15. It is proposed that the recommendations of this Conference, particularly those pertaining to the role and place of development education and awareness-raising, be integrated into the new EU Development Policy Statement before its adoption and coherently translated in other relevant policy processes and instruments.

16. A group of representative stakeholders be established, following this conference, in order to ensure the follow-up of the outcomes of this Conference throughout the current and future Union. This representative group should also be aware of the need for accountability - in the widest sense – and appropriate evaluation of what is a long-term process of improving North-South solidarity. It would then organise further meetings and discussions as appropriate. In this context, it particularly welcomes the offer of the Chairman of the Development Committee of the European Parliament to draw up a report on the matter.

C. While these recommendations are addressed above all to the representatives of the European Parliament, the European Council, the European Commission, as well as the national authorities at the conference, they are also directed to all members of society, individuals and organisations who are able to increase awareness of and strengthen North-South solidarity in all its aspects.

D. The participants note with pleasure that certain authorities are already actively pursuing these goals. The recent communication of the Commission to the Council and the organisation of this conference by the European Commission and the Belgian authorities are recent positive examples.

Full report http://www.euforic.org/awareness-sensibilisation/.

6. **UNITED NATIONS DECADE OF SUSTAINABLE DEVELOPMENT (2005-2014)**

The goal of the United Nations Decade of Education for Sustainable Development (2005-2014, DESD), is to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. This educational effort will encourage changes in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations.

The primary goal for the DESD is laid out in the United Nations General Assembly resolution 59/237 in which the General Assembly "*encourages Governments to consider the inclusion … of measures to implement the Decade in their respective education systems and strategies and, where appropriate, national development plans*". Furthermore, the General Assembly "*invites Governments to promote public awareness of and wider*

participation in the Decade, inter alia, through cooperation with and initiatives engaging civil society and other relevant stakeholders, especially at the beginning of the Decade".

Within the broad goals established by the General Assembly, subgoals for the DESD at the national level are to:
- Provide an opportunity for refining and promoting the vision of and transition to sustainable development – through all forms of education, public awareness and training.
- Give an enhanced profile to the important role of education and learning in sustainable development.

The objectives for the DESD are to:
- facilitate networking, linkages, exchange and interaction among stakeholders in ESD;
- foster an increased quality of teaching and learning in education for sustainable development;
- help countries make progress towards and attain the millennium development goals through ESD efforts;
- provide countries with new opportunities to incorporate ESD into education reform efforts.

Recognising that how sustainable development, and related educational processes are attained will vary from context to context, these objectives will share the key tasks for UNESCO to perform in support of Member States through its role as lead agency of the Decade. UNESCO's leadership role and, in fact, the task of Member States are also defined by the four major thrusts of education for sustainable development:
- improving access to quality basic education;
- reorienting existing education programmes;
- developing public understanding and awareness.
- providing training.

More details: http://portal.unesco.org/education/en/ev.php-URL_ID=27234&URL_DO=DO_TOPIC&URL_SECTION=201.html.

7. THE MAASTRICHT GLOBAL EDUCATION DECLARATION, 17 NOVEMBER 2002

In November 2002, the Europe-wide Global Education Congress, held in Maastricht, has led representatives from governments, parliaments, local authorities and civil society organisations of Member States of the Council of Europe to commit them to increase support to Global Education, through the so-called "Maastricht Global Education Declaration". The following commitments were agreed:

5.1 Take forward the process of defining Global Education and ensuring that a rich diversity of experience and perspectives (e.g. Southern, Minorities, Youth and Women's perspectives) is included at every stage.

5.2 Develop, in cooperation with the competent authorities and relevant actors, (or build on existing), national action plans, starting now and to 2015, for increased and improved Global Education towards the target date of the Millennium Development Goals.

5.3 Increase funding for Global Education.

5.4 Secure the integration of Global Education perspectives into education systems at all levels.

5.5 Develop, or where developed, improve and increase national structures for funding, support, co-ordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.

5.6 Develop, or where developed improve strategies for raising and assuring the quality of Global Education.

5.7 Increase support for Regional, European, and International networking of strategies for increased and improved Global Education; between policymakers and practitioners.

5.8 Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.

5.9 Contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations Decade for Education for Sustainable Development.

Download the Declaration: http://deeep.org/english/europe/strategy/Maastricht_Declaration.pdf

8. COUNCIL OF EU WORKING PARTY ON DEVELOPMENT COOPERATION RESOLUTION ON "DEVELOPMENT EDUCATION AND RAISING EUROPEAN PUBLIC AWARENESS OF DEVELOPMENT CO-OPERATION", (13323/01 DEVGEN 157), NOVEMBER 2001

The Council

6. Wishes to encourage increased support for development education, and for the corresponding communication policy, by the Commission and the Member States through the establishment of closer links between the various sectors which may help promote development education in areas such as NGOs, schools, universities, adult education, training for trainers, audio-visual media, the press, collective organisations and youth movements.

7. Encourages the European Commission and the Member States to sustain their support for NGO development education initiatives and for initiatives taken by the national coordination centres of development NGOs.

8. Underscores the importance of the "fair trade" factor which is effective in development education. The Council considers that it would be worth studying, in consultation with the bodies concerned, the possibilities of promoting further the idea of fair trade.

9. Wishes to encourage the exchange of information and experience on development education between governments and civil society actors, as well as within those entities.

10. Encourages the initiatives of the NGOs and European and national institutions aimed at raising awareness amongst the population of the candidate countries for accession to the EU of the importance of supporting international solidarity in the fight against world poverty, as well as promoting development education in general.

11. Calls on the Commission to reinforce its information and communication activities in order better to heighten the awareness of the public in the Member States, and in the candidate countries for accession, of European development cooperation policy.

12. Welcomes, on the one hand, the Council of Europe's development education work carried out by its North-South Centre which enables all Council of Europe Member States to be involved, including candidate countries for accession to the EU, and, on the other, welcomes the development education work conducted by the OECD.

13. Calls for an evaluation

(a) firstly of development education and the raising of European public awareness of development issues with regard to the implementation of the budget heading for NGO co-financing (B7-6000),

(b) secondly, with regard to the means of information on cooperation with the developing countries implemented by the Commission where heightening public awareness is concerned.

Such an evaluation should enable a further increase in the efficiency of these information and awareness raising policies in the future.

14. Underlines the importance of conducting regular opinion polls among the citizens of the EU and of the candidate countries so as to gauge their understanding and support of development cooperation. Such a poll will allow the targeting of development education towards population groups in which the need is felt most, involving, if necessary, a review of the methodology and the defining of new synergies.

For more information on the Consensus and its process, please contact advocacy@deeep.org