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on Development Education and Awareness Raising (DEAR) in Europe

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1. Executive Summary

“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 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.”¹

A strong and informed engagement of EU citizens in development issues is considered essential for an ambitious EU development policy. Development Education and Awareness Raising (DEAR) enhances European citizens' understanding, skills and critical engagement regarding development and the issues that affect it.

In this sense, DEAR should be considered as an integral part of EU development assistance. The Declaration of the European Parliament of 5 July 2012 on development education and active global citizenship² calling the Commission and the Council to develop a long term, cross-sectoral European Strategy for Development education, awareness-raising and active global citizenship is a timely reminder of its importance.

The present Staff Working Document takes stock of EU-funded DEAR activities managed and implemented by the European Commission through its Development and Cooperation Directorate-General. It is mainly based on the outcomes of the DEAR Study³, and of several evaluations carried out on the subject. It also presents recent developments and the results of DEAR workshops held in the framework of the "Structured Dialogue for an efficient partnership in Development".⁴

This Staff Working Document will be shared with the Council, the European Parliament and the DEAR community. It will also feed the forthcoming Commission proposal for a renewed DEAR strategy, to be developed in the framework of the Civil Society and Local Authorities Thematic Programme for 2014-2020.

¹ 'European Consensus on Development: the contribution of Development Education and Awareness Raising' (generally referred to as 'the Development Education Consensus'), EU Multi-stakeholder Group on Development Education:

http://ec.europa.eu/europeaid/infopoint/publications/development/36b_en.htm

² <http://www.europarl.europa.eu/sides/getDoc.do?type=TA&language=EN&reference=P7-TA-2012-302>

³ "Study on the experience and actions of the main European actors active in the field of Development Education and Awareness Raising" (also known as the "DEAR Study"), 2010

https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR_Final_report

⁴ http://ec.europa.eu/europeaid/who/partners/civil-society/structured-dialogue_en.htm

2. Introduction: The development of DEAR in Europe

In many European countries the use of the term ‘development education’ originated from the work of aid agencies during the early 1970s. At that time, a number of non-governmental development organisations (NGDOs) started to expand their action beyond the provision of overseas aid to include fostering the empowerment of citizens, and addressing national and international political change. Awareness raising and development education issues were seen as crucial to that process.

Traditionally, many governmental and non-governmental actors considered their work in raising awareness of, and education for, development to be solely an instrument for raising funds from members of NGDOs and the expansion of public support for development cooperation policies and for public expenditure on Official Development Assistance (ODA). However, over time, the focus of implementation has gradually changed.

It is now widely accepted that DEAR is not solely or primarily concerned with particular development efforts, but focuses instead on situating these efforts in a broader development context that can be and should be critically examined. This understanding is now dominant in the concepts and approaches used by most actors in this field. The approach that the European Commission has followed in its support to DEAR is in line with this understanding.

Development Education and *Awareness Raising* are complementary approaches, and both pursue similar connected core objectives. One of the main characteristics of all forms of Development Education and Awareness Raising is the use of methodologies which call on the active involvement of the audience in the processes of awareness raising or education.

The core objectives of such activities are to develop the public’s awareness and understanding of an issue, as well as to develop its understanding of, and empathy with, the experience of development from the perspective of communities with which the public may not be personally familiar. These experiences could enhance understanding and lead to support for particular actions for development. For example, these actions may involve advocacy for policy change, or changes in consumption or other behaviour.

In *Development Education* settings, such active engagement is further sought via an explicitly critical approach to development issues, including the development policies of governments or agencies, justice, local/global connections, climate change, sustainability or whichever issue is being investigated. While much awareness-raising work presents the case to be made and the proposed solutions to a particular issue as largely self-evident, in development education the case itself and the proposed solutions also tend to be explicitly questioned. Development education adopts an ‘open-ended’ approach to learning where what the learners conclude from their learning, and what they do with their newly acquired skills and understanding is not determined in advance.

3. The rationale of the European Union's support to DEAR

The recent Commission Communication "The roots of democracy and sustainable development : Europe's engagement with Civil society in external relations"⁵ states the following: "CSOs (civil society organisations) therefore contribute to building more accountable and legitimate states, leading to enhanced social cohesion and more open and deeper democracies". Hence, the EU founding values, its Development policy and its democratic model are the corner stones of DEAR.

3.1 DEAR as an expression of the EU's founding values

DEAR promotes values and attitudes that are in line with the European Union's own founding values as expressed in Article 2 of the Lisbon Treaty: "The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail."

Development Education and Awareness Raising is an expression of the EU's social, political and economic values. It promotes the understanding of, reflection on, and participation in global development and the fight against poverty, and it promotes sustainable development as a shared human responsibility.

3.2 A better understanding of the complexities of development

Combating poverty and promoting sustainable development through development cooperation, as well as through consideration of transversal themes such as environmental protection and climate action, are affected by wider global and local economic, social, environmental and political changes and structures. Developing a better understanding of development challenges requires, inter alia, the development of analytical and critical skills.

DEAR contributes to strengthening the critical understanding of European citizens with regard to the processes and structures of interdependence and development, enabling them to understand better complex and interconnected aspects of development. DEAR also investigates challenges to and opportunities for Policy Coherence for Development, and informs participants about options for actions which exist at the individual, social and policy-making levels.

⁵ "The roots of democracy and sustainable development : Europe's engagement with Civil society in external relations" COM(2012) 0492 of 12.09.2012, welcomed by Council Conclusions of 15.10.2012.

3.3 A stimulus for democratic involvement

The rapid pace of change and increasing global interdependence have a profound influence on the lifestyles and work of people around the world, and on the policies and practices of states – both in the EU and elsewhere. Addressing this change requires specific competences, including those of democratic participation, in order to respond to global challenges and opportunities, and the ability to take into account perspectives from across differing political, cultural and religious conceptions.

DEAR promotes competences that enable European citizens to address the opportunities and challenges of living in a changing, interdependent world. It provides opportunities for democratic participation in development efforts, based on the realities of the EU citizens and of people in other parts of the world.

4. Experiences in EU Member States

The term "Development Education and Awareness Raising" is not used uniformly across all EU Member States. Although most EU Member States have similar concepts; their terminologies and focus are different. Some of the terms used to describe DEAR-related activities are the following: 'development education', 'global education', 'global development education', 'global learning', 'sustainable development education' or 'global citizenship education'.

Although the basic principles and underlying values are similar across the EU, the variety of terms and definitions also demonstrates the different realities and variety of approaches of DEAR in EU Member States. For ease of reference, all activities in Development Education and Awareness Raising will be referred to in this document under the term "DEAR".

At government level, many EU Member States have adopted policies or practices that support DEAR. However, there is some considerable diversity when it comes to involvement in, and the conception of DEAR. Some EU Member States have been involved in DEAR for decades and have constantly innovated in terms of theoretical and practical applications. Other EU Member States are just starting to become involved in DEAR, along with new roles in development cooperation, and have not yet developed a firm policy with regard to DEAR.

4.1 Policies and support in EU Member States

In most EU Member States which are actively engaged in DEAR, both at policy and at operational levels, DEAR is seen as part of a country's development cooperation efforts organised through the Ministry of Foreign Affairs, development aid, or through a governmental development agency.

In some countries, this has led to the development of a policy framework to which DEAR actors can refer in their interventions with the public. The framework provides DEAR activities with a level of publicly recognised endorsement, but does not necessarily imply the provision of funding for DEAR.

Many Member States also provide resources for DEAR efforts to accompany their development cooperation policies, in addition to developing support and policy. These Member States provide the means by which the public sector or civil society can organise DEAR actions that engage the public. Funding is usually provided by Ministries of Foreign Affairs or Cooperation, and in some cases by Ministries of Education.

While some Member States have adopted dedicated DEAR programmes which include funding for DEAR grants to civil society organisations, academic research, publications, or other activities, other Member States do not have any specific programmes and provide only minimal, if any, funding for DEAR-related activities. In 2010, the estimated total bilateral spending on DEAR by EU Member States amounted to approximately €220 million per year. Funding levels differ significantly between Member States.⁶

4.2 DEAR and the education system

Some EU Member States promote the inclusion of DEAR in the country's formal and/or non-formal education policies, for example by means of guidance on the inclusion of DEAR in the curriculum, or by allocating resources to professional development for teachers, for instance.

This usually involves collaboration between Ministries of Foreign Affairs/Development Cooperation and Ministries of Education and most often entails implementation through state-funded teacher training, curriculum institutions and civil society organisations.

Example 1: Finland

Finland includes development education and global education in its development policy and has specifically created a link with educational authorities to integrate further global development into the official education system. Close cooperation between the Ministry of Foreign Affairs and the National Board of Education is exemplified by the development of joint projects, such as the elaboration of publications on global citizenship and schools.⁷

4.3 Academic research

A growing number of universities devote explicit attention to research and teaching on Development Education and Awareness Raising, including in the Czech Republic, Finland, Germany, Spain, the United Kingdom and many other EU Member States. As is the case in general, different terms and definitions are used for DEAR and research often focuses on the Development Education aspects of DEAR.

In helping to gather evidence relating to the quality and results of DEAR, research also helps to improve the quality of that provision and to inform policy. By engaging with both practitioners and policy makers, academia also assists in building bridges between the two – thereby contributing to collaboration between multiple stakeholders in DEAR.

⁶ "Study on the experience and actions of the main European actors active in the field of Development Education and Awareness Raising" (also known as the "DEAR Study"), 2010 https://webgate.ec.europa.eu/fpfis/mwikis/aidco/images/4/4e/Final_Report_Annex_B_241110.pdf

⁷ http://www.oph.fi/download/139354_Schools_reaching_out_to_a_global_world.pdf

4.4 National DEAR Strategies

Over the past decade, many Member States have developed national strategies. Most of these were developed via a multi-stakeholder process, involving a multiplicity of actors, such as Ministries of Foreign Affairs, civil society organisations and platforms, local authorities, educational authorities, universities and other line Ministries. The process of developing national strategies was sometimes supported by external actors. For example, Global Education Network Europe (GENE) supported the development of Portugal's strategy on development education.

GENE is a network of some Member State agencies or Ministries with national responsibility for funding, co-ordinating and supporting Global Education. GENE supports national structures in improving the quality and increasing the provision of Global Education in Europe, including through regular roundtable discussions and peer reviews of policies and practices.

Example 2: Czech National Strategy for Global Development Education (2011-2015)

This strategy, which was published in 2011, puts forward a definition of global development education and the Czech context, sets out priorities and general objectives for global development education in the country, and defines objectives and actions to be developed.

The Czech objectives for Global Development Education are as follows:

- Integrating global development education in formal education at all levels;
- Increasing the attention paid to global development education in informal education, while also supporting awareness-raising activities aimed at the public and media;
- Developing cooperation and partnerships between relevant stakeholders;
- Ensuring long-term financing for quality global development education programmes;
- Improving the quality and effectiveness of global development education programmes.

The document was developed through close cooperation between the Ministry of Foreign Affairs and the Ministry of Education, Youth and Sports, and resulted from a multi-stakeholder process at national level, involving major development education actors from civil society organizations and universities in the country.⁸

Common features in national DEAR strategies are the focus on poverty and global justice, and the attempt to address the issue of global citizenship.

Most national strategies, such as the Czech and Portuguese national strategies, include detailed steps and measures to be put in place during the period covered by the specific strategies. Many strategies also include a strong multi-stakeholder approach to DEAR at national level.

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http://www.mzv.cz/public/60/2b/90/612337_522538_National_Strategy_for_Global_Development_Education_2011_2015.pdf

Example 3: Portuguese National Strategy for Development Education (2010-2015)

The overall objective of the Portuguese strategy is "Promoting global citizenship through learning processes and raising awareness of development-related issues among Portuguese society, in a context of growing interdependence, and focusing on actions leading to social change."

The specific objectives for Development Education in Portugal are:

- "Promoting capacity-building among relevant public bodies and civil society organizations as DE actors, and creating dynamics and mechanisms of dialogue and institutional cooperation.
- Promoting the advancement of DE within the formal education sector at all levels of education, learning and training, including the participation of educational communities.
- Promoting the strengthening of DE in non-formal education settings, including the participation of various groups of Portuguese society.
- Promoting awareness-raising and political influence activities that call for concerted action between different actors."

The National Development Cooperation Agency, Camões – Institute for Cooperation and Language (former IPAD), has been involving a wide range of institutional actors, as well as civil society organizations, in drafting, implementing, monitoring and evaluating its 2010-2015 Development Education National Strategy. Participants included the Ministry of Education, the Portuguese Platform of BGDOs, CIDAC – Centro de intervenção para o Desenvolvimento Amílcar Cabral, the Portuguese environment agency, the High Commission for Immigration and Intercultural Dialogue, the Commission for Citizenship and Gender Equality, the Portuguese UNESCO committee, the National Education Council, the Portuguese Youth Institute, the Portuguese Youth Council and NGO networks.

The core group encompassing Camões, the Ministry of Education, the Portuguese Platform of NGOs and CIDAC meets monthly, and is working with an academic institution on the monitoring, evaluation, annual planning and annual reporting of the implementation of the Strategy.⁹

Some Member States have adopted strategic orientations in place of formal development education strategies. Depending on the national system and its particular features, a national strategy is not necessarily the most appropriate tool for ensuring coherence and coordination. In some Member States, such as Poland, work with national stakeholders is conducted on the basis of a Memorandum of Understanding with civil society organisations.

In many EU Member States, the current economic crisis has once again underlined the need for a sound justification of DEAR programmes. Budgets allocated to DEAR have often been drastically reduced in recent years. In many Member States, an ever stronger emphasis is being put on impact evaluation and "value for money".

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http://www.ipad.mne.gov.pt/SociedadeCivil/educacaodesenvolvimento/EstrategiaNacionalENED/Documents/National%20Strategy%20for%20Development%20Education.pdf?Mobile=1&Source=%2FSociedadeCivil%2Feducacaodesenvolvimento%2FEstrategiaNacionalENED%2F_layouts%2Fmobile%2Fview.aspx%3FList%3Dbf97667a-9cb8-4ac1-94a3-09a646df4802%26View%3De66202b2-03f9-4fd6-b558-87aa3d420a32%26CurrentPage%3D1

Actors in many EU Member States are faced with the difficulty of putting proper measures in place which demonstrate the impact of DEAR programmes. The long-term objectives of most DEAR activities are a change in behaviour and in attitudes. These qualitative results can be difficult to quantify and assess objectively and it is often not possible to assess long-term impact within the scope of a project. Some Member States are currently working on the development of tools to measure impact. Although monitoring and evaluation are already foreseen in the work programme of every EU-supported project, it will however be necessary to strengthen the tools and methodologies for assessing their impact.

5. Civil society organisations and local authorities in DEAR

5.1 The role of civil society organisations

Civil society organisations (CSO) are very often at the origin of DEAR activities in Member States. NGOs and academic institutions are most frequently involved in DEAR. Traditionally, faith organisations and a number of trade unions have also given attention to global development issues.. There are CSO national DEAR platforms in all Member States - often as part of national Non-Governmental Development Organisations (NGDO) networks The membership of DEAR platforms includes both small-scale, single-issue organisations and large organisations (usually NGDOs), with many different departments and activities.

The activities of the national platforms usually include capacity building by DEAR member organisations and practitioners through forums, workshops, training and mentoring activities, coordination for national and international events, and coordination of responses to governmental policy developments, curriculum reforms, and national strategies.

At European level, most Development Education and Awareness Raising national platforms are represented in the DARE (Development Awareness Raising and Education) forum of CONCORD, the European NGO confederation. The main objectives of this forum include promoting DEAR in Europe, promoting consistency and coordination in DEAR activities, and advocating the inclusion of DEAR in policies at national and EU level.

Advocating and lobbying for the inclusion of DEAR in national education programmes is often seen by CSOs as an efficient way to ensure that attention to development issues and approaches is duly taken into consideration by Ministries of Education in the development of guidance, resources and teacher professional development opportunities. Attention to formal education and to the educational aspects is a priority of CSOs in several countries. In other countries, the core focus is on actions that raise awareness of development aid, where the approach is then focused more on information rather than education.

5.2 The role of local authorities

Local authorities (LAs) are increasingly important actors in DEAR.. As political actors and according to the constitutional framework they might have specific competences in areas related to development, such as environmental protection and education, and therefore work on DEAR, together with other actors. Their actions may result in policy changes and in a change in the attitude of citizens, which could in turn influence national policies. The explicit

attention and the resources which LAs can make available to DEAR depend not only on their political engagement, but also on their ability to fund development cooperation or DEAR activities from their own budgets.

Local authorities can also be deeply involved in conceptualising Development Education policies in their capacity as institutional actors, together with the expertise of CSOs.

Example 4: France

In France, the association of local authorities 'Cités Unies de France' published a manual on development education and international solidarity addressed to local authorities, in collaboration with the NGO platform, Educasol. This collaboration is an example of an approach which takes into account the specific roles and capacities of CSO and LA actors and which highlights the complementarity between these two types of actors.¹⁰

Even where local authorities have no direct involvement in DEAR, they are nevertheless quite often engaged in related activities, for example in the field of sustainable development. In many Member States, LAs bear the institutional responsibility for organising local school level and adult education – venues through which DEAR can be and is being introduced into the formal education system.

6. EU support to DEAR in Europe

The European Commission is recognized as an influential actor and a major donor of EU funds in this field. Since 1976, a wide range of competitively selected initiatives from civil society and local authorities have been supported, contributing to the promotion and recognition of DEAR throughout the EU.

The conclusions of the 2008 "General evaluation of actions to raise public awareness of development issues in Europe/development education"¹¹ highlighted the positive role that the European Commission has played in developing a DEAR agenda in the EU Member States, and in particular Member States that joined the Union post- 2004. The evaluation also noted that the European Commission's involvement contributed to raising the profile of DEAR in Europe.

The European Commission, through EU support to civil society organisations and development education platforms, contributed to the empowerment of specific Development Education fora within national and European Civil Society platforms.

The evaluation also stated that the European Commission, through EU support to civil society organisations and development education platforms, also contributed to the empowerment of specific Development Education fora within national and European Civil Society platforms.

¹⁰ "L'éducation au développement et à la solidarité internationale", Educasol et Cités Unies de France, March 2010

¹¹ http://ec.europa.eu/europeaid/what/civil-society/documents/de-ar_evaluation2008.pdf (pages 13-14)

Since 2007, EU support to DEAR projects has been channelled through the thematic programme entitled "Non-State actors and local authorities in development" (NSA-LA). This programme is based on Article 14 of the Development Cooperation Instrument (DCI), which establishes the overall objective of the programme, which is to "co-finance initiatives proposed and/or carried out by civil society organisations and local authorities."

The multi-annual strategies 2007-2010 and 2011-2013 defined the orientations of the programme, which are being implemented through annual action programmes.

Thus, implementation has so far been based on the "right of initiative" of actors, and grants have been awarded following Calls for Proposals. This allows all interested EU CSOs and LAs to submit project proposals for co-funding, and ensures that quality projects are selected in a fair and transparent manner.

6.1 DEAR Study and the Structured Dialogue

Evaluations and analyses considered the diversity of themes and target groups addressed as a positive aspect of the programme. They also highlighted the difficulties associated with this diversity, particularly with regard to achieving a coherent approach and a critical mass of projects funded by the EU in each field of DEAR.

The almost exclusively demand-driven approach induced by DEAR within the NSA-LA thematic programme also revealed its limitations in terms of absence of a strategic focus and capitalisation of results. These limitations were also acknowledged by stakeholders.

The Structured Dialogue with CSOs and LAs for an efficient partnership¹² provided an opportunity for the Commission to devise ways to address these issues. The Structured Dialogue, launched by the European Commission in 2010, involved a process of 14 months of intensive consultation, which brought together more than 700 civil society organisations and Local Authorities from all over the world, EU Member States, as well as participants from the European Parliament, to reflect upon and define ways and means to improve the effectiveness of all actors involved in EU development cooperation.

The European Commission launched an ambitious and participatory study and stakeholder consultation on DEAR as a supportive initiative to the Structured Dialogue. The "Study on the experience and actions of the main European actors active in the field of Development Education and Awareness Raising"¹³ - also known as the "DEAR Study" - analysed the 268 EU-funded DEAR projects supported by the Commission between 2005 and 2009.

The study also sought to analyse the European context of DEAR, and to take stock of perceptions and actions of major DEAR actors throughout the European Union. An extensive year-long stakeholder consultation exercise was carried out in this framework, involving seminars and workshops, as well as an online consultation. It was published at the end of 2010, and has since been regarded as a reference, providing a detailed analysis of DEAR in Europe, and of the involvement of the European Commission in this particular field.

¹² http://ec.europa.eu/europeaid/who/partners/civil-society/structured-dialogue_en.htm

¹³ https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR_Final_report

6.2 Main features of the EU support

The main features of EU-supported projects during the current programming period can be summarised as follows:

a) Number of selected projects per year

Number of DEAR Projects financed per year by the EU	Non State Actors	Local Authorities	Total amount of DEAR grants (approximation EUR)	Average grant size (EUR)
2004	41	-	19,000,000	460,000
2005	39	-	23,000,000	590,000
2006	58	-	30,000,000	520,000
2007	37	7	28,000,000	640,000
2008-2009	80	15	61,000,000	640,000
2010	35	10	32,000,000	710,000
2011-2012	72	11	63,000,000	760,000

Source: European Commission, 2012

Note: In 2008-2009 and in 2011-2012 funding was pooled into single calls for proposals.

b) Expected total of targets groups in EU –funded DEAR projects between 2007 and 2012

In terms of quantitative outputs, the projects financed from the programme target the following groups:

Target groups	Number foreseen in the initial application	Comments
Decision makers	80,760	Spanning from members of national parliaments and Ministries to members of EU Parliament.
NGOs	26,710	All kinds of NSAs but mainly NGOs (they are not the applicants or partners but targets of projects).
Teachers	82,784	All levels (primary, secondary and universities)
Schools	8,737	Number of schools involved

Pupils/students	11,650,605	Students from primary, secondary and tertiary levels
Journalists	78,681	Individual journalists involved
Youth	6,680,385	Young people in formal or informal groups (cultural organisations, out-of school groups)
Universities/academic bodies	170	Universities/academic bodies
Companies/enterprises	60,892	SMEs and other private for profit organisations
Local Authorities	15,102	For example municipality, province, etc.
Consumers	5,000,000	-

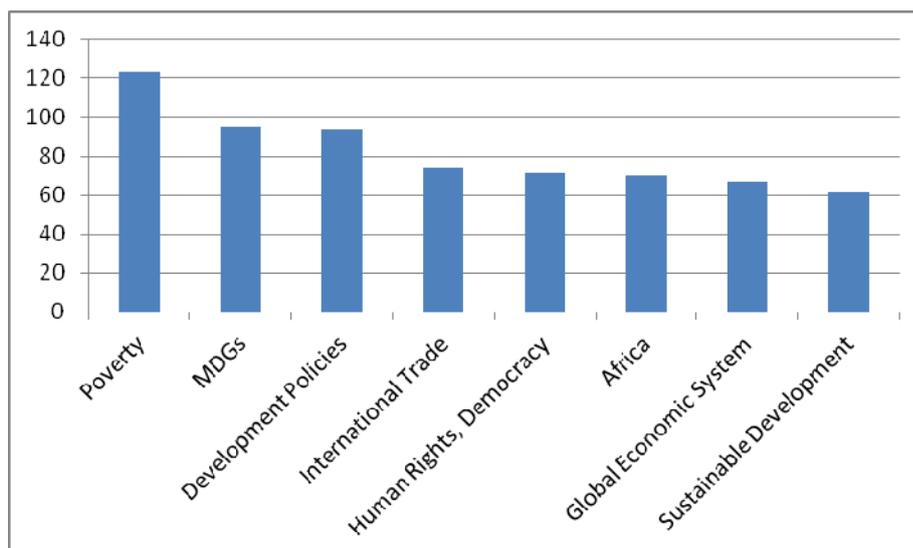
Source: European Commission, September 2012

These projects engage with a wide range of target groups, and most projects target a plurality of audiences. A majority of projects also include some level of engagement with the formal education sector in the countries of implementation.

c) Thematic diversity

EU-funded DEAR projects cover a wide range of development issues and contexts. An analysis of DEAR projects that were co-financed by the EU between 2005 and 2009 identified over 60 different themes addressed in the projects. Although most projects focus on a major theme, additional topics are often also covered within the same project.

The main themes identified were as follows:



Source: DEAR in Europe: Analyses and Consultations: Annex A of the DEAR Study Final Report; 2010

The three main topics of DEAR in terms of campaign and advocacy work are poverty, Millennium Development Goals and development policies.

Example 5 : DEAR project "*Des Alpes au Sahel ! (From the Alps to the Sahel)*"

EU Partners: Piedmont Region (Italy), Région Rhône-Alpes (France), Consorzio Ong Piemontesi (Italy), RESACOOOP Réseau Rhône-Alpes d'appui a la Coopération (France)

Facts and Figures

Project duration: 2009-2011	Project Budget €1,007,341	EU contribution: €749,980
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The project focused on the development of a transnational Italian-French network involving schools, natural parks, municipalities and NGOs which have established links with Burkina Faso and Senegal in order to know each other, to share and to document their educational experiences.

The project facilitated networking activities across the two regions, aiming to increase the number of schools that are implementing Sustainable Development Education and Education for International Solidarity and participation in decentralized cooperation projects in Sub-Saharan Africa.

Based on the sharing and the documentation of their experiences the network members produced a set of common educational indicators and a common web-site.

A major training course involved 600 teachers and specialized staff employed by parks, municipalities and NGOs which are implementing Environmental Education activities in order to better integrate Sustainable Development and International Solidarity Education themes in their activities.

Workshops in Italy and France aimed at producing and sharing (through the web-site) educational methods and ideas to be used by project schools and national parks and other interested parties.

During 2009-2011, a sample of the project's educational activities were tested in 100 schools located in the natural parks and in the municipalities that have established links with Sub-Saharan Africa on MDGs 2 (achieve universal primary education) and 7 (Ensure environmental sustainability).

Further workshops and an international forum built on the work of the project by engaging some 400 participants in the dissemination of ideas and approaches.

The project also helped to publish an inventory of the actors and activities implementing environmental education activities in Burkina Faso and Senegal.

d) Diversity of approaches

The DEAR study categorised projects into two types: Global Learning and Campaigning/Advocacy. The methodological approach adopted by the projects, as well as their primary objectives, form the basis for their categorisation.

Projects that adopt a Global Learning approach aim to enhance the competencies of target groups in understanding and addressing issues of global development. They use learner-centred, participatory, and dialogue-oriented methodologies to develop such competences. Projects of this type most often work within the formal or non-formal education sectors.

Projects that adopt a Campaigning and Advocacy approach aim at concrete changes in behaviour at individual and collective levels, or in institutional/corporate policies. They use results-oriented strategies. They facilitate and support informed citizen engagement and advocacy for more just and sustainable policies, political/economic structures and individual practices.

More than half of the projects (57.9%) financed by the EU are primarily focused on campaigns and advocacy.

Global education in schools is in many cases accompanied by campaigning and advocacy activities involving parliaments, ministries, political parties, NGOs and other institutions (national, regional or international levels).

Few projects target only students, teachers in schools or universities/academic institutions. Most projects focus not only on actors relating to schools/universities/academia but also on other target groups (e.g. parents, decision makers, media/journalists, global public).

Depending on the project, different levels of engagement are sought with different target groups, with some projects targeting large numbers while others target small numbers in a more intensive fashion.

Examples 5 and 6 are examples of EC-funded projects (led by, respectively, a Local Authority and a Civil Society Organisation) which focused primarily on Global Learning, but also included aspects of advocacy and campaigning. These projects were identified by the DEAR study as examples of good practice in DEAR.

Example 6: DEAR project "Schools -satellites for development education"

EU partners: Izglitibas Attistibas Centrs, Biedriba (Latvia), GLEN Latvia (Latvia), Leeds Development Education Centre (United Kingdom)

Facts and Figures

Project duration: 2009-2011	Project Budget €451,888.20	EC contribution: €406,699.38
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In newer Member States, such as Latvia, Development Education is a very new issue in schools; capacities need to be built.

Nine project school teams were established and trained on Development Education via a DE Winter School and several seminars. Each team consisted of 4-5 teachers of different subjects and different educational stages, one school administration representative, two local community members and two students.

During the first year, project members conducted more than 130 DE lessons and training sessions in their schools, involving around 2,690 school children in total.

Project members implemented 20 DE activities/actions in their schools and communities, involving more than 1,830 people as a direct audience and 10,200 indirectly (not actively involved/engaged with, but taking part in the event) and using a wide range of formats – stalls and activities in the city festivals, creative workshops, DE day at the school, contests, regional conferences, researches and more.

The State Centre for the Content of Education (VISC) of the Ministry of Education and Science has approved the programme for the professional development of teachers that was created by Education Development Centre (EDC). During the programme period 2010 to 2013, some 350 Latvian teachers will be instructed in the topics of DE (during 24 hours of training), thereby ensuring the sustainability of DE integration in Latvia's education system.

e) Supporting the structuring of Development Education and Awareness Raising at European level

In addition to supporting the implementation of DEAR in Europe, the European Commission also supports structuring projects intended to create and strengthen DEAR networks at European level, as well as projects which encourage and support the coordination of DEAR policy in Europe. One of the ways in which the European Commission supports the structuring of DEAR CSO platforms at European level is through EU funding of the DEEEP¹⁴ (Developing European's Engagement for the Eradication of Poverty) project. This project

¹⁴ <http://www.deeep.org/>

provides support to the DARE (Development Awareness Raising and Education) Forum¹⁵, a core working group of CONCORD.

One of the achievements of the advocacy action of the DEEEP project was the adoption by the European Parliament, in July 2012, of a Written Declaration on Development Education and Active Global Citizenship.¹⁶

In order to pursue the strategic objective of increasing participation in DEAR by stakeholders from Member States which joined the EU after 2004, the EU also funds the TRIALOG project. The primary objective of this project is to increase the DEAR capacity of civil society organisations and platforms in those Member States, as well as acceding and candidate countries. The TRIALOG¹⁷ project also supports the establishment of DEAR policy in these countries.

To support further structuring of DEAR in Europe, the European Commission also provides EU support, through a Joint Management Agreement, to the European Center for Global Interdependence and Solidarity of the Council of Europe¹⁸ (also known as the "North-South Centre"). This project focuses in particular on the capacity development of a wide range of DEAR actors in EU Member States who joined the European Union in 2004/2007, as well as the annual organisation of a European "Global Education Week" and the organisation of a European Congress on Global Education. The North-South Centre advocates also for Global Education at a European level.

Due to its specific European perspective and geographical focus, the European Commission is in a unique position to add value to the work carried out by and in Member States. As a result of its support to multi-country projects, it encourages the networking of DEAR actors from several Member States, enabling them to exchange experiences, and promoting good practices and cross fertilisation.

6.3 Quality factors in DEAR and impact

a) Quality factors in DEAR

From studies and evaluations commissioned by the European Commission, it is clear that quality projects and programmes in DEAR involve:

- developing differentiated knowledge and critical understanding of global interdependence and of the relevance of global and local development and its challenges to the European Union, its Member States and citizens;
- giving citizens *skills* that enable them to participate in public affairs and play an active role for positive development within their communities and societies in the European Union;

¹⁵ <http://www.concordeurope.org/Public/Page.php?ID=392&language=eng>

¹⁶ <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//NONSGML+WDECL+P7-DCL-2012-0007+0+DOC+PDF+V0//EN>

¹⁷ <http://www.trialog.or.at/start.asp?ID=96>

¹⁸ <http://www.coe.int/t/dg4/nscentre/>

- making explicit a *values* base that entails a sense of the co-responsibility of European society for global affairs which is grounded in support for justice, equality, human rights, and solidarity;
- result in increased public involvement in *addressing issues* of global interdependence and development.

These programmes and projects seek to:

- involve actors and target audiences/participants from *multiple European Union Member States* and beyond;
- draw on *experiences in development issues* of people in other parts of the world *and* on those from participants in the EU;
- entail the *active involvement* of target audience/participants in the planning and implementation process of the action;
- raise the *visibility of the EU's concerns* regarding global development, for example by focussing on issues and themes highlighted by the EU's development cooperation agenda, and/or by seeking results at European level;
- lead to shared *learning* amongst DEAR actors from action processes and outcomes.

b) Impact of DEAR

Due to the complex and qualitative nature of the change sought by Development Education and Awareness Raising as well as the limited funding available for DEAR, a measurable change of attitudes at country or European level can, as already mentioned, be difficult to demonstrate for the EU-funded projects in DEAR. Identifying meaningful indicators of impact for DEAR programmes is a challenge which many governments are also attempting to address. It is also important to ensure that the design of projects includes monitoring of results as a key objective.

Nevertheless, according to the results obtained (in terms of quantitative targets), the following trends are apparent:

1) Impact of the DEAR programme on the quality of DEAR in the EU

The Call for Proposals mechanism used by the European Commission has sparked discussions on the quality of Development Education and Awareness Raising. Participation in EU DEAR calls for proposals is very high, whereas funds available remain limited. These factors lead to strong competition, as only the very best projects can be selected for co-financing. These constraints have stimulated debate among NSAs and LAs leading to qualitative improvement of DEAR.

Topics and targets have also evolved. DEAR was once considered a tool to collect funds or to convince decision makers to increase Overseas Development Assistance through raising the awareness of citizens regarding the living conditions of population in developing countries. DEAR now encompasses a diversity of debates spanning from extreme poverty in southern countries, to the mainstreaming of climate objectives in the development agenda, and discussion of ways to engage with internationally issues such as migration, international trade, the post-Millennium Development Goals international development framework, or democracy.

2) Impacts of projects on the target groups

As was previously mentioned, the majority of the projects include elements of formal or non-formal education, as well as campaigns and advocacy. As such, projects funded by the European Commission have touched a wide variety of target groups, and it can be inferred that a large number of EU citizens have been targeted by these projects through many channels.

Although it is difficult to ascertain the effect in terms of concrete actions that those target groups may have undertaken as a result of their exposure to DEAR, it can however be inferred that students and teachers are essential multipliers of DEAR projects.

3) Global impact of DEAR on policies of poverty reduction

Poverty reduction cannot be achieved solely by transferring funds to local communities in developing countries. DEAR allows for the emergence of new ideas, and for a growing focus on mutual recognition of the interdependence and solidarity between people of the entire World. This impact will certainly trigger new projects and approaches to development cooperation.

7. Perspectives following the DEAR study

The results of the DEAR study process enabled the Commission to develop a more strategic approach to DEAR, as reflected in the Multiannual Strategy 2011-2013 and the 2011 and 2012 Annual Action Programmes.

In addition to the DEAR Study, a number of earlier evaluations and several stakeholder consultations have also informed the evolution of the European Commission's intervention in Development Education and Awareness Raising over the years.

One of the results of the shift initiated by the DEAR study was the introduction, in 2011, of a clear distinction between the Global Learning and the Campaigning/Advocacy methodological approaches in European Union support that enabled the identification of specific priorities for different types of actions supported. This innovation is intended to strengthen the coherence and complementarity of actions supported by the European Commission.

To encourage further capitalisation and learning from the EU-co-funded projects it manages, the European Commission has launched an initiative to systematically encourage networking among EU-funded projects and the identification of best practices and lessons learned. This initiative also builds upon the already systematic monitoring and evaluation of EU-funded projects.

In order to promote further transfer of knowledge and coherence across the EU, and to strengthen the European scope of DEAR projects, all EU-funded projects supported by the European Commission are required to include activities in at least two EU Member States. Advocacy and campaigning actions are expected to develop pan-European coverage.

The geographical coverage of projects funded by the EU has steadily widened and should continue to develop, as a wider range of civil society organisations and local authorities from Member States and EU acceding countries participate in the programme. The implementation of measures to facilitate the participation of applicants from Member States having joined the Union after 2004 encouraged the inclusion of these stakeholders in the EU-funded DEAR programme.

Of particular importance for the European Commission is ensuring that the projects it supports with EU funding and which work within the formal education sector, actually complement Member States' policies and actions in this area, while at the same time respecting the right of initiative which is at the core of the civil society and local authorities thematic programme. Recently, more emphasis has been placed on complementarity with actions and policies from Member States in the formal education sector, and on strengthening dialogue between the European Commission and Member States.

The European Commission also supports a vast array of campaigning and advocacy projects on themes as different as the promotion of the MDGs, or advocacy for stronger Policy Coherence for Development. Recently, the "European dimension" has been emphasized in the areas of advocacy and campaigning actions.

The agreement on these core priorities has enabled the EU to focus its intervention more on areas where such interventions have been demonstrated to be of greatest added value.

8. Conclusions

The overall objective that the European Commission has been pursuing with Development Education and Awareness Raising could be articulated as follows:

"To develop citizens' awareness and critical understanding of the interdependent world, of their role and responsibility in relation to a globalised society; and to support their active engagement with global attempts to eradicate poverty and promote justice, human rights and a sustainable social-economic development in partner countries."

This ambitious objective is in line with what many European stakeholders consider to be the general purpose of Development Education and Awareness Raising, and guides European Commission policy and strategy in relation to DEAR.

Experience from the European Commission's on-going involvement in Development Education and Awareness Raising, feedback from stakeholder consultations, results of studies and evaluations, as well as parallel experiences in Member States, have highlighted the added value provided by EU support to DEAR, and the potential for a more strategic engagement.

European Commission actions in the areas of Development Education and Awareness Raising will continue to be framed within the broader context of EU Development Cooperation policies.

The added value of EU support to Development Education and Awareness Raising initiatives is strongest where the Commission makes greatest use of its European perspective, its link to all Member States, and where it can build upon its experience and competences in Development Cooperation.

Analyses have highlighted the added value of:

- Active Commission participation in a multi-stakeholder process for the discussion and exchange of experience and expertise regarding Development Education and Awareness Raising at EU level.
- Supporting mechanisms enabling the exchange of policies, experience and practices between Member States, and strengthening Commission coordination with Member States.
- Supporting the development of DEAR programmes and projects which have a pan-European dimension.
- Strengthening the thematic aspects of the Commission's DEAR efforts by initiating important and current debates and themes within development aid, possibly identifying priority sectors which could provide a framework for EU actions in DEAR
- Encouraging the development of common understandings of global development, interdependence and related issues in Europe.
- Fostering learning and the sharing of learning on DEAR at European level. Collecting and disseminating lessons learned and references, as well as supporting networking among DEAR actors.
- Providing support to attempts to develop indicators and tools to measure impact of DEAR.
- Ensuring that evaluation and monitoring of results is part of the design of a programme.

- Supporting mapping of DEAR policy and funding in Europe.

Once decisions have been taken on the 2014-2020 Multiannual Financial Framework (MFF), work will begin on implementation, during which consideration may also be given to possible alternative implementation methods (e.g. programme funding or re-granting) suggested by the analyses above, complementing the existing methods (right of initiative / calls for proposals) in order to increase consistency, targeting and impact.