

DEAR projects 2019: Campaigning-Advocacy & Global Learning

A review of European Commission supported
Development Education & Awareness Raising (DEAR)
projects in implementation 2018-2019



Harm-Jan Fricke
DEAR Support Team for the European Commission
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www.capacity4dev.eu/dear



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The DEAR Support Team ...

... is a project of the European Commission, assisting the Commission in the implementation of the Development Education and Awareness Raising (DEAR) Programme. Team activities include the organisation and facilitation of learning, capacity development and networking events, reporting on project processes, approaches and results, and communicating about DEAR projects and the DEAR Programme via www.capacity4dev.eu/dear and www.dear-programme.eu

The team of consultants consists of:

Harm-Jan Fricke - Team Leader

Sandra Oliveira - Capitalisation, Capacity Building & Networking

Caroline Vilos - Event logistics

Sarah Harris - Communications

and short-term experts engaged for specific assignments.

DEAR Support Team contact email: dearevents@eprd.pl

The DEAR Support Team is managed, on behalf of the European Commission, by a consortium led by EPRD (www.eprd.pl).



'DEAR' and related terms used in this report

The European Union uses the term 'DEAR' (Development Education & Awareness Raising) to encompass a range of terminologies that in different countries and in different settings may be known as, for example:

* Development Education	* Education for Sustainability
* Education for Development and International Solidarity	
* Global Education	* Global Learning
* Sustainable Development Education	* Human Rights Education
* Development Campaigning	* Global Citizenship Education
* Education for Global Citizenship	* Education for Development

What brings these and related terms and concepts together in the EU's 'DEAR' terminology is where they give attention to awareness raising, development of understanding and skills, and public engagement with global development issues and processes.

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DEAR Projects 2019: Summary

CONTEXT

1. This report provides an overview of EU DEAR Programme supported projects in implementation during 2018-19.
2. The DEAR Programme is the only DG International Cooperation and Development Programme that is explicitly focussed on EU citizens. Using either Campaigning-Advocacy or Global Learning approaches, supported projects aim to develop understanding and active engagement of Europeans in global development issues - in the context of the Sustainable Development Goals responding to the issues that are of concern to Europeans (and to the EU), such as climate change, migration and gender equality.

CURRENT PROJECTS

3. Current DEAR projects aim to create changes in competencies, policies and practices relating to, for example:
 - a. Public (and in particular Consumer) Behavioural Changes – e.g. in respect of addressing issues of climate change, or in respect of making the supply chain of goods more sustainable,
 - b. Learner and Activist Competencies – in order for school pupils, students and project multipliers to obtain the understanding and skills to actively respond to challenges of global development,
 - c. Governmental and International policies – for instance in respect of policy coherence for sustainable development,
 - d. CSO capacity – to widen the involvement of CSOs in actions on global development.
4. Projects are grant funded by the European Commission following a 'Call for Proposals'. Following such a Call in 2016 currently 25 projects, each managed by a collective of Civil Society Organisations and/or Local Authorities, are in implementation. 23 of these have completed their first year of work, and it is information about these that is focussed on in this report.
5. On average each project involves activities in 13 EU Member States, with typically 7 projects taking place in each EU country (excepting Luxembourg).
6. Projects generally last three years and during their first year of implementation the emphasis for most has been on establishing partnerships amongst the managing agencies, research into the theme and audiences to be addressed, and development of strategies and outputs to be used in further work.

PROJECT THEMES AND AUDIENCES

7. Given such attention to planning little can be said about the results that projects have achieved to date. Based on analysis of previous projects and given the size and range of current projects it is likely that over a three-year period the 23 projects will *actively* engage some 15 million Europeans through education and campaigning-advocacy activities and, through events, social, broadcast and print media make more than 1.3 billion contacts with Europeans.
8. Between them the projects cover a wide range of themes, with most projects addressing more than one. The most common themes are:
 - a. Explicit attention to the concept of Sustainable Development (addressed by 78% of projects),
 - b. Global Citizenship (61% of projects),
 - c. Migration (57%),
 - d. Human Rights and Justice (52%),

- e. Climate (52%),
- f. Education and Lifelong Learning (48%),
- g. Consumption (48%), and
- h. Gender Equality (43%).

Apart from Sustainable Development, which is a priority for both approaches, Campaigning-Advocacy projects give more consideration to Human Rights/Justice and to Consumption, while Global Learning projects give more attention to Migration and Global Citizenship.

9. All projects identify more than one public segment to target. The most common audiences and participants of the projects are:

- a. Formal Sector Educators (70% of projects),
- b. Young People aged 16 to 35 years (61%),
- c. Non-Formal Sector Educators (57%),
- d. Children (aged < 16 years) outside formal education (57%),
- e. Journalists (57%),
- f. Local Authority Policy Decision-makers (57%), and
- g. Employees (e.g. Trade Union members) (57%).

Some differences exist between projects using different approaches: while Young people aged 16 to 35 years are the main audience for Campaigning-Advocacy projects, Teachers and other Formal Sector Educators are the primary audience of Global Learning projects.

10. Where projects target institutions, Formal Education Sector Institutions (schools, universities, etc.) and Non-Formal Sector Institutions (e.g. youth clubs, community centres, adult education centres) are each addressed by 78% of projects, followed by Media Institutions (print, broadcast, internet) (65% of projects) and Businesses and Business Organisations (35% of projects).

Except for Businesses and Business Organisations these targets are priorities for both Campaigning-Advocacy and Global Learning projects.

APPROACHES

11. 'Awareness raising' is a key concern of projects, if only to make the initial contacts with potential targets and supporters about the issues they want to highlight. However, information provision alone does not lead to activism. Projects that are aware of this aim to develop a sense of agency amongst audiences: developing two-way or multi-way exchanges with them. Such a more intensive relationship with audiences provides challenges for projects supported by a programme which, according to some DEAR practitioners, gives (too) much attention to quantities over qualities of engagement, thereby (it is feared) reducing the lasting, sustained impact of work done. An end of project evaluation of all current projects in 2021 should be able to give some clarity on this.

12. Where a project's Campaigning-Advocacy approach, used by three-fifths of supported projects, focuses on creating identifiable policy or behavioural change, a project that uses a Global Learning approach, used by two-fifths of supported projects, tends to focus on the development of educator, children and young people competencies to understand and respond to global development issues and processes.

13. Although not always made explicit by projects, both approaches are likely to aim for the same kind of long-term change, i.e. "A European Union in which citizens * are aware of and critically understand complex development and global interdependence issues, and in which they are * actively engaged with local-global attempts to eradicate poverty and promote global justice, human rights, democracy, social responsibility and sustainable development in the EU and its overseas partner countries." In the shorter term however achieved changes to policies or behaviours created by Campaigning-Advocacy projects will tend to influence the broader policy or behavioural climate, and/or they will form the foundation for further policy or behavioural change attempts. For Global Learning projects developed competencies, learning frameworks and resources also have a lasting

use – not only for project participants themselves but also through post-project dissemination, which may involve many more formal and non-formal learners than those engaged during project implementation, and through further work, e.g. with curriculum authorities and formal and non-formal education institutions.

CONTEXTS OF DEAR IN THE EU

14. Contextually DEAR projects operate in a climate that is still affected by the economic crisis of 2008-09, not only in financial terms (leading to reductions or at best standstill budgets for DEAR in many EU Member States), but also in unfavourable attitudes and policies of some governments towards DEAR, actively restricting work, scope and collaborations of CSOs on the issues that are not only of concern to the EU but also (according to recent Eurobarometer surveys) to European citizens.
15. Given the absence or limited nature of state financial support for DEAR in many EU Member States, the EU DEAR Programme is providing a source of continuity for DEAR in many countries.
16. Economic, social and conflict situations continue to influence inequalities within and outside of the EU, including through migration and refugees coming to the EU from neighbouring regions, radicalisation amongst some in European society, and growing nationalism and extremism in political parties (on occasion also involving some in government positions in EU Member States).
17. As a result, the fundamental values on which the European Union is founded (respect for human dignity and human rights, freedom, democracy, equality and the rule of law) are no-longer taken for granted in various quarters. Even where they are not explicitly questioned as giving valuable guidance to principles of societal organisation and behaviour, their meaning and application is being queried.
18. The report draws on a series of country studies and provides an overview of how such contextual issues affect the operation of DEAR in six selected EU Member States. Findings suggest that support for DEAR by the EU is important in EU Member States in that it:
 - a. stimulates international cooperation, supporting the development of a European identity;
 - b. addresses concerns and interests of the public in the countries concerned;
 - c. opens doors to decision-makers and other influentials: enabling discussion about global (and local) development concerns;
 - d. provides the main and in some cases almost only source of funding in a country for CSO or LA awareness raising, education or campaigning-advocacy activities on global development.

MULTI-STAKEHOLDER AND MULTI-SECTORAL APPROACHES

19. Possibly stimulated by the SDGs, in a range of European countries a variety of multi-stakeholder contacts and collaborations have started to be developed that expand the range of Development Education/Global Education focussed stakeholders to also include policy makers, practitioners and others representing, for instance, Education for Sustainable Development, Human Rights Education, and Ministries of Education. At an EU/European Commission level such contact and collaboration between different stakeholders, representing different sectors and interests that relate to global development, is still lacking. However, several EU DEAR supported projects are involved in promoting such contacts and collaborations and at least one project is explicitly aiming to facilitate and support this at a European level.

1. Introduction

This report

This report provides an overview and analysis of Development Education & Awareness Raising projects supported by the European Commission during 2018-2019. The report follows on from the 'DEAR Projects 2018: Achievements & Impact' report which was published in October 2018.¹

Specifically, the report provides:

- An overview of the intentions of the EU DEAR Programme;
- Information about the context in which DEAR projects operate across the EU, with details of the context of DEAR projects in six EU Member States, representing a range of social, economic and political settings;
- Summary information about the intentions and first year activities of each of 23 DEAR projects;
- A quantitative overview of current DEAR projects, including implementation countries, themes, audiences, objectives, activities;
- An indication of how DEAR projects relate to two approaches of the EU DEAR Programme: Campaigning-Advocacy and Global Learning and how they relate to creating behavioural and policy changes and to the development of competencies.

Sources

The report primarily draws on information provided by 23 projects by 1st July 2019 after their first year of implementation²:

- First year narrative reports and log frames submitted by projects to the European Commission;
- Project fiches providing a summary overview of the intentions, locations, approaches of the projects³;
- Project websites referred to by the projects in their project fiches.

This information has been written by the projects and has not been independently verified which means that information about, for instance, successes summarised by the author and shown in **boxes** throughout the document should be treated with caution.

Information obtained from the projects is augmented by reference to:

- reports on DEAR in the EU developed by GENE and CONCORD;
- investigations on DEAR in selected EU Member States⁴;
- reports of recent Exchange Hubs and of Learning & Development Hubs that involved projects in discussing their approaches and activities.⁵

¹ Available from <https://europa.eu/capacity4dev/dear/node/84510>

² Of the 25 EU-DEAR projects currently in implementation 23 had completed their first year of implementation and submitted a progress report, by 1st July 2019. Unless otherwise stated, it is these 23 projects that are reported on in the following pages.

³ Available at https://dear-Programme.eu/map/?map_menu=map_form.

⁴ Separate reports on each of these are available from www.capacity4dev.eu/dear

⁵ Available from: <https://europa.eu/capacity4dev/dear/news/learning-dear-projects>

2. The EU-DEAR Programme

Intentions

The DEAR Programme is the only DG International Cooperation and Development Programme (DG DEVCO) that is explicitly focussed on EU citizens. The Programme implements part of the European Union's 'Development Cooperation Instrument 2014-2020' which sets out the broad aims of work in "raising public awareness of development issues, empowering people to become active and responsible citizens and promoting formal and informal education for development."⁶

In developing and implementing the Programme, the European Commission sees DEAR "as an expression of the EU's founding values", a contribution "to strengthening the critical understanding of European citizens with regard to the processes and structures of interdependence and development", and "a stimulus for democratic involvement." In relation to the EU's International Cooperation and Development work DEAR is needed because "[a] strong and informed engagement of EU citizens in development issues is considered essential for an ambitious EU development policy."⁷

Unlike various other European (governmental) sponsors of DEAR⁸, the European Commission has, so far, not developed a 'Theory of Change' for the DEAR Programme, which makes evaluation of its results, clarification of the assumptions underpinning it, and the contributions of individual projects somewhat difficult and open to personal and rather than more objective biases. However, in the absence of a formally accepted intervention logic, such a logic might look not too dissimilar to the following (although it does not indicate the assumptions that underpin each level of change):

EU DEAR Programme Management	Directorate General International Cooperation and Development (DEVCO), Directorate B (People and Planet), Unit B1 (Gender Equality, Human Rights and Democratic Governance), DEAR Sector ⁹			
EU DEAR Programme: Input strategies >>>	Calls for proposals (25 project grants, 2016 DEAR CfP)	Direct grants/framework grants (GENE, North-South Centre, CONCORD, PLATFORMA, EU Presidency Projects)	Service contract (DEAR Support Team)	
EU DEAR Programme Pathways to create change >>>	CSO and LA implementation of Global Learning and Campaigning-Advocacy activities	(Multi-)stakeholder exchanges and networking involving practitioners, policy makers, researchers, a.o.	Capitalisation of experiences and capacity building of DEAR practitioners	Communications about the DEAR Programme, results of projects and learning from work done
EU DEAR Programme Short-term desired changes >>> (reference: 2016 DEAR CfP, EC direct	<p>* Project and direct/framework grants, supported by a service contract, lead to improved public awareness and critical understanding of and engagement with EU priority global development issues .</p> <p>* Networking amongst and communications by grant recipients and service contract, lead to DEAR stakeholders (practitioners, researchers, policy makers) being well</p>			

⁶ REGULATION (EU) No 233/2014 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 March 2014 establishing a financing instrument for development cooperation for the period 2014-2020, Annex II, p 71

⁷ European Commission (2012), 'Development Education and Awareness Raising (DEAR) in Europe: Commission Staff Working Document', pp 4: <https://ec.europa.eu/capacity4dev/dear/documents/dear-staff-working-document-2012>

⁸ See, for example, Johannes Krause (2015), 'Reflecting on Complex Change: Study on Impact Evaluation in Development Education and Awareness Raising Programmes', DEAR Support Team for the European Commission

⁹ https://ec.europa.eu/europeaid/sectors/human-rights-and-governance/development-education-and-awareness-raising_en

grant conditions, DST ToR)	informed of the DEAR Programme, its approaches, obstacles, opportunities and results.
EU DEAR Programme Medium-term desired changes >>> (reference: MIP 2014-20)	* Social and political contexts and structures in the EU and EU Member States recognise the value of DEAR and the value of CSO and LA activities in creating public engagement in and with global sustainable development and its local relevance. That recognition is shown through public and private policies and practices by governments, non-governmental entities, private businesses and individuals.
EU DEAR Programme Long-term desired changes >>> (reference: MIP 2014-20, objective 3)	A European Union in which citizens * are aware of and critically understand complex development and global interdependence issues, and in which they * are actively engaged with local-global attempts to eradicate poverty and promote global justice, human rights, democracy, social responsibility and sustainable development in the EU and its overseas partner countries

The remit of current projects

The EU DEAR Programme currently provides around €30 million per year to 25 grant supported projects, i.e. approx. 5 Eurocents per EU inhabitant p.a. To be awarded a grant each project must relate to the following:

2016 DEAR Call for Proposals	
Specific Objective of the Call	<i>“... to provide support for and promote quality development education and awareness raising among the European public. The proposed projects must foster a growing awareness and critical understanding of the role, responsibility and lifestyles of the public in relation to an interdependent world. It should motivate their effective involvement in local and global Actions in support of the social, economic, and environmental dimensions of sustainable development.”</i>
Priority themes to be addressed by projects	<ul style="list-style-type: none"> • One or more of the Sustainable Development Goals (SDGs) • Interdependence of the European Union and ‘developing countries’ with particular attention to one or more of: <ul style="list-style-type: none"> • Migration • Climate change • Gender equality
Audience to be engaged by projects	<ul style="list-style-type: none"> • (From amongst) European citizens
Approach to be applied by projects	<ul style="list-style-type: none"> • Global Learning, or • Campaigning-Advocacy

Through their work, DEAR projects should give attention to the SDGs¹⁰ as a concept and collective set of aims and/or relate to one or more of the individual goals.¹¹

¹⁰ <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

¹¹ After the publication of the 2016 DEAR CfP the EU published its own take on the SDGs – as guidance for its global development policy: ‘The New European Consensus on Development’ (2017):

https://ec.europa.eu/europeaid/sites/devco/files/european-consensus-on-development-final-20170626_en.pdf



The approach used by projects (Global Learning or Campaigning-Advocacy) is intended to focus either on the development of competences (understanding and skills) that enable project audiences to respond to global development issues, or on the creation of changes in behaviour or policies that affect global development.

Work with the European public is either implemented by CSOs or LAs themselves and/or through a system of 'sub-granting' (third party financial support), in which the project applicants provide financial support to a third party (usually a small or medium sized CSO) to implement activities that involve the public.

Previous project results

After one year of operation of projects that typically last three years it is obviously too soon to say what the changes are that current projects will create. Given that the number of projects supported by the 2016 CfP is slightly larger than those of the 2013 CfP (25 as against 23) and given that the total available funding is larger, it would be surprising if the range of the achievements will be lower for 2016 CfP projects than for 2013 CfP projects. However, this will only become clear once current projects have completed their work in 2020-21.



23 projects supported through the 2013 DEAR Call enabled **14.6 million Europeans to be actively involved** over a period of three years (2014-2017). Supported by these activists, projects created changes in:

- North-South trade relations (i.p. in respect of Fairtrade policies and consumer behaviour);
- Global Tax Regimes (i.p. in respect of tax avoidance and its negative impact on development in third countries);
- Migration (i.p. in respect of understanding of causes, and developing positive responses in respect of its impact on host societies in the EU);
- Natural Resource Management (e.g. in respect of fishing policies in EU and third countries);
- School curricula (i.p. in respect of teacher and young people understanding of and responses to global development).¹²

Changes created or contributed to by the 2013 CfP projects led to **alterations in procedures and practices** in amongst others:

- 33 governments and 20 EU, UN and other international Programmes;
- 3,900 civil society organisations: creating their (new) involvement in global development actions;
- 800 businesses and their practices in relation to Southern country producers and EU consumers;
- 460 local authorities and their involvement in and responses to local-global development issues;
- 1,300 school curricula across the EU.¹³

Two examples of current EU DEAR projects

TAKE ONE SDG CAMPAIGNS PROJECT:

Europe in the World/Make Europe Sustainable for All

Lead agency: European Environmental Bureau, BE, 388-064

Locations: AT, BE, CZ, DE, NL, FR, EL, IE, IT, LT, PL, PT, RO, SI, ES



WHAT IS IT?

With a focus on the SDGs, this project aims to engage 1750 CSOs, 4100 local groups, 3500 EU and national and 1600 local policy makers in taking actions in support of the 2030 Agenda. Active involvement of 3 million people in action weeks and campaigns and of 5 million people through social media actions are planned to support this work.

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

➲ 25 project partners collaborated in the design and publication of an 'SDG Training Handbook' and an 'SDG Toolkit', both of which give information about the SDGs and awareness raising and policy change campaigns approaches. The publications should be particularly useful for individuals and groups that are planned to be involved.

¹² Source: 'DEAR Projects: Achievements & Impact 2018': <https://europa.eu/capacity4dev/dear/node/84510>

¹³ Ibid.

➲ During the first year the project some 1500 CSOs have become engaged and the project reached out to some 63 million Europeans, engaging approx. 110,000 in activities relating to EU Member State and EU policies on the SDGs

➲ The pan-European CSO network 'SDG Watch Europe' has been strengthened through these activities leading a.o. to research on [inequalities in the EU and beyond](#), which provides evidence based information to support the project's campaigning work

WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ Starting from an already established network the project was able to quickly engage a range of CSOs and groups in awareness raising and campaigning activities across the EU
- ❖ Through research into policies and practices of the EU and EU Member States regarding inequalities and food and farming systems the project is using hard facts as well as 'future positive' visions to engage groups and people.

TAKE ONE LOCAL AUTHORITY LED EDUCATION PROJECT:

Walk the Global Walk

Lead agency: Regione Toscana LA, IT, 388-223

Locations: AL, BG, BH, CY, EL, FR, HR, IT, PT, RO, UK

WHAT IS IT?

A common and replicable (formal) education framework supporting LA (and CSO) capacity to promote teacher and young people awareness, understanding and engagement with the SDGs, i.p. those relating to migration, climate change and gender equality. Aiming to engage 22,100 students through 1000 education courses, and 900 youth leaders to develop and initiate responses to their learning in their local communities.

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ➲ [Teacher briefing and resource packs](#) made available in all languages
- ➲ In-service training involving 500 teachers has been delivered
- ➲ Development of youth leaders' training packs for use and dissemination in year 2



WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ Collaboration between CSOs with a long-standing engagement in DEAR and LAs for who such engagement is new, ensures that learning from experiences is applied in new contexts.
- ❖ Involving LAs whose role includes provision or supervision of schools in their authorities ensures that advocated work is supported and meets education requirements and needs at local levels.

3. European and national contexts of DEAR

DEAR in the policy context

The economic crisis of 2008-09 and its consequences continue to affect DEAR in the EU, leading to reductions or at best standstill budgets for DEAR in most EU Member States.

Country	ODA volume change from 2016 to 2017	GE/DEAR volume change from 2016 to 2017
Austria	Reduction	Same
Belgium	Reduction	Reduction
Czech Republic	Reduction	Same
Estonia	Reduction	Reduction
Finland	Reduction	Reduction
France	Increase	Reduction (AFD) Increase (MFA)
Germany	Reduction	Increase
Greece	Reduction	No data
Ireland	Reduction	Increase
Italy	Increase	Increase
Latvia	Increase	Reduction
Lithuania	Increase	No data
Luxembourg	Increase	Increase
Malta	Increase	No data
Netherlands	Reduction	No data
Norway	Reduction	Same
Poland	Reduction	Reduction
Portugal	Increase	Same
Slovakia	Increase	Increase
Slovenia	Reduction	Reduction
Spain	Reduction	No data
Sweden	Increase	Increase

Source: GENE (2018), 'The State of Global Education in Europe 2018', p.31

This may suggest that the DEAR Programme provides a source of continuity across the EU which otherwise would be absent.

Economic, social and conflict situations continue to influence inequalities within and outside of the EU, migration and refugees coming to the EU from neighbouring regions, radicalisation amongst some in European society, and growing nationalism and extremism in political parties. All this affects the scope of DEAR activities, particularly where unfavourable attitudes and policies of some governments towards DEAR activities put restrictions on what can be done.¹⁴

The fundamental values on which the European Union is founded (respect for human dignity and human rights, freedom, democracy, equality and the rule of law)¹⁵ are no-longer taken for granted in

¹⁴ For instance, see: Saleniece I (2018), 'Global Citizenship Education in Europe: how much do we care?', CONCORD 2018: <https://library.concordeurope.org/record/1917/files/DEEEP-REPORT-2018-006.pdf> p. 26 a.o., and GENE (2018), 'The State of Global Education in Europe 2018', <https://gene.eu/wp-content/uploads/State-of-Global-Education-2018-with-cover.pdf> p. 12 a.o.

¹⁵ <https://europarlamentti.info/en/values-and-objectives/values/>

various quarters. Even where they are not explicitly questioned as giving valuable guidance to principles of societal organisation and behaviour, their meaning and application is being queried.¹⁶

A rising public awareness of the potentially disastrous effects of climate change, issues of migration, radicalisation, and other forms of societal and political dislocations (such as income and wealth disparities globally and in EU Member States) remain at the top of many DEAR practitioner agendas. How those issues are being discussed and developed through DEAR activities is typically through the framework of the SDGs.

EU Barometer
The latest EU barometer reports that immigration remains the main concern at EU level , with 34% of mentions. While climate change , which was ranked fifth in autumn 2018, has surged to become the second most important concern to EU citizens .
(The barometer report is based on surveys undertaken in all 28 EU member states, and five candidate countries, in June and July 2019.)

These survey results suggest that two of the key themes of current projects (Climate Change, Migration) should resonate well with the European public and that the EU DEAR Programme potentially relates well into public priorities.

However, at a national level support for such themes is more problematic. GENE (Global Education Network Europe - a network of DEAR related policy decision-makers and administrators in the EU and EU Member States), reported in 2017 how the themes of SDGs and of Migration are seen by EU governments in relation to their support for Global Education/DEAR¹⁷:

Attention to the SDGs and/or Migration/Refugees in governmental GE/DEAR strategies and approaches

Country	Attention to SDGs through national GE/DEAR strategies	Attention to migration/ refugees through GE/DEAR	Country	Attention to SDGs through national GE/DEAR strategies	Attention to migration/ refugees through GE/DEAR
AT	✓	migration education conf.	IE	stakeholder exchanges	
BE			IT		
BG			LT	✓	
CY	✓		LU		
CZ			LV	activities	
DE	✓	key part of GE; internat. linking activities	MT		
DK			NL	activities	
EE	activities	left to CSO initiatives	PL		
EL		refugee children educ.	PT	activities	
ES			RO		

¹⁶ On the threat to the value of democracy with examples from, amongst others, Hungary, Poland and fundamentalist Islam see for example: Ellian E, Molier G and Rijpkema B (eds) (2018), 'De Strijd om de Democratie: essays over democratische zelfverdediging', Boom publishers, Amsterdam

¹⁷ GENE (2017), 'The State of Global Education in Europe 2017', <https://gene.eu/wp-content/uploads/State-of-Global-Education-2017-low-res.pdf>

Country	Attention to SDGs through national GE/DEAR strategies	Attention to migration/ refugees through GE/DEAR	Country	Attention to SDGs through national GE/DEAR strategies	Attention to migration/ refugees through GE/DEAR
FI	✓	increased govt. resources	SE	✓	govt. sponsored teacher seminars
FR	activities	preventing radicalisation & i/cultural educ.	SI	activities	MFA worksheet rights of refugees
HR			SK		NGO initiated work
HU			UK	(✓)	

(✓)= in some sub-national jurisdictions

Source: GENE (2017), 'The State of Global Education in Europe 2017'

The blank spaces in the table above tell their own story of where DEAR is explicitly receiving governmental support and where not. However, a GENE report published in 2018 mentions five countries where GE/DEAR strategies are in development: Austria, Czech Republic, France, Italy and Portugal.¹⁸

Multi-stakeholder and multi-sectoral approaches

In its 2017 report GENE noted that, possibly as a result of the universal and integrated nature of the SDGs, a growing exchange between different forms of DEAR has started to take place in various European countries: "A few years ago, policy makers and experts representing for example Education for Sustainable Development, Human Rights Education and Development Education rarely sat around the same table. Now they do." The GENE report suggests that "[this] represents a significant shift in how policy makers choose to approach their respective areas of work; moving away from traditional, defined silos of policy and education, towards a recognition that dissensus offers potential for learning and innovation."¹⁹

The 2018 GENE report gave further attention to this, including by saying that "The type of collaboration varies between countries and ranges from regular but informal meetings, to structured working groups and specific joint initiatives. In the latter category, there are examples from several countries where ministries and agencies come together to plan and sometimes conduct joint funding calls for projects. There are also several examples of where collaboration extends beyond inter-ministerial work to also include key actors, such as NGO platforms."²⁰

The SDGs, with its attention to universality of the goals, its expressed need for coherence across and between different goals, and its explicit attention to the contribution that various 'educations' can and should make to the achievement of the goals (for instance in Target 4.7), may well be a stimulus for such cross-sectoral contacts and approaches.

Sustainable Development Goals target 4.7: "by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development"

Source: <https://indicators.report/targets/4-7/>

¹⁸ GENE (2018) op. cit, p.16

¹⁹ GENE (2017) op. cit., p.55

²⁰ GENE (2018) op. cit., pp 14-16

Within the European Commission such a broad multi-stakeholder contact, let alone collaboration with Sustainable Development, Human Rights or other related educations, is still absent. Even in the EU DEAR Multi-Stakeholder Group, which the Commission calls together on an irregular basis, only direct or framework grant funded networks with a clear remit from a Development or Global Education perspective tend to be represented.²¹ Attention to the *universality* of the SDGs and the way in which different perspectives can contribute to an understanding of and promotion of local and global sustainable development is still lacking. Nevertheless, some EU DEAR projects do explicitly explore such 'cross-educations' and cross-sectoral fertilisation in line with the intentions of SDG Target 4.7:

TAKE ONE SDG EDUCATION PROJECT:

[Bridge 47 – Building Global Citizenship](#)

Lead agency: FINGO, FI, 388-348

Locations: BG, CY, DE, DK, EE, FI, FR, IE, LV, SI, SK, UK + activities in other EU and non-EU countries to be developed during implementation.

WHAT IS IT?

With a focus on the 2030 Agenda and SDG Target 4.7, developing an international multi-stakeholder network, commitments and actions to implement Global Citizenship Education (GCE) in formal and non-formal teaching and learning policies and practices.

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⌚ Setting up an international network with 100+ members working in partnership with organisations that so far have not engaged with Global Citizenship Education
- ⌚ EU and EU Member State policy analyses regarding international development, education, inclusion and the 2030 Agenda, and implementing advocacy workshops and responses at national levels
- ⌚ Initiating and supporting new GCE and SDG initiatives in countries where these did not exist previously (e.g. the [Coalition for Sustainable Development in Estonia](#))
- ⌚ Supporting innovation in education through a.o. the [Transformative Learning Journey](#) initiative



WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ Drawing on a wide range of experiences and staff within the partnership, involving different stakeholder groups and individuals
- ❖ A project organisation that is both centralised (in developing common strategies and objectives) and devolved (to implement agreed strategies nationally and/or thematically)

²¹ With representation from a.o. CONCORD, PLATFORMA, GENE and the Council of Europe's North-South Centre.

DEAR in selected EU Member States

To get an indication of the different contexts in which DEAR operates, six ‘country studies’ were organised during September-October 2019. Drawing on documentation reviews and workshops involving staff involved in some of the DEAR projects in each country, the studies aimed to explore:

- The national context in which DEAR projects operate (i.p. regarding public, media and political opinion relating to international development issues, and Global Learning/Campaigning-Advocacy);
- Project interpretation(s) of ‘quality Development Education & Awareness Raising’, ‘public awareness’, ‘critical understanding’ and how they exemplify those in their work;
- Project approaches to raising their visibility, and that of the issues of their project, and how they communicate with a) their immediate audiences/target groups, and b) with wider audiences who are not directly involved;
- What projects see as their main achievements to date at the level of the country concerned;
- The added value of EU support for DEAR.

The six countries that were involved were selected because they were assumed to represent a variety of national contexts and experiences of DEAR in the European Union as summarised below.



The following provides a summary of the findings relating to the national contexts of DEAR and to the contribution of the EU to DEAR in each of the selected countries. Full reports on the country studies are available separately.²²

DEAR IN FINLAND 2019

➤ National context and DEAR perspectives

There is a strong consensus amongst stakeholders that the operating environment for Global Education is very supportive in Finland. This relates to all contexts in political, public, media and educational environments.

²² See www.capacity4dev.eu/dear. Because of illness of the relevant consultant, the report on the Germany country study was not yet available at the time of completing this report. When available it will also be published on www.capacity4dev.eu/dear.

In the political context, the newly elected government (spring 2019) is supportive of development cooperation and committed to Agenda 2030 and its goals. CSOs anticipate more endorsement and resources for Global Education in future years.

In the public context, civil society organisations are still strong and recognized in Finland, although they attract nowadays fewer members and volunteers than in previous years and decades. Yet, CSOs are active, they look for new target groups in society, join forces in advocacy campaigns. They participate actively in political decision-making processes, work with and within the schools and carry out a vast number of smaller and larger Global Education projects.

In the media, there is not much visibility of Global Education. The challenge is in CSOs who don't (yet) have the knowledge and skills or appropriate strategies that communicates about global matters in a media and publicly interesting way.

➤ **DEAR in the school curriculum**

In schools the national curriculum requires all schools and day-care centres to address the themes of Global Education in their work. However, the curriculum is quite abstract, and teachers have independence on how and what they teach. Content, depth and quality therefore vary a lot in how Global Education is taught. Nevertheless, the Agenda 2030 is bringing urgent and actual themes into schools, including through themes and issues that teachers cannot and don't want to ignore. If Global Education used to be primarily about development cooperation, nowadays the Global Citizenship Education version of it - and the themes it covers - concern everybody and these themes are topical and interesting.

Learning from DEAR projects has not been shared in a systematic way in Finland so far. However, FINGO (the national network of NGDOs and Global Education CSOs) is interested in taking the lead in organising a study group on the EU DEAR Programme in Finland in the future. This would benefit both current actors but also newcomers who would be interested in applying for funding in the next call.

➤ **The value of the EU DEAR Programme**

Informants of the country study listed several added values of the DEAR Programme, from it being a learning experience to do with organising international projects involving diverse organisations, to the feeling of belonging to the European family. All values mentioned supported the fact that international cooperation and collaboration that brings people together and builds peace is needed more than ever in the current world with growing number of global concerns.

DEAR IN FRANCE 2019

➤ **National context of DEAR**

According to the findings of the country study the national context in France has never been as conducive to DEAR as it is currently, while at the same time being increasingly difficult.

On the one hand, there is a vibrant and locally enshrined DEAR community in France, which benefits from a long experience whilst at the same time seeking to innovate. The perceived scale of global and national challenges in relation to 'living together' has been conducive to a renewal of DEAR activities. In addition, local communities and a large number of people can, in general, be considered as supportive of DEAR activities.

On the other hand, there are growing divisions in France; with parts of the society having been weakened by years of economic and social crises and with growing frustrations from territories and groups who feel 'left behind'. There is also a growing distrust in public institutions and in the media. This leads to a relative success of political parties promising 'more protection' against external threats and to a growing disconnect of parts of the population including about a pluralistic public debate. Reaching out to these groups is therefore one of the biggest challenges for DEAR in France.

➤ **DEAR responses to the national context**

Organisations working on DEAR in France pursue a strategy of building trust within target groups and communities in the long run. Peer to peer communication strategies, sub-granting to local stakeholders, creative partnerships with the media, schools and/or local authorities are all tools that contribute to that goal. A strong focus on grass-roots activities and the reliance on (sometimes extensive) networks of partners in the field also seem to be an important part of the response mechanisms used by French DEAR stakeholders. Positioning DEAR organisations as knowledge and competence centres in order to provide better quality DEAR and to enhance DEAR stakeholders' legitimacy in the public debate also forms a key part of the DEAR community's strategy.

Civil society stakeholders in France tend to refer to DEAR as 'Education for Citizenship and International Solidarity' (ECSI). The terminology 'Education for Development and International Solidarity' (EADSI) is also used, mostly by institutional stakeholders. During the workshop, the evolution from EADSI to ECSI was explained by 1) the need to clearly distinguish DEAR activities from the activities linked with the promotion of development policies, and 2) the fact that Education for Citizenship was perceived as a more 'active' concept, which is less about understanding and critically reviewing issues relating to development and more about promoting an active engagement of citizens for the (global) common good.

This terminology shift in France seems to correspond to a wider shift in Europe, which is described in the GENE (2018) report as "more prominently includ[ing] global citizenship education and the links between global citizenship education and education for sustainable development" in DEAR.²³ Three thematic areas are generally considered in the literature review as concentrating the highest share of DEAR efforts in France in the past years: sustainable development and climate change related issues, migration related topics, and more generally youth-related initiatives.²⁴

➤ **The EU DEAR Programme**

For informants of the study, the EU DEAR Programme, whose thematic focus is perceived as highly relevant to France, contributes to enhancing partnerships and to opening doors, while seeking to further empower partners that have already shown themselves to be effective.

DEAR IN GREECE 2019

➤ **National context and challenges**

There is not an officially developed or recognised national Global Education/DEAR strategy or plan in Greece. In the state formal education sector (engaging some 93% of school age pupils) there is a great deal of flexibility in the themes and issues covered by teachers but teaching and learning materials need to be approved by Ministry of Education authorities before they can be used. Similarly, suggestions to work with teachers or pupils and students in or outside of a school or in a non-formal education setting

²³ GENE (2018): 'The State of Global Education in Europe 2018', page 19

²⁴ Ibid, page 65 and Educasol (2018), *Etat des lieux de l'éducation à la citoyenneté et à la solidarité internationale en France*, 2018, page 8

needs advance notice and official permission needs to be sought before activities can take place. This requires DEAR projects to prepare their ideas and resources well in advance, typically at least six months before intended implementation. Where aimed for permission is not forthcoming it can severely affect the success of a Global Learning project.

For Campaigning-Advocacy projects the national context is one in which, for example, 'sustainable development' issues are relatively new (e.g. when compared with countries in western Europe). At local authority or national policy levels little work has been done and public awareness about local-global relationships tends to be low – and not only in the context of issues of sustainability. This offers both an opportunity and a challenge for projects: starting from a relatively low awareness base much progress should be possible, but the low awareness base may also be indicative of the lack of interest or understanding amongst policy makers. For example, policy makers and the general public may be interested in the environment or migration in Greece or in access to fresh food, but relating such interest to broader local-global issues in public or policy discourse is rare.

Getting the attention of media outlets for the issues of DEAR projects appears problematic since print, radio and TV are particularly interested in personalities rather than in issues. Where projects are successful in obtaining media interest, attendance at a project event of a locally or nationally well-known politician or other 'personality' will have been helpful or even crucial. On the other hand, if projects were planning to organise a public stunt or other open-air event to draw public or political attention to an issue this, according to the country study, would not work.

➤ **'Quality' and 'critical understanding'**

For DEAR projects 'quality of DEAR' can be shown where the projects allow participants, audiences, targets to 'learn by doing'. Developing knowledge and understanding through active, participatory or experiential learning is seen to be more effective and lasting than just through the provision of information.

Another aspect of quality is where, intentionally and explicitly, the local dimension of an issue is related to a global context or where a global issue is related to a local dimension. A pure focus on the global or on an overseas development issues or sole attention to the 'local in Greece' would not be seen as 'quality DEAR'.

'Quality' can also be observed in the willingness and ability of DEAR actors to work in multi-stakeholder settings, involving e.g. donors, CSOs with a variety of backgrounds, (local) authorities, companies and private institutions, whilst maintaining DEAR principles and values. For at least one of the DEAR actors those principles are highlighted by values underpinning the SDGs. Which means that in collaborative work with others on issues of, for example, climate change this DEAR actor will explicitly highlight the social values that need to be included rather than focussing purely or primarily on the technical aspects of climate change.

According to country study informants '*critical* understanding' is seen where an audience or target group not only understands why it should act in response to an issue but translates that understanding into action. Critical understanding is interpreted as a stage beyond 'understanding' or 'comprehension' which does not necessarily lead to a response.

➤ **EU support for DEAR in Greece**

According to the country study it is support from the EU DEAR Programme that has created an environment that is increasingly favourable to CSO and LA action on Global Education and campaigning-advocacy in support of the 2030 Agenda. Although some funds for DEAR activities can on occasion be obtained from the private sector (in particular regarding issues of social responsibility), it is EU projects

and grants that enable organisations and authorities to engage members of the public and to work with other organisations and institutions whose main interests might be elsewhere but whose involvement is important in creating sustained attention to the *local* relevance of *global* development.

DEAR IN HUNGARY 2019

➤ National context of DEAR

Politically, the context in which DEAR projects and actors operate in Hungary is largely negative. Governmental restrictions and influences on CSOs, schools and other actors in raising, questioning and/or expressing opinions about key issues affecting the development of European (including Hungarian) and global society are in place, for example in respect of the theme of migration, the receipt of foreign funding by CSOs, and the development of debate on certain policy issues. Government promoted discourse is one that limits open discussion and public engagement on various global development phenomena that are of concern to the EU DEAR Programme. Media and broader societal debate are negatively affected by such restrictions and influences. As a result, DEAR actors, be they CSOs or local authorities, find their work significantly limited – mainly to environmental, ‘green’ issues - and unable to implement the whole range of principles, values, intentions and issues that form the part of the DEAR Programme.

Although this is the overriding context affecting DEAR in the country, DEAR actors do see opportunities of carrying out their work. In the education field a governmental regulation on ‘Education for Global Responsibility’, for example, offers some opportunities to promote attention to and engagement with the SDGs. In work with schools, ‘add-on’ events, organised and delivered by CSOs in a school setting, offer chances of introducing global learning to pupils and students, but without the prospect of such work being systematically integrated into school teaching and learning.

In campaigning-advocacy work too DEAR projects find some, albeit limited opportunities to promote the issues and intentions of the DEAR Programme. However, such work requires a local starting and endpoint, i.e. where issues are directly experienced by and in Hungarian society, without offering a critical or otherwise meaningful reference to a broader systemic policy analysis. The country study suggests that grassroot initiatives around issues of sustainability and climate change currently offer the best chance to implement DEAR activities, as long as relevant messages and approaches are formulated and introduced carefully, avoiding statements that go against the “official [governmental] vision”.

Interest in global development related issues amongst the public focuses primarily on those issues that immediately affect Hungary’s inhabitants. Public attitudes, however, are often based on pre-conceptions which hinder open debate about the issues and, also given the general socio-political discourse, preventing placing discussed issues in a broader European or global context (affecting, so the study suggests, for example, debates around nuclear and alternative energy, or around migration in an area in Hungary with high emigration).

➤ Interpretations of ‘quality’ and related aspects of DEAR content

Given the restrictions on genuine open debate about issues and policies, ‘quality’ in DEAR relates to two aspects in particular: the ability to present evidence that counter-acts negative, often sensationalist, messages about particular issues coming from government or media outlets, and the ability of projects to assist those they target to ‘stop and think’, encouraging them to reflect on their own, personal, behaviour.

On some issues, such as those to do with migration or ‘globalisation’, the first quality aspect is difficult if not impossible to achieve, since the media and socio-political environment does not encourage

alternative information or perspectives. On the latter quality aspect DEAR can be successful it seems when it focuses on personal behaviour, but far less so or not at all when it relates to systemic or policy change at national or global levels.

➤ EU support for DEAR in Hungary

Since 2004, when Hungary joined the European Union, the EU has been the main, if not the only, funder of explicit DEAR activities in the country. The country study suggests that without EU support, activities that draw *explicit* attention to public awareness raising, education and policy and practice change on global development would be severely restricted.

Some occasional funds are available from (government) sources that have a focus that is different from 'DEAR', e.g. in respect of environmental education, sustainable development, climate adaptation and responsible (national) citizenship. DEAR CSOs make use of these if and when they can. Such work is leading to new contacts of DEAR engaged organisations and authorities with those whose *raison d'être* is primarily in the climate change or human rights fields – and bringing those involved in such fields into a DEAR environment. Notwithstanding such occasional funding and contacts, the European Union in effect provides the only funding opportunity for CSOs and LAs interested in promoting public awareness of and engagement in global development issues.

Large-scale DEAR projects currently in implementation through the DEAR Programme, and usually led by CSOs or LAs in western Europe, are often inappropriate to Hungary's DEAR community since their messaging and their focus on changes in policies and practices in for example the school curriculum or at national levels cannot be successfully taken forward in the country. For such projects to create a positive impact in Hungary project messages, communication styles and engagement approaches need, often significant, adjustment. The country study stresses that for DEAR to make inroads in Hungarian society relatively small-scale projects are needed, allowing for locally relevant, needs-based, grass-roots approaches that can lead to engagement in the locality.

DEAR IN PORTUGAL 2019

➤ The national context of DEAR

The context of DEAR in Portugal shows a number of contradictory facets. On the one hand there is, in the political arena, support for DEAR (in particular in its Global Citizenship Education form): with a number of subjects in the school curriculum closely relating to the interests of DEAR. A National Development Education Strategy (2018-2022) is in existence, with a DEAR relevant funding line available to CSOs (albeit it small), and various local authorities take an active interest in DEAR. Governmental grants specifically focussed on DEAR amount to c. €550k per year, and a number of other state funding lines (e.g. relating to environmental issues) are also used by some DEAR engaged CSOs and LAs.

On the other hand, DEAR struggles with the fact that CSOs tend to be small, that civic participation in NGO activities is low (not only for DEAR but across the board), that because of recent scandals, involving malpractice, the public can be rather suspicious of NGO's work, that media institutions have little understanding of or interest in global issues, and that global development issues have a low priority (or no priority) in the political debate.

In addition, DEAR actors are of the opinion that the enabling environment that does exist is still highly dependent on key people (DEAR 'champions') in the ministries/governmental agencies and that without them official interest in and the status of DEAR would be diminished in the country. The absence of an active civic supporter base for DEAR (or more broadly CSO) activities is shown by the fact that virtually

all CSOs rely for their existence on public grants (including from the EU), with private donations being minimal.

Currently 'climate change' is a top and 'hot' topic for many in Portugal, including for various media outlets. Other issues relating to global development and discussions of related behavioural and policy changes, do generally not receive attention and are not seen as something that is of concern to either individuals or to wider society and polity.

➤ **Interpretations of 'quality' in DEAR**

For respondents to the study two aspects stand out to illustrate when a project or programme is showing a high quality:

- Audiences/participants are highly motivated: engaging so much with the project that they willingly give much more of their time and energy than what would be expected or required by the project to achieve its quantitative objectives. In the experience of respondents this happens when both the theme and the methodology are relevant and related to the needs and interests of the audience/participants;
- Changes that a project brings about (in competencies of the audience/participants, in behaviour or policies) are long lasting and live on well beyond the lifetime of the project.

➤ **Communications and raising visibility of projects and of DEAR**

For respondents the most effective means of communication uses techniques derived from or related to 'Communications for Development (C4D)²⁵', in other words placing DEAR within a context of social change for local and global development and adjusting the precise approaches and methodologies used to suit the theme and context of work done.

During the discussion of the projects' approaches regarding the creation of visibility for DEAR and for DEAR projects, two main concerns were expressed:

- The changes that occurred in social networks, namely the update in Facebook's algorithm, makes it more difficult to spread the messages, involve new audiences and reach large numbers of people in social media. Even when projects are paying advertisements in social networks it is hard to reach the target group;
- The focus of the EC in DEAR Projects reaching very large numbers of people, creates a diversion from what should be the essence of DEAR: promote critical thinking about development issues and create change – therefore, putting projects under pressure to invest time and funds in communication strategies and tools that don't allow going beyond simple and sometimes too simplistic, awareness raising activities.

➤ **EU support for DEAR in Portugal**

Although a number of generally small funding lines exist that are available to DEAR projects and organisations, a great deal of support for DEAR in Portugal depends on the EU, with the DEAR Programme being the most important one, providing what a 2018 report called "mid-level investment" in DEAR.

According to respondents to the study EU DEAR support not only enables DEAR to exist in Portugal but also has a positive effect in that

- it enables and requires partnerships across different EU member States, allowing Portuguese CSOs to know other realities, learn from them and place in a wider European and global context;

²⁵ There are various organisations involved in this, for example see <https://c4d.org/>

- it enables and supports innovation by introducing CSOs to new ways of working, new topics, new methodologies;
- it supports Portuguese CSOs in developing their priorities: both in terms of strategies and in terms of issues to address.

However, the changes introduced by the European Commission in its support for DEAR since 2013, by requiring larger partnerships and a seemingly (or what by respondents is felt to be a) larger emphasis on 'reach' and a lesser emphasis on development of understanding and skills, means that projects

- tend to be too big to be led by a CSO based in Portugal;
- are less rooted in the reality of daily lives in Portugal – with approaches (and some themes) advocated by projects less relevant to the Portuguese context;
- are too much, or are in danger of being geared too much to reaching out to large numbers (e.g. via social media), thereby losing the essence of DEAR (i.e. educational processes and critical thinking).

Dependence on project, as opposed to programme funding, also means that for individual CSOs (and LAs) the creation of a sustained capacity that learns from previous work is hampered: meaning that whenever a CSO (or LA) is engaged in a new DEAR project that CSO (or LA) will start from a low knowledge and/or skills base.

Starting small

Although the DEAR CfPs in 2013 and 2016 have given a great deal of attention to the need for relatively large partnerships of CSOs and LAs, covering a great number of EU Member States, development of a thriving DEAR sector in a country typically involves and relies on locally executed work involving small and medium sized CSOs in work that may be new to them. The following EU DEAR project gives an example of what this may entail:

TAKE ONE CSO CAPACITY DEVELOPMENT PROJECT:
[Frame, Voice, Report!](#)

Lead agency: CISU - Civil Society in Development, DK, 388-119
Locations: DK, IT, FI, ES, FR, NL, BE



**FRAME, VOICE,
REPORT
TOOLKIT**

kepa, WILDE CAZIER, RESACOOP, Infed, CISU

WHAT IS IT?

By means of 'third party financial support'/'sub-granting', involving 200 to 300 small and medium sized CSOs in seven EU Member States, building their capacities so they actively engage Europeans in development of understanding, skills and actions on the SDGs, particularly in respect of gender equality, climate change and migration.

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

During the first project year the emphasis has been on setting up the structures and processes for recruitment and training of sub-grantees:

⦿ [Third party/sub-grantee conditions](#): criteria include the need for sub-grantees to apply a [values and frames](#) approach to communication ('Frame'), include voices from the global South ('Voice'), and involve media-NGO collaboration ('Report'), leading to recruitment of 90 CSOs in year 1.

⦿ At CSO capacity levels: design of a ['toolkit'](#) and implementation of conceptual and skills training of sub-grantees that assist them to move [from pure awareness raising activities to communication](#) with engagement as its main purpose.

WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ Experiences of the [six project partners](#) contributed to design of the recruitment criteria, toolkit and sub-grantee training.
- ❖ Collective awareness that knowledge of an issue does not automatically lead to engagement with that issue led the project to use strategies and approaches that support organisations in improving their effectiveness of communications.

4. Campaigning-Advocacy and Global Learning approaches

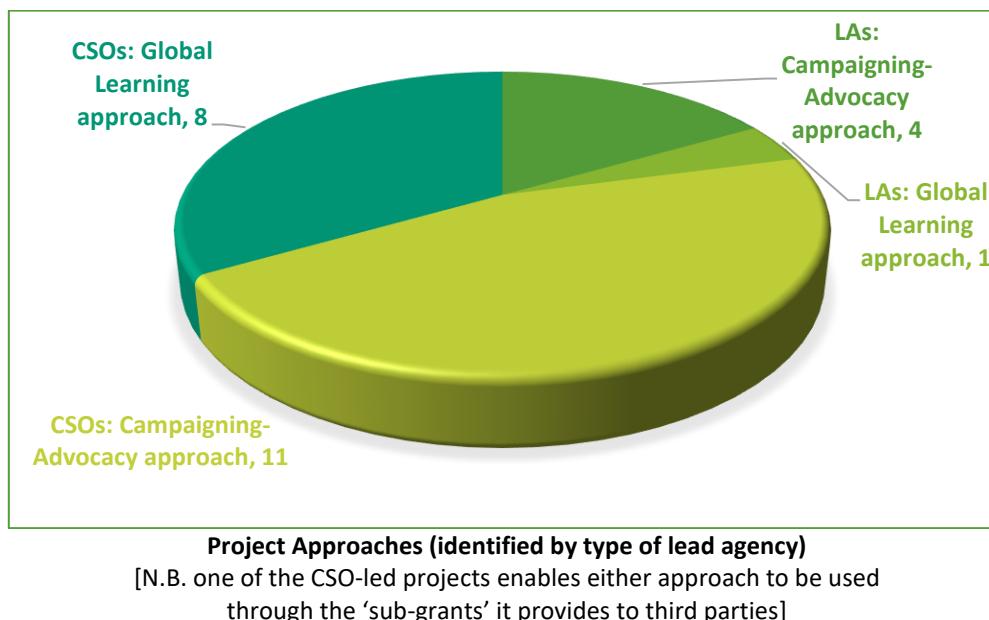
DEAR projects are expected to use either a Global Learning or a Campaigning-Advocacy approach in the implementation of their work. The Commission describes these approaches as follows:

- *"Projects that adopt a Global Learning approach aim to enhance the competencies of target groups in understanding and addressing issues of global development. [...]."*
- *Projects that adopt a Campaigning and Advocacy approach aim at concrete changes in behaviour at individual and collective levels, or in institutional/corporate policies. [...]"²⁶* (Emphases added)

Many, but not all, Global Learning projects *tend to be* 'open-ended' in that the action by participants is anticipated and looked for, but the precise purpose and process of that action is left up to the participants themselves as a response to the cognitive and skills learning that has taken place. Competencies, learning frameworks and resources that projects develop are intended to have both an immediate and a lasting use for project audiences (including involving new audiences through dissemination which may involve many more formal and non-formal learners than those engaged during project implementation, and through further work, e.g. with curriculum authorities and formal and non-formal education institutions).

Campaigning-Advocacy projects on the other hand *tend to be* 'close-ended' in that behavioural or policy changes are typically pre-determined by the project organisations rather than by the project participants. These projects tend to raise awareness of an issue, propose a solution to that issue and encourage public engagement with actions that are designed by the project implementing agency. Achieved changes to policies or behaviours will, after completion of a project, lead their own lives – influencing the broader policy or behavioural climate, or forming the foundation for further policy or behavioural change attempts.

Amongst the 23 projects reviewed in this report the following spread of approaches was used:



²⁶ European Commission: 'Development Education and Awareness Raising (DEAR) in Europe. Commission Staff Working Document', 2012, p.14 <https://europa.eu/capacity4dev/dear/documents/dear-staff-working-document-2012>

5. Current Local Authority led projects

Five of the 23 projects are led by a Local Authority or Association of Local Authorities, four of them using a Campaigning-Advocacy approach and one a Global Learning approach:

Project title	Lead applicant	Lead applicant Member State	Approach
<u>Change the power - (em)power to change</u> : Local Authorities towards the SDGs and Climate Justice	KLIMA-BUNDNIS DER EUROPÄISCHEN STADTE MIT INDIGENEN VOLKERN DER REGENWALDER / ALIANZA DEL CLIMA EV	Germany	Campaigning-Advocacy
<u>RECOGNIZE AND CHANGE</u> - R&C	CITTÀ DI TORINO - SERVIZIO RELAZIONI INTERNAZIONALI, PROGETTI EUROPEI, COOPERAZIONE E PACE	Italy	Campaigning-Advocacy
<u>Snapshots from the borders</u> – Small towns facing the global challenges of Agenda 2030	COMUNE DI LAMPEDUSA E LINOSA	Italy	Campaigning-Advocacy
<u>Shaping fair cities</u> : integrating Agenda 2030 within local policies in times of great migration and refugee flows.	EMILIA-ROMAGNA	Italy	Campaigning-Advocacy
<u>Walk the (Global) Walk</u> : mobilizing European young people in support of the Sustainable Development Goals	REGIONE TOSCANA	Italy	Global Learning

In addition to these five projects, one further LA led project started implementation during 2019:

<u>CULPEER4Change</u> : contributing to development education on Sustainable Development Goals (SDG) by implementing new innovative learning concepts in formal and informal education in Europe.	Stadt Köln	Germany	Global Learning
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TAKE ONE LOCAL AUTHORITY MIGRATION FOCUSED PROJECT:

Snapshots from the borders

Lead agency: Municipality of Lampedusa and Linosa, IT, 388-115

Locations: IT, ES, FR, DE, AT, SI, HU, RO, BG, EL, CY, MT, SE



WHAT IS IT?

The project aims to improve the critical understanding of European, national and local decision makers and of public opinion about global interdependencies determining migration flows towards

European borders. The project focusses on engaging CSOs and LAs – particularly those that are located on the borders of the EU.

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⇒ Organisation of workshops in 13 localities and festivals in 19 places to promote public involvement in the further development of the project at local levels
- ⇒ Development of an overarching communications effort via [internet](#) and social media
- ⇒ Initiation of a 'Border Towns and Islands Network' to develop communications and advocacy work in years 2 and 3 of the project
- ⇒ Providing and highlighting [case studies](#) and news stories of issues facing migrants and border municipalities

WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ By building on shared issues of border municipalities and addressing common (public and policy) attitudes to immigration, the project is succeeding in bringing together LA decision makers from across Europe to jointly seek responses to the issues of migration and the intentions of the project

TAKE ONE SUSTAINABLE CITIES PROJECT:

[Shaping Fair Cities](#)

Lead agency: REGIONE EMILIA ROMAGNA, IT, 388-138

Locations: HR, DK, EL, IT, PL, RO, ES, SE

WHAT IS IT?

The project promotes a critical understanding of LAs' and citizens' roles and responsibilities in relation to the interdependent world; and the importance of localising Agenda 2030 through an effective involvement of municipalities and local governments for Policy Coherence for Development in local policy making (SDG17). The project involves 26 Local (incl. Regional) Authorities in the EU and 2 in countries outside the EU (Albania and Mozambique).

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⇒ Carrying out SD surveys in most of the participating LAs
- ⇒ Starting the development of a [training curriculum and toolkit](#) for use by partners in their media and local public engagement work
- ⇒ Development of criteria and grant application processes to enable local initiatives in the LAs to take part in the project



WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ Development of common criteria across the project's partners but enabling of localisation of activities: to make them relevant to the public's daily lives

6. Current Civil Society Organisation led projects

CSO led projects using a Campaigning-Advocacy approach

Project title	Lead applicant	Lead applicant Member State
<u>MIND</u> Migration. Interconnectedness. Development.	OSTERREICHISCHE CARITASZENTRALE	Austria
<u>Fish Forward</u> : Responsible seafood consumption for the benefit of people, oceans and climate	UMWELTVERBAND WWF ÖSTERREICH (WORLD WIDE FUND FOR NATURE)	Austria
<u>Europe in the World</u> – Engaging in the 2030 Sustainable Development Agenda Cross sectoral CSO coalitions to engage European citizens and decision-makers in implementing the Sustainable Development Goals	BUREAU EUROPEEN DE L'ENVIRONNEMENTEUROPEAN ENVIRONMENTAL BUREAU	Belgium
<u>Global Education Goes Local</u>	CREATING EFFECTIVE GRASSROOTS ALTERNATIVES	Bulgaria
<u>Coherent Europe for Sustainable Development</u> : Action for Policies that Will Make a Difference	NAZEMI	Czech Republic
<u>FRAME, VOICE, REPORT!</u>	CISU - CIVILSAMFUND I UDVIKLING	Denmark
<u>Trade Fair, Live Fair</u> : Raising Awareness and Mobilizing the European Public to Advance Consumption patterns that Nurture the Sustainable Development Goals (SDGs)	FAIRTRADE LABELLING ORGANIZATION INTERNATIONAL (FLO) EV	Germany
<u>Media, Minorities and Migration</u> : Reporting Effectively on Development, Minorities & Migration	MINORITY RIGHTS GROUP EUROPE NONPROFIT KFT.	Hungary
<u>There isn't a PLANet B!</u> Win-win strategies and small actions for big impacts on climate change	FONDAZIONE PUNTO.SUD	Italy
<u>Make ICT Fair</u> - Reforming Manufacture & Minerals Supply Chains through Policy, Finance & Public Procurement	Swedwatch	Sweden
<u>Citizens for Financial Justice</u> : Supporting the implementation of the Sustainable Development Goals (SDGs) through mobilizing EU citizens to support effective Financing for Development	CHRISTIAN AID	United Kingdom

TAKE ONE CSO-LED DEVELOPMENT FINANCE ADVOCACY PROJECT:**Citizens for Financial Justice**

Lead agency: Christian Aid, UK, 388-224

Locations: All EU Member States

WHAT IS IT?

With a focus on the SDGs, the project aims to contribute to availability of reliable, democratically controlled and effective Financing for Development in the EU and EU Member States. Achievement of the aim is envisaged through competence and capacity development of a range of CSOs across the EU. Supported through sub-granting, the CSOs in turn will engage members of the public in awareness raising, education, lobbying and campaigning actions.

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⌚ Setting up of a sub-granting facility with capacity development support for grant recipients
- ⌚ Research into development financing and design of [advocacy toolkits](#)
- ⌚ Engagement of a range of civil society organisations across Europe, including those focussed on food and agriculture, gender equality and minority rights

**WHY ARE SUCH SUCCESSES POSSIBLE?**

- ❖ Building on the work and networks supported by previous EU DEAR projects
- ❖ Developing a strong partnership involving existing and new partners and developing a joint vision of what the project can and cannot do.

CSO led projects using a Global Learning approach

Project title	Lead applicant	Lead applicant Member State
<u>InterCap</u> : Developing capacities together. European CSO-university networks for global learning on migration, security and sustainable development in an interdependent world	CARDET CENTRE FOR THE ADVANCEMENT OF RESEARCH; DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LIMITED	Cyprus
<u>FRAME, VOICE, REPORT!</u>	CISU - CIVILSAMFUND I UDVIKLING	Denmark

<u>Bridge 47</u> - Building Global Citizenship: Lot 1 - Option 1: Galvanising Global Citizenship Education – Bridge to Sustainable Development	KEHITYSYHTEISTYJOJARJESTOJEN EU-YHDISTYS KEHYS RY (since the application KEHYS has amalgamated with another organisation to form FINGO)	Finland
<u>GET UP AND GOALS!</u> Global education time: an international network of learning and active schools for SDGs.	COMITATO INTERNAZIONALE PER LO SVILUPPO DEI POPOLI ASSOCIAZIONE	Italy
<u>Start the change!</u> - Educational model on global active citizenship to reach the Sustainable Development Goals with a special focus on the relationship between migration and inequality.	PROGETTOMONDO MOVIMENTO LAICI AMERICA LATINA (PROGETTOMONDO MLAL) ASSOCIAZIONE	Italy
<u>Sincerely, food</u> : Global learning approach on food waste in non – formal education	LITHUANIAN CONSUMER INSTITUTE	Lithuania
<u>Global Issues - Global Subjects</u>	FUNDACJA CENTRUM EDUKACJI OBYWATELSKIEJ	Poland
<u>Build Solid Ground</u> : Building Critical Understanding and Active engagement for Sustainable Development Goal “SDG” 11 and the “New Urban Agenda” (Habitat III), promoting global housing, land rights, resilient and sustainable cities.	Nadacia Habitat for Humanity International	Slovakia

In addition to these projects, one further CSO led project started implementation during 2019:

<u>Faces of Migration</u> : developing multipliers (incl journalists and local activists) to improve awareness and understanding of migration issues	Diaconia ECCB - Center of Relief and Development	Czech Republic
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TAKE ONE LOCALITY BASED PROJECT:

Global Education Goes Local

Lead agency: CEGA Foundation, BG, 388-120

Locations: AT, BG, CY, LT, SI, ES

WHAT IS IT?

Working with young people and (non-)formal educators in 30 localities, the project aims to raise public awareness of and local responses to the issues raised by SDG 5 (Gender Equality), 11 (Sustainable Cities and Communities) and 12 (Responsible Production and Consumption)



AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⇒ Organising training and education events in 36 localities, involving some 6800 (young) people in developing their understanding of and creating responses to the issues for use in further project work
- ⇒ Starting the design of a 'manual' of activities that use popular culture approaches to awareness raising, developing understanding and engagement with the issues of the project.

WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ The project builds on existing local interests: providing activities and competency development approaches that augment the capacities and capabilities of organisations and individuals.:

7. Where do EU DEAR projects take place?

Amongst the 23 projects considered in this study, the total number in implementation in each member state varies from 0 (in Luxembourg), to 16 (in Italy):

EU MS	Total	EU MS	Total
AT Austria	10	IE Ireland	5
BE Belgium	9	IT Italy	16
BG Bulgaria	10	LT Lithuania	4
CY Cyprus	7	LU Luxembourg	0
CZ Czech Republic	8	LV Latvia	2
DE Germany	13	MT Malta	2
DK Denmark	4	NL Netherlands	7
EE Estonia	3	PL Poland	13
EL Greece	7	PT Portugal	6
ES Spain	12	RO Romania	10
FI Finland	3	SE Sweden	5
FR France	11	SI Slovenia	10
HR Croatia	5	SK Slovakia	8
HU Hungary	9	UK United Kingdom	12

Source: https://dear-Programme.eu/map/?map_menu=map_projectslist as of 1.7.2019

In total then the 23 projects together can be deemed to take place in 211 MS 'locations', i.e. on average approximately 13 Member States are involved per project, and 7 projects take place in each EU Member State.

Since 2013 the CfPs have asked applicants to have increasingly large partnerships and a greater diversity of EU countries to work in. However, if the intention was that together the projects of each Call would have a greater reach per Euro of grant provided, i.e. greater number of 'MS locations' to implement their work in, than this may not be the case.

The 209 'MS locations' of 23 2016 CfP projects are fewer than the 221 'MS locations' reached by the 23 2013 CfP supported projects (a CfP whose total grants budget was some 20% smaller than that of the 2016 Call).

The 'reach' of the 2016 CfP projects is also significantly less than the Euro for Euro reach of the 2010 CfP projects when projects typically worked in 3 to 6 Member States. All other things being equal, at grant funding available as per 2016 CfP then the 2010 projects would (theoretically) together have been working in approximately 500 MS locations.²⁷

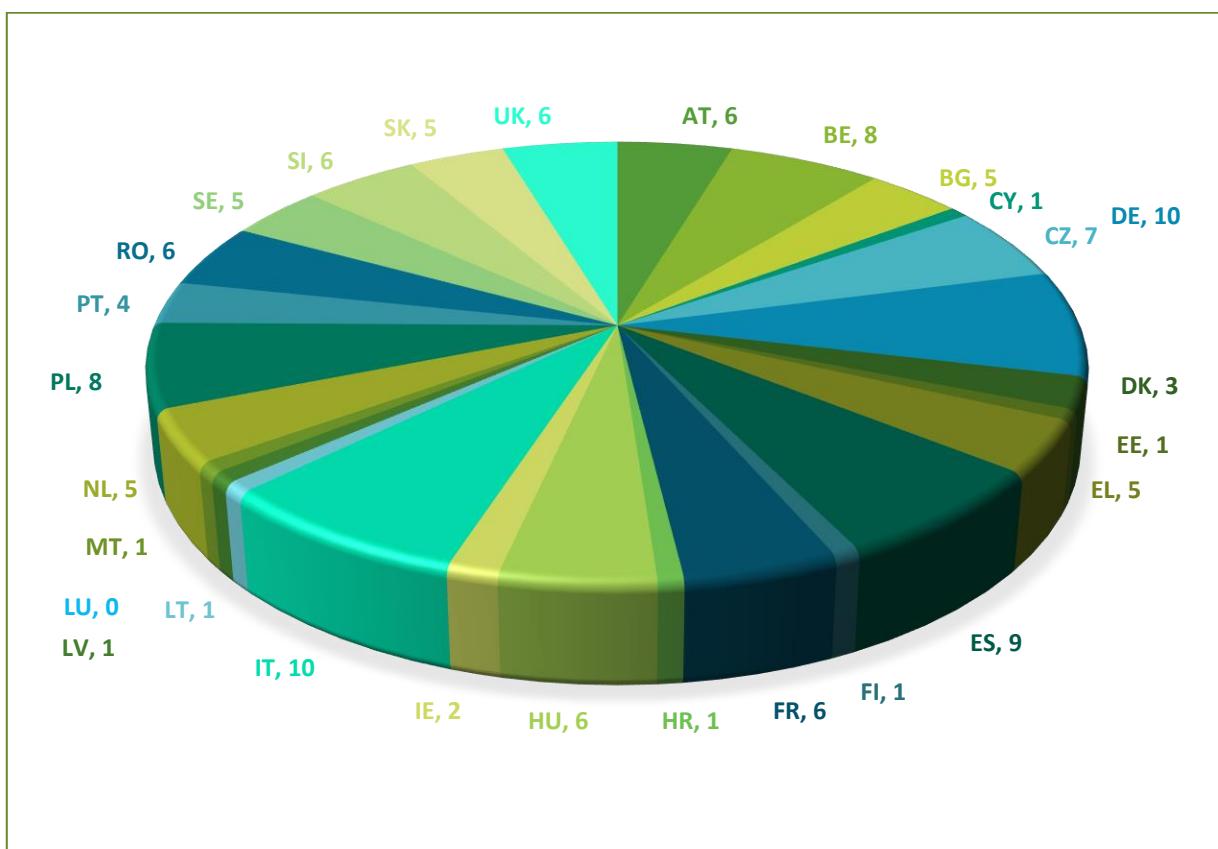
The implication of such calculations suggests that for the same total amount in grant funding, smaller DEAR grants have a greater reach across EU Member States than large DEAR grants. However, without accurate information about the actual number of people engaged in each and all projects and about the outcomes of the projects, such a conclusion does not give any insight into Euro for Euro *effectiveness* of the different CfPs. It does, however, question the assumptions that * larger DEAR projects have a greater reach than smaller ones (per unit of money expended), and * that larger projects are more effective and impactful than smaller projects. There is likely to be an optimum size of projects after

²⁷ Calculations based on a memo to the European Commission, 31st May 2018: 'The 'reach' of 'small' 2010 and 'large' 2013 projects'.

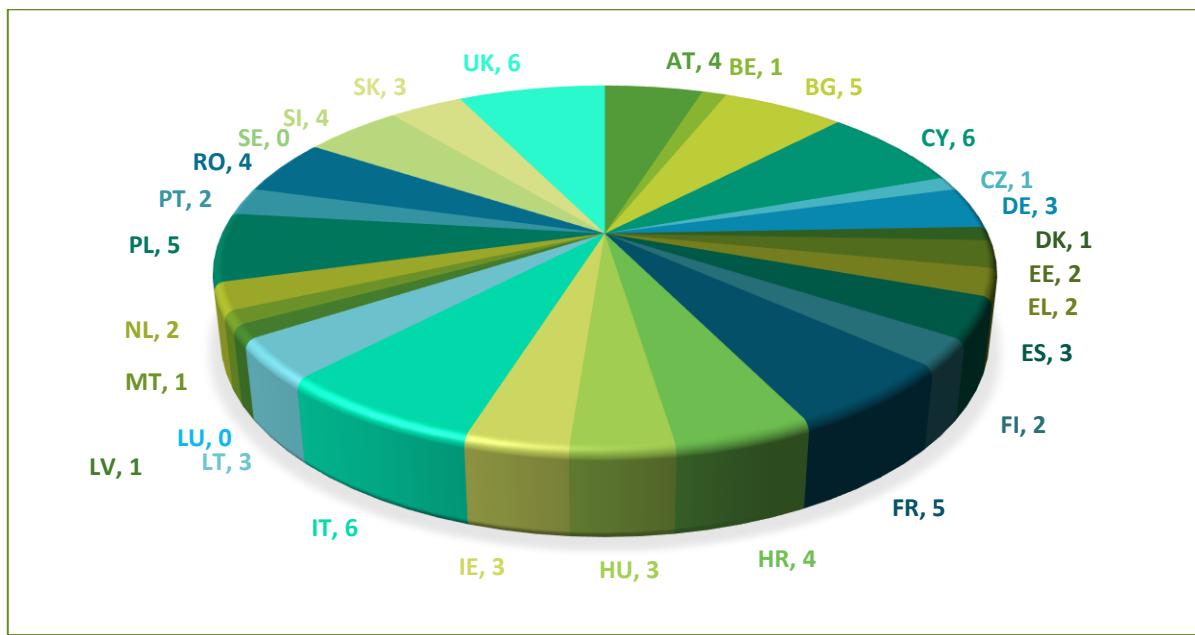
which further growth will not be beneficial: a review of the results of 2016 CfP projects (in 2021) compared with the results of the 2013 CfP projects should be able to assess this.²⁸

The number of DEAR projects taking place in any EU Member State appears to depend particularly on:

- the existence of other (notably nationally) available sources of funding for DEAR project work and the ease with which they can be obtained vis-à-vis the rather complicated EU DEAR application process;
- the existence of CSOs with an interest and/or background in global development related issues;
- the extent to which LAs in a particular country are legally enabled to take part in global development related activities.



²⁸ For an indication of the results of the 2013 CfP projects see <https://europa.eu/capacity4dev/dear/news/dear-projects-achievement-impact-2018-report>



Number of Global Learning projects in EU Member States

TAKE ONE SUSTAINABLE PRODUCTION FOCUSED PROJECT:**Fish Forward**

Lead agency: WWF Österreich, AT, 387-131

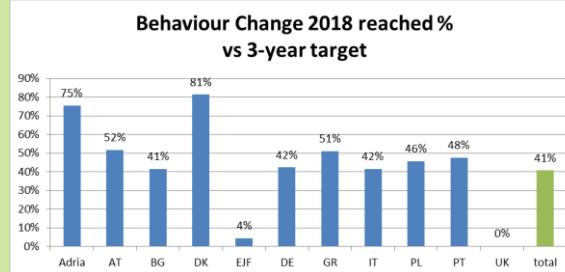
Locations: AT, BE, BG, HR, DK, DE, EL, IT, PL, PT, SI, UK and countries outside the EU

**WHAT IS IT?**

Improving the sustainability of fisheries by raising awareness of the social and environmental impacts of fish consumption: affecting the purchasing behaviour of seafood consumers in the EU, influencing the sourcing policies and practices of EU seafood suppliers, improving EU fisheries policies.

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⇒ Overachievement of project targets regarding public engagement, with 41% of project target regarding public behaviour change achieved in the first year
- ⇒ Research into seafood supply chains has been set-up and is on course to deliver relevant information for advocacy work in years 2 and 3
- ⇒ Consultations with producers and household surveys amongst fisher folk in producer countries (e.g. Philippines, Turkey, India, South Africa) have been started to complement the supply chain research.



WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ The project builds on the results of [a previous DEAR project](#) and the contacts and strategies developed and learned from during that work.

TAKE ONE TEACHER PROFESSIONAL DEVELOPMENT PROJECT:

[Global Issues – Global Subjects](#)

Lead agency: Fundacja "Centrum Edukacji Obywatelskiej", PL, 388-121

Locations: AT, CZ, UK, FR, HU, IT, SI, SK

WHAT IS IT?

Aiming to provide in-service training and education materials to 20,000 secondary school teachers in eight EU Member States, and through these affect 730,000 pupils' understanding of controversial global development issues (such as climate change and migration) and their skills in organising actions in response to the issues.



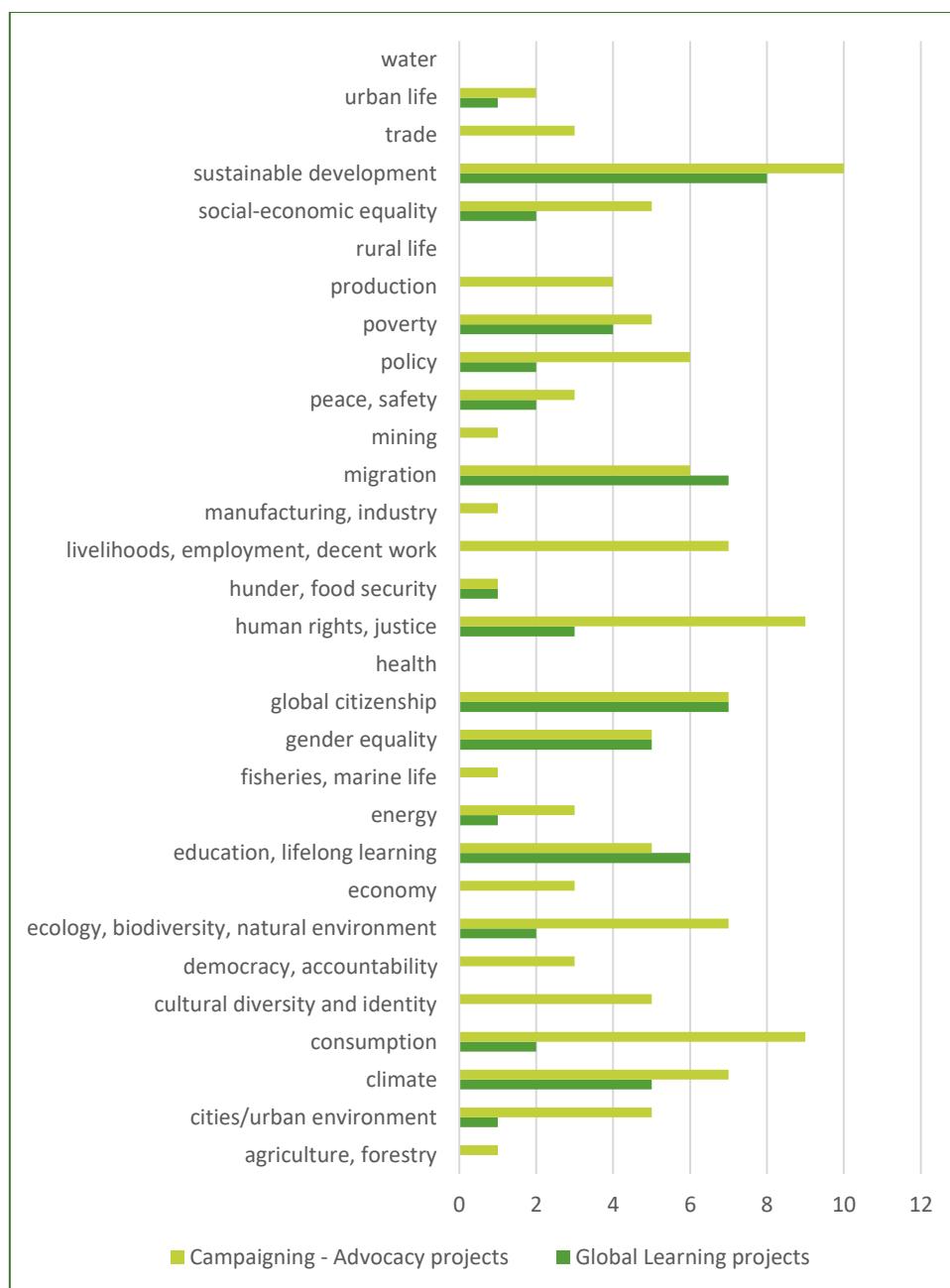
AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⌚ Development of an international 'global learning framework': establishing principles, proposed processes and intended outcomes of teaching and learning on global development with specific reference to the SDGs (publ. forthcoming)
- ⌚ Investigating existing subject requirements in the participating countries and their opportunities and challenges for the inclusion of a global development perspective (publ. forthcoming)
- ⌚ Establishing three dozen teacher working groups (e.g. in Mathematics, Languages, Geography, History, Social Sciences) that will address the subject investigations, apply the global learning framework and develop teaching and learning materials

WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ The diversity of countries and school curricula forces partners to clarify what is relevant and important in promoting DEAR in young people's education
- ❖ Partners' collaboration in sharing and discussing ideas for development of education materials, drawing on their various experiences, is helping to create a questioning approach to the implementation of the project: improving the quality of work of all those involved.

8. Themes: which issues are projects concerned with?



As the graph above shows, in pursuing their objectives projects cover a wide range of themes and issues with most projects addressing more than one theme. The most common are:

- Explicit attention to the concept of Sustainable Development (addressed by 78% of projects),
- Global Citizenship (61% of projects),
- Migration (57%),
- Human Rights and Justice (52%),
- Climate (52%),
- Education and Lifelong Learning (48%),
- Consumption (48%), and
- Gender Equality (43%).

Within these collective priorities there is some difference in themes that are of concern to projects using a Campaigning-Advocacy approach and those using a Global Learning approach. For Campaigning-Advocacy projects the main themes and issues relate to:

- Sustainable Development,
- Human Rights and Justice, and
- Consumption,

closely followed by issues of *Livelihoods, Employment, Decent Work, * Ecology, Biodiversity, Natural Environment, and * Climate.

For the Global Learning projects the main themes through which they highlight their objectives are:

- Sustainable Development,
- Migration,
- Global Citizenship,

with a second tier of interest formed by the themes of * Education and Life-long Learning, * Gender Equality, and * Climate.

TAKE ONE SUSTAINABLE LIFESTYLES PROJECT:

[No PLANet B!](#)

Lead agency: Fondazione punto.sud, IT, 388-137

Locations: IT, DE, RO, ES, PT, HU

WHAT IS IT?

Using sub-granting ('third party financial support) the project aims to engage approx. 90 small and medium sized CSOs in Global Learning and/or Campaigning-Advocacy work that explore and implement sustainable lifestyles in the six participating countries.



AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⌚ Setting up the grants application processes and selecting the first series of grants, which were awarded to 50 CSOs
- ⌚ Preparing capacity building activities for grant awarded CSOs – to be implemented in year 2
- ⌚ Developing ideas and products that assist all grant funded projects in creating a common identify around 'No PLANet B!' and its relationship with the EU DEAR Programme.

WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ A focus on [selected SDGs](#) help to create commonalities between grant funded projects and strengthens opportunities for common messages (The selected SDGs focus on Climate Change, Sustainable Production and Consumption, and Sustainable Settlements)

9. Audiences: who is targeted?

The 23 DEAR projects *directly* work with or target the following audiences. (Through contacting each of these audiences they may also *indirectly* work with others, e.g. youth workers working with young people). The most common audiences are:

- Formal Sector Educators (70% of projects),
- Young People aged 16 to 35 years (61%),
- Non-Formal Sector Educators (57%),
- Children (aged < 16 years) outside formal education (57%),
- Journalists (57%),
- Local Authority Policy Decision-makers (57%), and
- Employees (e.g. Trade Union members) (57%).

Where projects target institutions the most common ones are:

- Formal Education Sector Institutions (schools, universities, etc.) (addressed by 78% of projects),
- Non-Formal Sector Institutions (e.g. youth clubs, community centres, adult education centres), (also 78%),
- Media Institutions (print, broadcast, internet) (65% of projects) and
- Businesses and Business Organisations (35% of projects).

Some differences exist between projects using different approaches: while Young people aged 16 to 35 years are the main audience of individuals for Campaigning-Advocacy projects, Teachers and other Formal Sector Educators are the primary audience of Global Learning projects. Where institutions are concerned Non-Formal Education Institutions (for Campaigning-Advocacy) and Formal Education Institutions (for Global Learning) are the main ones.

Audiences/participant groups	Global Learning 9 projects	Camp-Advocacy 14 projects	All projects
Individuals			
a. Teachers, teacher educators, HE lecturers/academics	8	8	16
b. Student/pupils from primary, secondary and tertiary levels	7	4	11
c. Non-formal educators (e.g. youth leaders, community, adult, trade union educators)	7	6	13
d. Children outside formal education (<16 years)	5	8	13
e. Young people (16 to 35 years)	3	11	14
f. Journalists	4	9	13
g. Businessmen and women	2	8	10
h. Local Authority policy decision makers	3	10	13
o. Employees (incl. trade union members)	3	10	13
i. National and international policy decision makers (incl. civil servants)	3	5	8

j. Consumers	2	2	4
k. Other groups of individuals	2	6	8
Institutions			
l. Formal education institutions (schools, universities, etc.)	6	12	18
m. Non-formal education institutions (e.g. youth clubs, community centres, adult education centres)	4	14	18
n. Media institutions (print, broadcast, internet)	4	11	15
o. Businesses and business organisations	2	6	8
r. Employee organisations/ trade unions	1	2	3
s. Other Civil Society Organisations and Local Communities (targeted by the project)	2	1	3
t. Local Authorities (targeted by the project)	1	2	3
u. Governments	1	2	3
v. Inter-governmental/international bodies (e.g. EU, UN bodies, global inter-governmental conferences)	1	1	2

TAKE ONE CLIMATE CHANGE PROJECT:

[Change the Power – \(Em\)power to Change](#)

Lead agency: Climate Alliance, DE, 389-450

Locations: AT, BE, CZ, HR, DE, EL, HU, IT, LU, NL, RO

WHAT IS IT?

Involving twenty LAs and other project partners in eleven European Union countries to address climate change at municipal levels in the context of the global SDGs, whilst building on learning from ['The Future We Want'](#), a previous EU DEAR project. The project also involves collaboration with indigenous communities in Amazonia.

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⦿ At individual level in cities and towns across Europe: promoting and enabling changes in consumer behaviour, e.g. towards consumption of locally produced food, recycling of old electronics, reducing carbon emissions and energy use.
- ⦿ At municipal level: developing and supporting implementation of a ['climate compass'](#): supporting municipalities in becoming more sustainable.
- ⦿ At institutional level: supporting [divestment](#) from fossil fuels towards renewable sources of energy, e.g. in LA pension funds.
- ⦿ At global policy levels: starting with the government of Luxembourg successfully promoting ratification by EU governments of [ILO convention 169](#), which recognises indigenous people's rights to control their own institutions, ways of life and development approaches.

WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ The project meets diverse local needs and interests, placing them in and relating them to a global development context. The project is implemented through intra-EU and global [partnerships](#), exchanges and shared learning * between cities, towns, districts and regions in Europe and * with [communities in Amazonia](#).

- ❖ Development of local and shared actions address climate change in a way that is relevant to each locality, exemplifying both the EU's '[consensus on development](#)' and the five global development principles of the project's lead agency, Climate Alliance, a network of Local Authorities in Europe:



TAKE ONE [YOUNG PEOPLE FOCUSED PROJECT](#):

[Start the Change!](#)

Lead agency: Progetto Mondo, IT, 388-169

Locations: AT, CZ, DE, ES, FR, HR, IT, MT, PL, SK, SI, UK

WHAT IS IT?

Development and application of a replicable formal/non-formal education model, developing understanding of local and global causes and consequences of migration and its links to the SDGs. Involving 26,500 young people in issues of migration and the SDGs, including 1200 young people in 140 local groups initiating their own actions.

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⌚ Development of resources, including * a [manual](#) for use by educators in their work on migration and the SDGs, with formal and non-formal activities for use with young people, * a '[Teach the Change!](#)' guide for teachers, * a website with specific [resources and activities in different languages](#)
- ⌚ Well attended and received training courses for educators
- ⌚ Initial youth working groups to develop understanding and responses to the SDGs have been set up in 26 locations

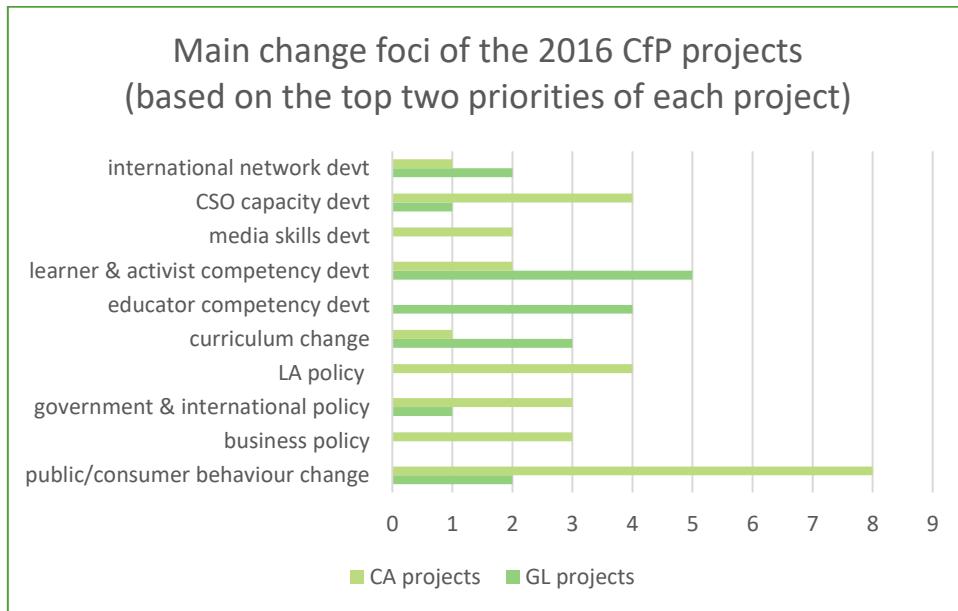


WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ Relevance of the approach to the concerns of young people and to the needs of educators

10. The changes projects are pursuing

What type of change do projects hope to create? Analysing what appear to be the two priority change objectives of each project the areas of change shown below appear to be the most important.²⁹



For almost three-fifths of all Campaigning-Advocacy projects

- Behaviour Change is a priority (e.g. in the public's purchasing and consumption habits or in its behaviour (and attitudes) in respect of migration issues), followed by, for almost one-third of all CA projects,
- CSO Capacity Development (i.e. the ability (and disposition) of CSOs to address and/or promote issues of global development related policy or practice change), and
- LA Policy Change (i.p. in relation to issues of Climate Change or of Migration, and usually also involving capacity development).

For more than half of all Global Learning projects Global Learning projects

- Learner (i.e. pupil, student) Competence Development is a priority change area, followed by (for slightly less than half of GL projects)
- Educator Competence Development (i.p. that of teachers, youth workers and trainee teachers), and (for one-third of all GL projects)
- Curriculum Change (typically at subject, teacher training and/or whole school levels).

TAKE ONE CONSUMER FOCUSED PROJECT:

Trade Fair, Live Fair

Lead agency: Fairtrade International, DE, 387-139

Locations: BE, BG, CZ, DK, EE, FI, FR, DE, EL, HU, IT, LV, LT, MT, NL, PL, PT, RO, SK, SI, ES, SE, UK

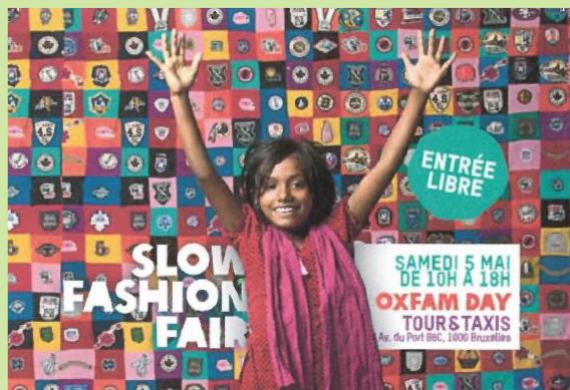
WHAT IS IT?

²⁹ However, such analysis needs to be treated with a degree of caution since it is not always clear what the exact priority change objectives of projects are: projects rarely state SMART ones. Although the outputs which a project aims to create can give some clarity, even this does not always give precision on the exact priorities. Therefore, the graph is indicative and not necessarily 100% accurate.

With a focus on SDG 12 (Responsible production and consumption) and on products from countries in the South, the project aims to affect awareness and consumption behaviour of Europeans and improve public and private policies and practices in EU and EU Member States

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⌚ Developing a shared vision and strategy amongst project partners incorporating learning and recommendations from a baseline study and previous work by partner organisations
- ⌚ Initiating research into supply chains relating to various products
- ⌚ Organising local and national events, manifestations and stunts to raise public awareness of the social and economic situation of producers and how consumption in the EU can positively affect that situation
- ⌚ Partners lobbying MEPs has helped to protect non-EU producers from Unfair Trading Practices.



WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ A wide-ranging partnership (with partners often representing national networks of CSOs) able to engage existing supporter bases, and able to develop newer partners to develop their capacities and competence.
- ❖ Supportive MEPs active in the project's 'Fair Trade Working Group' help to raise the profile of the project in the European Parliament and with the European Commission

TAKE ONE TEACHER TRAINING PROJECT:

Developing Capacities Together (InterCap)

Lead agency: CARDET, CY, 388-136

Locations: AT, BG, CZ, CY, DE, EL, HR, IE, IT, PL, SI, UK

WHAT IS IT?

A University-CSO collaboration focussed on teacher education in the participating countries: aiming to * affect content of teacher training so it develops Development Education competencies, and gives attention to issues of migration and sustainability and consistent delivery of DE across the EU, and through this * develop the competence and confidence of 5500 teacher trainers so they will use the approaches and materials in their education of trainee teachers.

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⌚ Development of a European CSO-University network
- ⌚ Audit of 'Migration, Sustainability and Development Education' in 12 EU Member States
- ⌚ Development of policy and strategy papers regarding teacher training and DE
- ⌚ Adoption of a common framework on Sustainable Development Education to be used in further project work

Curriculum Framework

Education for Sustainable Development



Cornelsen

KMK
KULTUSMINISTER
KONFERENZ

WHY ARE SUCH SUCCESSES POSSIBLE?

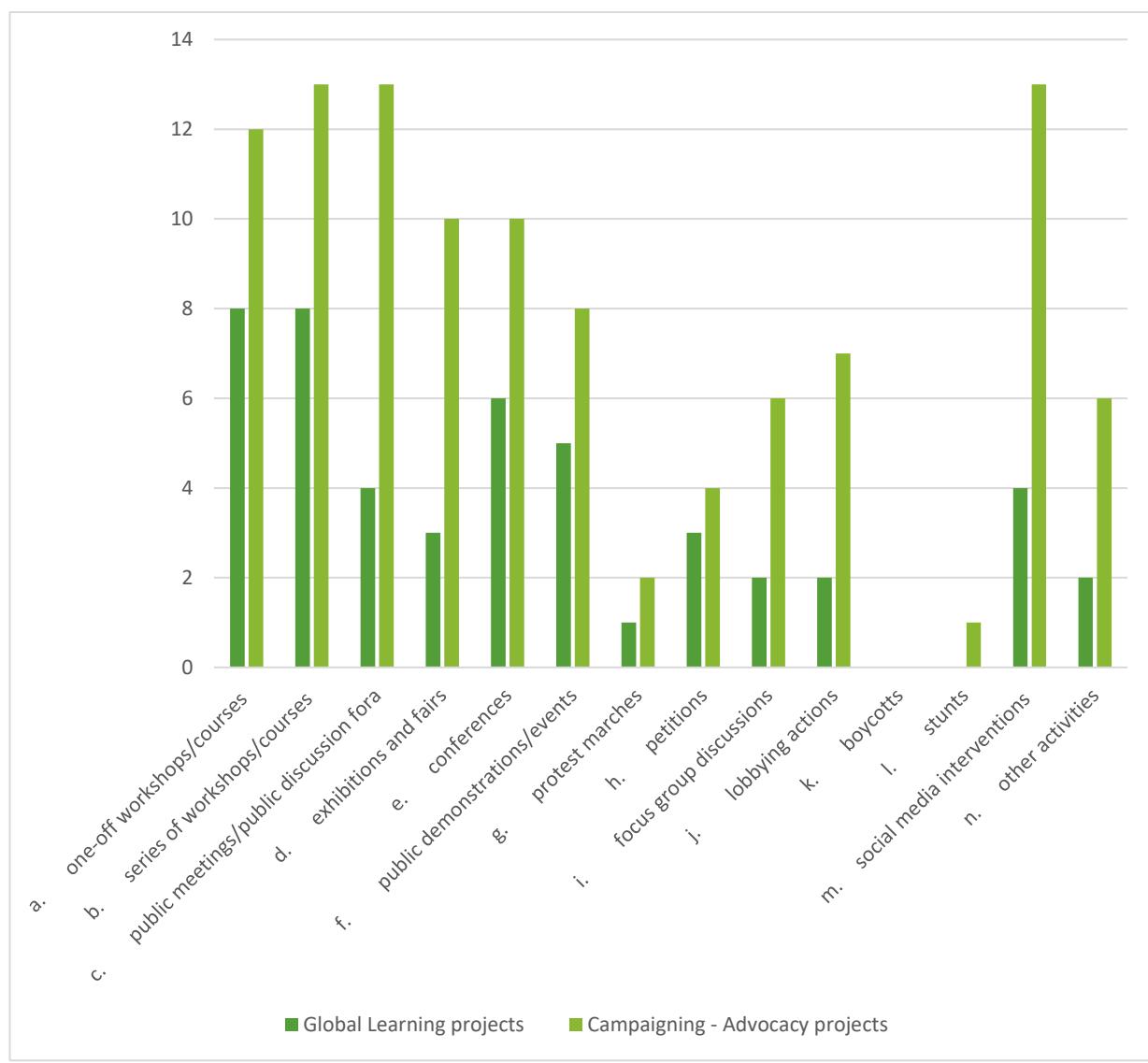
- ❖ High intensity sharing of experiences, researches and ideas
- ❖ Effective collaboration between different stakeholders within and between countries: drawing on different skills and experiences

11. Activities that engage project audiences and targets

Virtually all Campaigning-Advocacy projects use * social media interventions, * public meetings and events and * a series of workshops or courses, as activities through which they involve their intended audiences.

Between them the Global Learning projects use two or more of * one-off workshops/courses, * a series of workshops/courses and * conferences, as activities to use with audiences and targets.

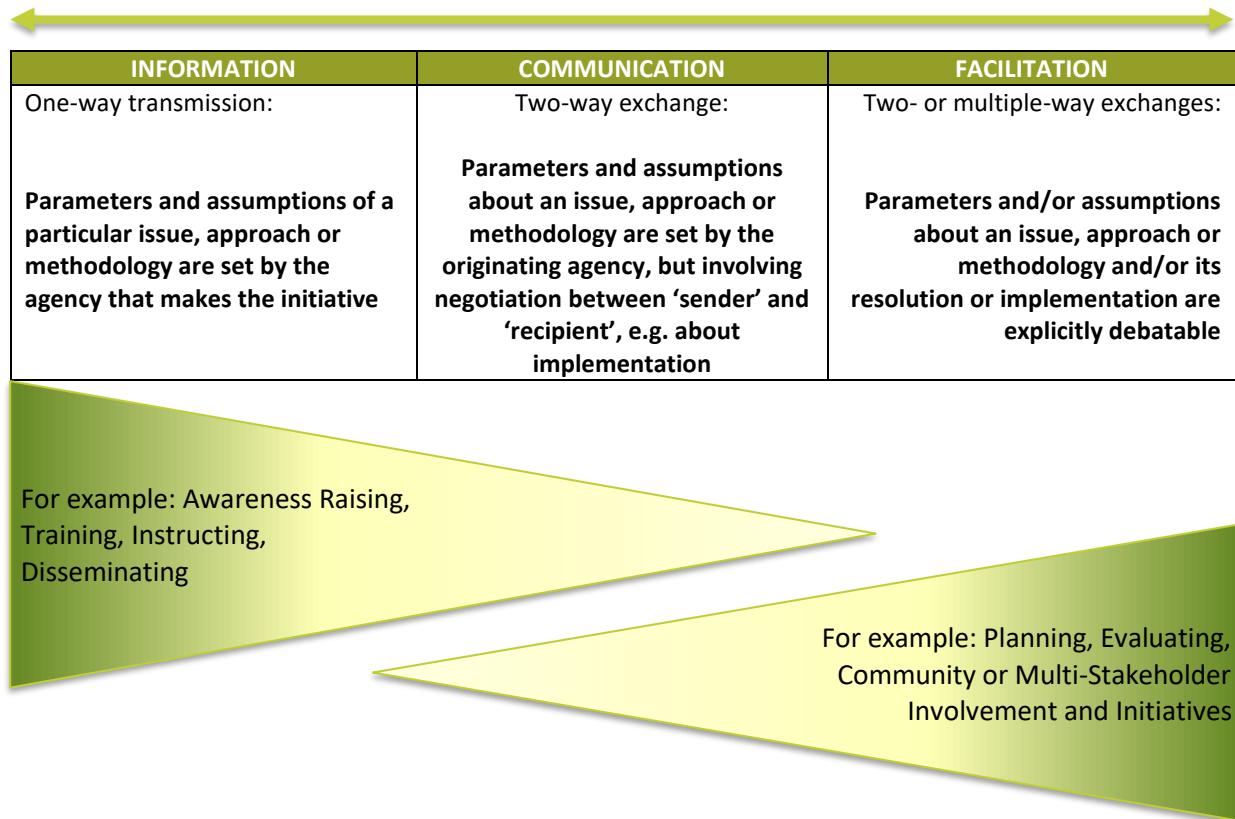
In both Campaigning-Advocacy and Global Learning approaches, courses and workshops are primarily used to develop understanding and skills, particularly amongst 'multipliers' who are willing and able to take the issues of a project forward with a wider audience, be it professionally (e.g. as teachers, youth workers) or as volunteer activists.



The activities represent a range of transmission and exchange approaches on a scale from information provision about a project, to (open-ended) exploration of the issues of the project. Some are more

³⁰ The 'other activities' included advertising, consultations with overseas informants, research.

suitable to awareness raising while others are more suitable for learning, assessing or planning as indicated in the diagram below.



Without reviewing each project's activities exact categorisation of the activities used by projects is not possible, but broadly speaking the following categorisation is probably typical of DEAR projects:

The table provides a detailed breakdown of the types of activities used by DEAR projects, categorized into Information, Communication, and Facilitation. The 'Information' column includes One-off workshops/courses (20 projects), a Series of workshops/courses (21 projects), Exhibitions/Fairs (13 projects), and a Social Media Interventions category (17 projects). The 'Communication' column includes Public Meetings/Public Discussion (17 projects), a Lobbying Actions category (9 projects), and a Conferences category (16 projects). The 'Facilitation' column includes Focus Group Discussions (8 projects).

Information activities	Communication activities	Facilitation activities
One-off workshops/courses 20 projects	Public Meetings/Public Discussion 17 projects	Focus Group Discussions 8 projects
< Series of workshops/courses > 21 projects		
Exhibitions/Fairs 13 projects	< Lobbying Actions > 9 projects	
	< Conferences > 16 projects	
Public Demonstrations 13 projects		
Protest Marches 3 projects		
Petitions 7 projects		
Stunts 1 project		
	< Social Media Interventions > 17 projects	

The following two projects illustrate the different approaches in use. Although neither project uses the full range of activities mentioned in the table on the previous page, the first one illustrates more of an emphasis on Facilitation and Communication while the second one focuses on Information and Communication.

TAKE ONE MEDIA EDUCATION PROJECT:**Media, Minorities, Migration**

Lead agency: Minority Rights Group Europe, HU, 388-349

Locations: BG, HU, PL, SK, EU wide

WHAT IS IT?

Building on previous DEAR projects consolidating experiences of working with the development journalism sector. Establishing partnerships with media houses and journalism and media HE faculties, aiming to develop understanding and committed involvement of 140 editors and journalism/media professors and 200 journalists and journalism students, leading to improved media coverage of development issues in the partner countries

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⌚ Improved coverage and quality of reporting on international development issues with 20+ national newsrooms demonstrating this by publishing/ broadcasting more development stories than they did before the project.
- ⌚ Design of an [online course](#) for media professionals and students covering global development issues, with an emphasis on reporting on minorities, indigenous peoples and the causes of migration
- ⌚ Integration of project designed education materials in journalism courses at 12+ HE institutions in the partner countries.
- ⌚ Support for [student journalists](#) to take part in field studies and investigations

**WHY ARE SUCH SUCCESSES POSSIBLE?**

- ❖ Building on previous experiences and contacts gained through DEAR and other projects
- ❖ Designing course materials and experiences that are relevant to current and student journalists and other media professionals

TAKE ONE HOUSING PROJECT:**Build Solid Ground**

Lead agency: Nadacia Habitat for Humanity International, SK, 388-027

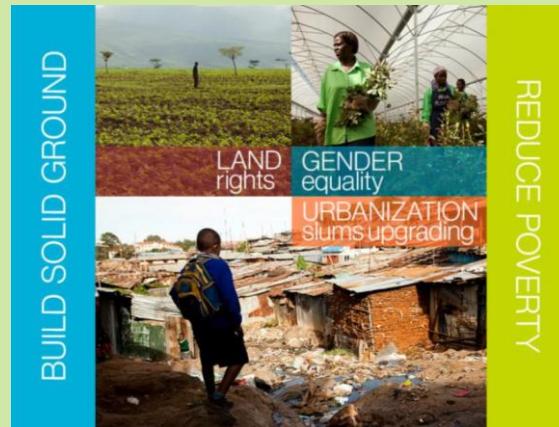
Locations: BG, HU, IE, PL, RO, SK, UK

WHAT IS IT?

Enabling effective engagement of Europeans in support of housing, land and commitments to Sustainable Development Goal 11 ('Make cities and human settlements inclusive, safe, resilient and sustainable') through use of non-formal and practical learning.

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⌚ Awareness raising channels and tools have been set-up, incl. through on-line and traditional media reaching approx. 1.5 million Europeans
- ⌚ Development education materials for non-formal education use with young people have been developed by Habitat and partners in the seven countries.
- ⌚ Volunteering trips have been organised by five partners, involving approx. 1000 Europeans in building or renovating houses for vulnerable families in non-EU countries.

**WHY ARE SUCH SUCCESSES POSSIBLE?**

- ❖ Building a coalition of organisations with various aims, interests, priorities and needs into a partnership that is focussed on the objectives of the project
- ❖ Adjusting plans where real-life situations, challenges and possibilities make the need for such adjustment necessary or opportune.

12. Changing behaviour: ‘facilitating and supporting informed citizen engagement and individual practices’

The European Commission descriptions of Campaigning-Advocacy and Global Learning (see previous section) tend to focus on three change aspects in particular:

- developing competencies,
- changing policies,
- changing behaviours.

TAKE ONE MIGRATION FOCUSED PROJECT:

MIND. Migration. Interconnectedness. Development.

Lead agency: CARITAS, AT, 389-101

Locations: AT, PT, SI, BE, CZ, DE, SE, BG, IT, NL, SK

WHAT IS IT?

The project aims to contribute to positive views and active involvement of European society in development issues and concerns. By highlighting the causes of forced migration and the links between migration and universal sustainable development, the project plans to demonstrate how migrants are actors of development. Through such work the project wants to counteract the fears, common amongst many in Europe, of the threat of migrants to national and European economy and society.

Home is where you're understood
your words, your feelings, your thoughts...

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⇒ Successful media launches and discussions involving migration experts, media influencers and decision-makers
- ⇒ Capacity building of partners to develop their social media and other awareness raising and campaigning skills
- ⇒ Development of regional and national research and publications on the issue of migration

WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ Adjusting original plans to changing situations helps to keep the project flexible in meeting its objectives

TAKE ONE PERSONAL BEHAVIOUR CHANGE THROUGH EDUCATION PROJECT:

Recognize & Change – R&C

Lead agency: Comune di Torino, IT, 388-053

Locations: EL, BG, RO, IT, FR, ES, PT

WHAT IS IT?

Using peer learning and education this project aims to involve tens of thousands of young people and nine local authorities in developing practices and policies against ethnic and gender discrimination and violence

objectives

- Recognizing ourselves in the mosaic of relationships we maintain every day
- Changing the way we look at others and our way of re/acting
- Promoting a global culture based on the plurality of identities and cultural differences
- Fighting discrimination and gender-based violence
- Understanding worldwide development in its day-to-day dimension
- Giving a positive contribution to the improvement of living conditions of every human being

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⌚ Developing a common understanding amongst partners of the project's intentions and a shared understanding of different contexts in which partners work
- ⌚ Design of [ideas, techniques and resources](#) that use development education as a means of developing understanding of personal, ethnic, gender differences, of developing personal dispositions and behaviours, and of campaigning actions in support of a non-discriminating culture
- ⌚ Positive responses from teachers and schools who see the project as a valuable means to address existing socially negative and destructive racist and sexist behaviours
- ⌚ Developing creative responses that address mistrust, misconceptions and lack of motivation amongst young people



WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ The project addresses a, so far unmet, need of many teachers and non-formal educators (and young people) in addressing issues of gender and ethnic discrimination and related violence

Although all DEAR projects at one level or another want to affect the behaviour of those they target and/or work with, three-fifths of projects explicitly mention this as an aimed for outcome – particularly in respect of:

- behavioural change in the attention the audience gives to global development issues in their professional lives,
- the audience's purchasing behaviour,
- the audience's lifestyle (e.g. in respect of issues that promote sustainable production or consumption),
- the audience's disposition towards a global issue (e.g. in respect of treatment of migrants and refugees).

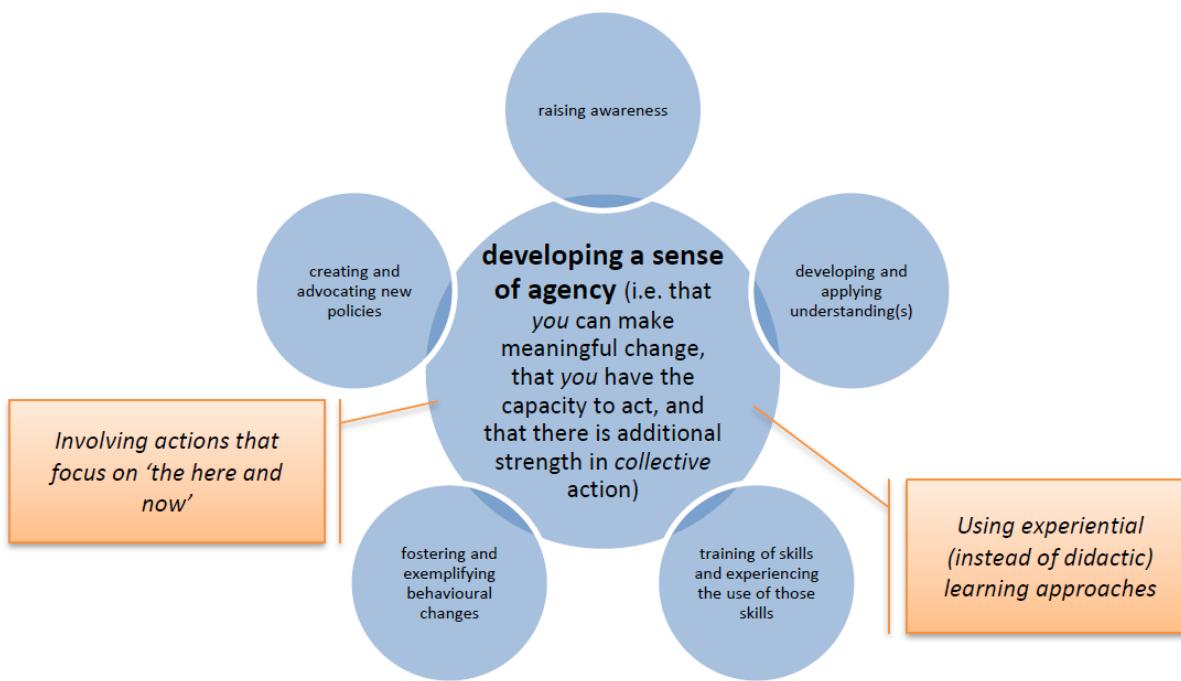
In affecting behavioural change projects primarily use:

- awareness raising activities:
 - through social media,
 - print and broadcast media,
 - public events, including demonstrations, street art, theatre,
 - video and film,
 - infotainment, such as cartoons and games;
- formal and non-formal education activities using:
 - printed resources,
 - peer education,
 - stories (of those affected by and/or of those responding to an issue).

Although some projects, from their reports and log frames, still appear to operate on the basis that *awareness raising* activities will largely of themselves lead to behavioural responses, others (such as Frame, Voice, Report) are explicit in their understanding that this is not, or rarely, the case. What such projects advocate is the need to ‘frame’ the project’s message, so it resonates with the values and interests of the audience.³¹

Extensive awareness raising activities, reaching out to millions of people as planned by some projects, may assist in creating a climate in which (discussion about) the issues will be recognised and normalised, but if the intention is that this leads to anticipated changes in activism or other behaviour than it becomes a rather inefficient means of project organisation and funding.³² Awareness raising needs to be followed up by something else to have an impact.

A recent Learning & Development Hub on Climate Change highlighted that ‘what that something else’ might be is activities that develop a sense of agency in the audience³³:



Source: ‘European Commission DEAR Learning & Development Hub: Communicating Climate Change and Global Development: report’, June 2019

However, placing the onus of behaviour change on the individual may not be adequate. As one researcher in the early years of this century suggested:

‘The trick is figuring out where the locus of responsibility for the behavior change should be. Is it purely on the individual performing the behavior or is it also on creating public will and social responsibility to help make that change happen? You have to look at the issue’s epidemiology, and say, “What are the root causes and what sustains the behavior?”’³⁴

³¹ For example, see: <https://valuesandframes.org/>

³² For an indicative illustration of some of the problems in relating awareness raising activities to changes in behaviour see for example: <https://www.theatlantic.com/health/archive/2015/04/what-good-is-raising-awareness/391002/>.

³³ <https://europa.eu/capacity4dev/dear/documents/learning-and-development-hub-report-communicating-climate-change-and-global-development>

³⁴ J Coffman (June 2003): ‘Lessons in Evaluating Communications Campaigns: Five Case Studies’: www.gse.harvard.edu/hfrp/pubs/onlinepubs/lessons/theories.html

As a result, the suggestion is that projects need to take the wider social-political context into account. That means that promotion of behavioural change becomes much more of a two-way or even multi-way interaction, involving not only transmission of one-way information, but also or even primarily a two-way communication, quite possibly with a focus on moderation or facilitation of multiple-way exchanges, i.e. a collective search to responses and solutions rather than a predetermined set of actions (ref. section 10).

13. Policy change: 'advocacy for more just and sustainable policies [and] political/economic structures'

Amongst the 23 EU DEAR projects almost half explicitly aim at creating changes in policies, either at:

- international levels,
- national levels,
- business levels, or
- education institutional levels.

A policy change campaign typically involves:

- identifying a problem and a solution (either designed by the agency that takes this work forward or, in the case of Global Learning more often, through a multi-stakeholder approach);
- producing campaign messaging, policy proposals and research which supports the analysis; and
- communicating core messages to specifically targeted people who can influence the issue, using multiple channels (media, lobbying, social media, supporter mobilisation, etc).

To create successes in policy change, most projects typically rely on most or all of the following capabilities - which relates well to previous learning from international advocacy campaigns³⁵: Successful (international) policy change campaigns seem to rely on:

- an ability to generate credible information which is politically useful (and, even when targeted internationally, relevant to national or local situations);
- an ability to call on stories, symbols, actions that are meaningful to audiences;
- an ability to involve powerful actors to affect the situation;
- an ability to publicly hold policy actors to account: to their stated policies or principles.

TAKE ONE POLICY CHANGE FOCUSED PROJECT:
[Coherent Europe for Sustainable Development](#)
 Lead agency: NAZEMI, CZ, 388-324
 Locations: CZ, SK, SL, PL, HU, EE, RO, UK, BE

WHAT IS IT?
 The project aims to encourage and support policy coherence for sustainable development in the EU and EU Member States. Backed up by work done through national CSO platforms and networks, the project targets policy makers and their discussions and decisions about policies that affect sustainable development. In development of advocacy the project focuses in particular on poverty eradication, decent work, sustainable production and consumption and climate change.



³⁵ For example, see: M E Keck & K Sikkink (1998): 'Activists Beyond Borders: advocacy networks in international politics', Cornell University Press Ithaca & London

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⌚ Research into the state of public policy coherence in respect of the SDGs
- ⌚ Development of advocacy plans that take account of national situations rather than a one-size fits all approach
- ⌚ Initial contacts with policy decision makers have proven to be more successful than anticipated
- ⌚ Media work in some of the participating countries have raised the issues of the project in the public as well as the political sphere

WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ Thorough mapping of the current situation in (selected) EU Member States and at EU level provides a solid basis for the development of contacts with politicians – contacts that policy decision makers find helpful in their work.
- ❖ Enabling and facilitating meetings with stakeholders (incl. policy makers) supports development of new policy solutions

TAKE ONE HUMAN RIGHTS AND SUSTAINABLE PRODUCTION PROJECT: [MAKE ICT FAIR](#)

Lead agency: Swedwatch, SE, 388-226

Locations: AT, BE, CZ, DE, HU, NL, PL, ES, SE, UK (the project report mentions as target "Citizens in 18 EU countries")

**WHAT IS IT?**

An advocacy project aiming to change procurement policies and practices of the EU, Member States and other consumers relating to the production and purchase of information and communications equipment. The project advocates for the inclusion of human rights and sustainability criteria in purchasing policies and raises public awareness of the issues involved.

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⌚ Outreach and communications to raise public awareness of human rights and sustainability issues in the ICT supply chain, based on existing and new [research](#)
- ⌚ Organisation of a lobbying network of various organisations aimed at targeting key purchasing decision makers in project partner countries and at EU level

WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ The project is integrated in the already existing and ongoing work of the lead agency, building on existing contacts and communications channels to reach the public and lobbying targets

14. Developing competencies: 'to understand and address issues of global development'

The development of competence (i.e. the ability to do something successfully or efficiently) forms an implicit part of the intentions of virtually all DEAR projects. For about two-fifths of projects, in particular but not only Global Learning projects, the project's success appears to (significantly) depend on it.

About three-quarters of all projects involve some level of competence development aimed at *individuals*, including teachers, young people, other project multipliers. In many cases this is focussed on (part of) a very specific competence – such as 'normative' or 'critical thinking competency' in the case of making a purchase or taking an action.³⁶

In other cases, it addresses a wider range of competencies, for example those affecting individual understanding and abilities to organise teaching and learning or, in the case of volunteer multipliers, for wider promotion of action on the project. Particularly for projects involving *teachers* or *activist multipliers* this is typically where the emphasis is placed: affecting teachers' professional skills and through that the learning of dozens if not hundreds of students, or affecting the activist's communications and campaigns skills and through that the awareness and involvement of wider communities.

For approximately one-quarter of all projects, competence development focuses on *groups* in the local community, in classrooms or youth organisations. Through publications, simulations, videos, or presentations and lessons delivered by project staff or multipliers (including educators) a group's understanding of and disposition to address aspects of sustainability is aimed to be affected.

For about half of the DEAR projects, competence development is concerned with the capacity and capability of non-governmental and other *civil society* organisations to develop and implement awareness raising, education or campaigning-advocacy activities.

For other projects, competence development involves other *institutions* (such as Local Authorities, schools/universities or businesses) and their ability to develop policies or practice guidelines (e.g. curricula) that affect a particular global development issue or the way in which global development learning is organised.

TAKE ONE EDUCATION RESOURCE DEVELOPMENT PROJECT:

Get up and Goals!

Lead agency: CISP, IT, 388-124

Locations: AT, CZ, ES, HU, IE, IT, NL, PL, PT, RO, UK

WHAT IS IT?

Provision of education materials and learning assessment tools, using Global Citizenship Education (GCE) pedagogies applied to the SDGs. Dissemination of these on-line and by means of training courses to involve 20,000 teachers. Through this * develop the competence and confidence of teachers not previously involved in GCE to use the approach and materials in their ongoing education work with their pupils; * support 480 teachers in developing whole-school approaches that use GCE and give attention to the SDGs.

³⁶ For such competencies see for example UNESCO: 'Sustainable Development Goals Learning Objectives' <https://www.sdg4education2030.org/education-sustainable-development-goals-learning-objectives-unesco-2017>

AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⇒ Development of [teaching and learning materials](#) on climate change, international inequalities, gender inequality and migration
- ⇒ Development of an [evaluation tool](#) that enables assessment of the outcome and impact of teaching and learning
- ⇒ Starting the development of a '[global geo-history textbook](#)' for students for use across the EU
- ⇒ Recruitment of teachers to take part in courses and workshops

**WHY ARE SUCH SUCCESSES POSSIBLE?**

- ❖ Partners in all countries working on the same tasks and exchanging their experiences, ideas and criticisms of each other's work, ensuring shared quality standards
- ❖ Good contacts and collaboration with formal education authorities in most countries ensures work is closely related to education authority and curriculum requirements and teachers' needs (notable exceptions incl. HU, PL and RO)

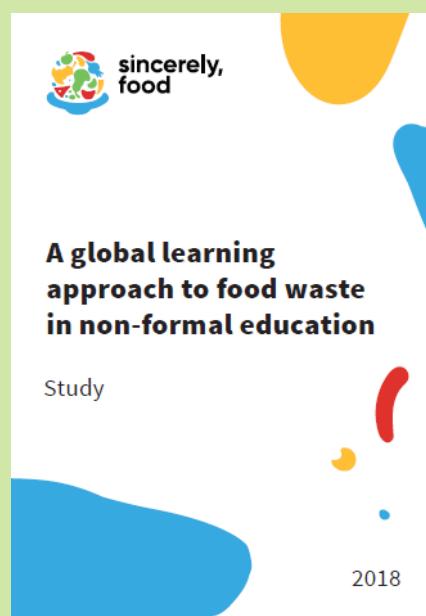
TAKE ONE NON- AND IN-FORMAL EDUCATION PROJECT:[Sincerely, food.](#)

Lead agency: Lithuanian Consumer Institute, LT, 388-342

Locations: BG, EE, HR, LV, LT, RO

WHAT IS IT?

Raising public awareness of the (global) interdependencies relating to food waste aiming to reach 2 million+ Europeans in the six countries. Affecting the public's behaviour as a result of information and interactive learning approaches such as games.



AFTER ONE YEAR: WHAT ARE ITS SUCCESSES?

- ⇒ A global perspective on [the issue of food waste](#) in an interdependent world and its relevance to the European public
- ⇒ Providing information about global-local links on the issue of food consumption and food waste with examples from [Africa, Asia and Latin America](#)
- ⇒ Developing the capacities of NGOs, approaches (face-to-face and online) and materials (games, tests, education materials) to promote the project's issues in years 2 and 3

WHY ARE SUCH SUCCESSES POSSIBLE?

- ❖ Building on outcomes and learning from previous food related DEAR projects and drawing on the experiences of partners in engaging the public through non- and informal awareness raising and education activities.

15. Conclusions

The EU DEAR Programme reaches and involves those parts of the European public that other parts of the Commission's development cooperation programme do not seek to reach or involve. EU DEAR projects currently work in virtually all EU Member States.³⁷

The work done by the projects focusses on themes identified by the 2016 Call for Proposals, with two of these themes also identified in Eurobarometer surveys as of priority concern amongst Europeans, i.c. Climate Change and Migration.

Although projects aim their work to contribute to long-term and wider change, in most cases it is more of an intended spin-off from work done rather than an explicit objective of *systems change* at societal, economic or polity levels. In the minority of cases where such systems change is made explicit it is aimed at education systems (e.g. in the case of the Bridge 47 project) or at economic systems (e.g. in the case of Citizens for Financial Justice project).

Taken together, EU DEAR projects using a Campaigning-Advocacy approach typically appear to relate to the following change process:

Input strategies >>>	Project staff, multipliers, third party organisations		
Pathways to create change include one or more of >>>	Research and communications to raise awareness amongst the (potential) audience/target	Campaigning events to inform, (educate) and motivate involvement of the audience/target	Lobbying to create policy and practice change amongst targets
Short-term desired changes >>>	<ul style="list-style-type: none"> an aware audience/target a knowledgeable/critically understanding audience/target an audience/target well-disposed to the cause of the project an active audience/target actively supportive of the project's aim 		
Medium-term desired changes >>>	<p>One or more of the following:</p> <ul style="list-style-type: none"> positive change in consumer behaviour affecting consumption patterns and/or commercial practices positive change in LA, governmental or international policies and practices affecting local, (inter)national and global development issues 		
Long-term desired changes >>>	<ul style="list-style-type: none"> A European Union in which citizens are <ul style="list-style-type: none"> aware of and critically understand complex development and global interdependence issues, and are actively engaged with local-global attempts to eradicate poverty and promote global justice, human rights, democracy, social responsibility and sustainable development in the EU and its overseas partner countries Positive change in work and life conditions of producers of goods or services, of migrants, or of those affected by the consequences of climate change 		

EU DEAR projects using a Global Learning approach generally use somewhat different change processes, although they aim to arrive at the same long-term change:

³⁷ The possible exception appears to be Luxembourg, however DEAR projects using sub-granting (third party financial support) may be active in that country through that mechanism.

Input strategies >>> Project staff, educators, young people, third party institutions and organisations				
Pathways to create change include one or more of >>>	Publications and communications to inform, educate and engage the audience	Training to inform and develop the capacity (understanding and skills) and disposition of the audience to act	Workshops and seminars to develop and/or disseminate (the use of) education materials and pedagogies	Lobbying to create curriculum and related changes at national, sub-national or institutional levels.
Short-term desired changes >>>	<ul style="list-style-type: none"> availability of education materials (and pedagogies) participants who are knowledgeable/critically understanding and competent participants who are well-disposed towards the cause and themes of the project participants who are confident in applying or using project and related materials and pedagogies participants who are motivated in actively applying their learning in action 			
Medium-term desired changes >>>	One or more of the following: <ul style="list-style-type: none"> formal/non-formal education practice that gives attention to the themes of the project an institutional (formal, non-formal) curriculum that incorporates attention to the issues of the project 			
Long-term desired changes >>>	<ul style="list-style-type: none"> (Sub-)national curricula and policies that incorporate and support explicit attention to the SDGs and the achievement of SDG target 4.7 A European Union in which citizens are <ul style="list-style-type: none"> aware of and critically understand complex development and global interdependence issues, and are actively engaged with local-global attempts to eradicate poverty and promote global justice, human rights, democracy, social responsibility and sustainable development in the EU and its overseas partner countries 			

Some reports indicate that already during the first year they have reached all or virtually all of their quantitative targets in reaching out to the public. This raises questions about the meaning of 'outreach' used by such projects and/or about the basis on which original targets were set.

For a *small* minority of projects it seems that:

- Problems in reaching their first year's intentions may not only relate to overambitious objectives but may also, or even primarily, be caused by a lack of effective and efficient project management.³⁸
- Information about the project on websites is limited, either 'hidden' in more general information about a lead agency's work, or linking to a site that relates to the theme but appears to have no direct relationship with the project;
- The response to the EU DEAR Programme intentions and the grant support it provides, is to focus primarily on the promotion of the lead organisation's interests, with the objectives of the Programme of seemingly secondary interest.³⁹

A project or a programme - such as the EU DEAR Programme - that focuses on 'broadcasting' its message without having a 'something else' to follow up on the message is likely to have little immediate results and no lasting impact. That 'something else' requires projects to relate to the wider context and (social, economic, political) systems in which they operate. This is challenging for projects, not only in that they

³⁸ If noted too by DEVCO DEAR Sector Task Managers it may be worth considering the provision of additional support to projects that lack effective project management, for example, via a visit of the Results Oriented Monitoring Team, or via support from the DEAR Support Team.

³⁹ This raises the question of the selection of such projects – at the proposal stage – and if this could have prevented such a project from going ahead.

have to have a clearly understood sense of their own values and principles, but also in that they need to have the skills and dispositions to be open to two-way and multi-way communications and facilitation – which may lead to debates and even a questioning of the values of the project's 'agent'.

Providing for 'something else' may offer challenges too for the set-up of the EU DEAR Programme. Since 2013 grant conditions have increasingly favoured large projects with a growing emphasis on quantitative reach of work done (more people reached, more activities, more outputs). At this stage it is unsure if this achieves better, sustained results and an improved understanding of the EU public than a larger number of smaller projects would. Completion of the current projects in 2020-21 could offer an opportunity to test this in two years.

As the country studies indicate the European and national contexts in which DEAR projects take place vary from well supported by policies and public to where DEAR projects mainly take place because of support from the EU. Some of the issues addressed by DEAR have great public interest across Europe (e.g. those relating to climate change), and in some countries (e.g. Finland, France) curricula and public interest enable and support DEAR and its intentions.

In other countries, because of a lack of public interest and/or CSO capacity (e.g. Portugal) or of government policy (e.g. Hungary), DEAR is struggling to make an impact (even though contributions by relevant projects may deliver on what they set out to do). Where this is the case, projects with relatively large public outreach objectives and targets seem less relevant than those that aim to engage at smaller scales: since the latter are better able to relate to daily realities – using those as a means of creating local and global awareness, understanding and active engagement. A specific strategy by the EU to deal with such issues could potentially make a positive difference – particularly when developed through a collaborative approach that enables buy-in from a range of stakeholders.

A similar multi-stakeholder (and multi-sectoral) approach would also seem relevant at European, including DG DEVCO level: relating various and currently disparate educational and advocacy attempts and activities to a shared approach to developing Europeans' understanding, skills and actions in support of sustainable development: globally and within the EU.