# DEAR IN SPAIN 2020:
## context and project observations

**Author:**  **Manuela Mesa**
for *DEAR Support Team*
**July 2020**

**www.capacity4dev.eu/dear**

## Development Education & Awareness Raising (DEAR) Support Team

The DEAR Support Team is a project of the European Commission:

- Supporting the Commission in the implementation of the EU DEAR Programme, including through
  - Programme Analyses and Studies, Database management, Communications about the Programme;
- Supporting EU DEAR projects in the implementation and learning from their work, including through
  - Workshops and Exchanges, Communications support to projects, Learning from and between projects.

As part of the work of the Team a series of 'country studies' have been commissioned to investigate the context in which DEAR projects operate in different EU Member States and the response of projects to that context.
Details of the country studies that have been published to date can be found at
https://europa.eu/capacity4dev/dear/news/dear-programme-reports.

# Contents

# SUMMARY

This report aims to present an analysis of DEAR activities in Spain. It is based on different sources: an analysis of documents, a number of on-line interviews with staff involved in a sample of the EU grant funded DEAR projects in Spain, and information obtained from other DEAR stakeholders implementing DEAR projects in this EU member state. This country study was carried out during June and July 2020.

It provides an overview of DEAR policy context over the last few decades in Spain, considering the education policy and practices and the role of media on promoting Development Education. It presents state of the art of DEAR through a series of studies curried out in these years, highlighting some of the significant progress that has been done in the consolidation of the theoretical framework, adopting Global Citizenship Education concept and new communication strategies.

It also addresses the main achievements, challenges and opportunities DEAR face in the currently situation in Spain, in which clear progress has been made in networking and building alliances among social organizations, NGDOs, social movements and stakeholders and in the internationalization of DEAR activities. There have been significant advances in communication for social change and DEAR activities regarding topics such as migration, climate change, gender equality and global justice and creating new narratives to engage public opinion.

DEAR activities look very dynamic and promising in the current context and the EU DEAR projects enables and strength the international cooperation among NGDOs and other civil society organization from different EU countries, sharing knowledge and best practices and getting support among them

# DEAR CONTEXT

## 1.    DEAR policy context

Over the last few decades, significant progress has been made in DEAR activities, in terms both of its regulation, and also in research and educational practices.

In Spain, the Ministry of Foreign Affairs, European Union and Cooperation, through the Spanish Agency for International Development Cooperation (AECID), is the main institution responsible for DEAR activities in the general framework of development cooperation policy, but other ministries also have carried out a number of initiatives in this field. The Education Ministry is also involved by setting general regulations, but education competences are mostly placed in regions or *Comunidades Autónomas*.

In 2011, the new Spanish government launched a broad fiscal adjustment for dealing with the economic downturn caused by Euro crisis. This gave way to deep cuts in public spending. Hence, the Euro crisis was presented as the rationale to justify a fiscal adjustment and a 70% reduction in the budget for Development Cooperation and DEAR activities. It could be argued that these decisions were based on a traditional vision of Development Cooperation, pretending that it it's discretionary and it could be suppressed in times of crisis, leaving aside the international commitments adopted by Spain as a member of the international community. This position was strongly contested by NGDO and social organizations, deeply concerned about the dangers that these cuts entailed for the work done during the past years. Some NGDO set up new alliances among themselves and with social movements, and others were forced to mergers and consolidation processes in order to have a stronger position and to deal better with an adverse financial situation in order to keep alive their main programmes.

According to OECD data and the report *Reality of Aid* (Oxfam), total net Official development Assistance (ODA) in 2009 was 5 780 million Euro (0,46% GNI). In 2015 it went down to 1 528 million (0,12% GNI). Later it had a slight increase, although it was mostly related with debt relief operations but is still far from the situation before the crisis. In 2019 total net ODA was 2 763 million an 0,21% GNI. As a result of these cuts, considering aid effort, Spain is placed 22nd among 28 DAC donors, far away from DAC (0,31% GNI) and EU averages (0,4% /GNI)[1].

Spanish ODA comes from different sources: in 2017 central government account for 90% of total gross ODA (1 765,9 million Euros). Regional governments for 7,1% (138,9 million euros). Local entities for 2,4% (46,8 million euros), and universities for 0,5% of total ODA (9,6 million euros). Considering all sources, DEAR budget was 0,9% of total ODA.

Regional and local governments play a key role in Spanish Development Cooperation. Development Education also plays a relevant role at the regional and local level and some regions and city councils showed a strong commitment to DEAR activities.  However, there are enormous differences in their aid effort (See Annex1). According to 2017 data, the regions at the top of ODA on a per capita basis are the Basque Country (0,48% of their regional budget) and Extremadura (0.26%), followed by Navarra (0.17%). Among city councils and municipalities, those of Vitoria-Gasteiz, Pamplona, Burgos, Zaragoza and Córdoba stand out for the budgets

---

[1] See Oxfam:  Reality of Aid in Spain: http://realidadayuda.org/en/analizar-la-ayuda/con-cuanto-se-ayuda and OECD data in: https://www.oecd-ilibrary.org//sites/26d68de7-en/index.html?itemId=/content/component/5e331623-en&_csp_=b14d4f60505d057b456dd1730d8fcea3&itemIGO=oecd&itemContentType=chapter#

dedicated to development cooperation and DEAR activities. A positive trend is that university budgets that are part of ODA have grown by 8.5% in 2017, reversing the downward trend of the previous two years (Cooperation Council, 2019).

Development Cooperation Policy and DEAR are implemented through a four-year Master Plan (MP), considered the roadmap of Spanish development aid. The 5th MP (2018-2021) now in force has been questioned by most DEAR stakeholders because of a lack of financial resources to realise stated commitments.

This Master Plan recognizes an important role for NGDO as agents of change in the fields of public awareness, global learning and advocacy, as well as their role to ensure effective compliance with human rights. It highlights the need to reinforce DEAR activities, in the framework of the 2030 Agenda and the Sustainable Development Goal (SDG) 4, specifically its target 4.7: 'By 2030, ensure that all learners acquire the 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'.

Most Regional Governments have also designed their own Development Cooperation Master Plan, with specific priorities and goals for their aid policy. NGDO are also organized in a multilevel framework with platforms at the national, regional and local level. Most of them also implement specific DEAR projects and activities. According to data from the Spanish NGDO national platform (2018), the NGDO sector in Spain includes a small and highly concentrated group of big organizations, coupled with a very fragmented range of small and locally-based grassroots organizations:

> - Ten very large organizations have a budget of more than 50 million Euro each, which concentrate more than 80% of Spanish NGDO income. They have a strong influence and visibility and they got most of the big projects on DEAR financed by AECID.

> -There are about 50 medium-sized organizations with budgets of more than 2 million Euro and more than 10 full-time workers, many of them specialized by sector or geography.

> -At a local level, the NGDO sector features hundreds of small or very small groups, with budgets between thousands of euros or a million, few staff —often on a voluntary basis. They work at grassroots level in the community, with social movements, education centres, faith-based groups and women and youth organizations.

Coming back to the national level, Spanish development cooperation policy is also shaped by an official advisory body, the Cooperation Council[2], which brings together the main stakeholders such as public bodies, non-governmental development organizations (NGDO), and representative bodies from universities, schools, business, unions, regional governments, and human rights organizations.

The international cooperation system in Spain is characterized by a multilevel system linking local, regional and national institutions, with their own development cooperation strategies and planning instruments and a diversity of stakeholders. It's the result of the decentralized system of governance established in Spain, in which development cooperation and education are shared competences.

---

[2] See: Consejo de Cooperación: http://www.consejocooperacion.es

## 2.      Some research and studies about DEAR

Before the Euro crisis, the years 2004-2011 were quite fruitful and innovative: new DEAR activities were deployed, and a number of studies were carried out in order to gain new insights about the concept, approaches and methodologies of DEAR activities. These studies were very important to build the pillars or basis of what DEAR today is.

One of the first studies about Development Education in formal education was conducted in 2004 by a group of scholars from the Polytechnic University of Valencia together with some practitioners from NGOs —HEGOA and CIP, both with a big experience in DEAR activities. This study offered an overview of the main DEAR activities taking place in schools, making recommendations for teachers and practitioners. It was the first step to address the need of guidelines to improve DEAR activities. The study also included a comprehensive analytical model on DEAR activities (Mesa, 2011), based on their views of development, international cooperation, aid policies and its stakeholders. This model was founded in a historical-structural framework defining the concept of development education according to the global context. Many NGOs and practitioners adopted this model as a reference for organising different types of initiatives and analysis. The approach would later be included in AECID's Development Education Strategy adopted in 2007 (AECID, 2007).

The 2007 *Spanish Cooperation Strategy on Development Education*[3] was a significant turning point in the consolidation of Development Education. The Strategy resulted from a participatory process, and it was intended to be taken on by all the actors involved in its design and implementation such as NGDO, social movements, the Education Ministry, local authorities, trade unions, etc. The theoretical framework of the strategy supports Development Education understood as Global Citizenship Education, and this vision was widely shared by DEAR stakeholders.

The Strategy defines Development Education as: "a formal, non-formal or informal educational process which is constantly working, through knowledge, attitudes and values, to promote a global society committed to solidarity, to combating poverty and social exclusion and to promoting sustainable human development' (AECID, 2007: 12). The purpose was to have a strategic framework for action for all development education stakeholders. The strategy identifies four major dimensions of Development Education: raising-awareness, training and capacity building, research and participation.

Some years later, in 2011, the *Diagnóstico de la Educación para el Desarrollo en España* (Mesa y Escudero, 2011) was published. It resulted from qualitative research based on interviews and workshops with major DEAR stakeholders. The study provides an overview of the situation of DEAR activities at the national and regional level, again from an historical and structural perspective, using the model of successive generations in Development Education (Mesa, 2000). It also identifies the main challenges and constraints faced by DEAR activities regarding methodologies, approaches and networking.

Given the decentralized institutional model in Spain, this research shows that there is considerable diversity between regions with regard to DEAR activities. The analysis pointed out the existence of a Development Cooperation Law and Master Plan in nearly all Spanish regions.

---

[3] https://core.ac.uk/reader/148759008

Moreover, in 2011, some regional governments (Extremadura, Cataluña and Andalucía) had developed a specific Operational Plan for DEAR activities following the Spanish Cooperation Strategy on Development Cooperation. Municipalities also promoted DEAR activities and played a very active role in a number of awareness raising activities such as solidarity campaigns with Western Sahara and Palestine, or fair-trade activities. The study highlighted a very dynamic and creative environment for DEAR activities and suggested that more coordination was needed among regions. In addition, the research revealed that despite the detailed regulatory framework for DEAR activities, there was little political will to implement the major principles contained in existing legal frameworks. The lack of financial and human resources in development cooperation institutions made it very difficult to operationalize some of the existing Plans and to assess progress and improvements.

Some of these issues were also exposed in another study on the situation of DEAR activities in eight regions of Spain conducted by the NGDO HEGOA: *Educación para la Ciudadanía: Informe sobre la situación en ocho comunidades autonómas* (Argibay *et al.* 2011). This study departs from a concept of Development Education centred in Global Citizenship and explores the similarities and differences in educational practices. This mapping of DEAR activities and the selection of good practices was very useful in facilitating alliances and improving coordination among the stakeholders. The study also provided recommendations and identified priorities for DEAR activities.

In October 2014, the *4th Congress on Development Education: Changing education for changing the world. For an emancipatory educational action (IV Congreso de Educación para el Desarrollo: Cambiar la Educación para cambiar el mundo. Hacia una acción educative emancipadora*, in its Spanish name*)* took place in Vitoria-Gasteiz (Hegoa, 2015). The Congress showed the important changes produced in the conception of Development Education in the context of the global economic crisis. Practitioners raised the need to expand the concept of Development Education towards a transformative education, encompassing the demands of social movements (feminism, environmentalism, social economy) for sustainable development. The Congress also stressed the need to overcome the narrow framework of a North-South vision of development cooperation and to focus on creating a global citizenship, facing up the different processes of social and economic exclusion and the consequences of globalization in the daily lives of people. This context brought together different organizations (NGDO, social movements) in new platforms with the aim to play a more relevant role in DEAR activities.

Regarding the *Spanish Cooperation Strategy on Development Education* (AECID, 2007)*,* the context in which it was produced had changed completely. A new Educational Law was adopted (LOMCE, by its Spanish acronym) with important changes in school organisation. LOMCE established a new legal framework with reinforced powers for local entities , and all these changes affected DEAR activities. An evaluation of the Strategy was carried out by the General Secretariat for International Development Cooperation (2016) of the Ministry of Foreign Affairs and Cooperation in order to decide its continuity or change.

The evaluation showed the importance of the Strategy to promote DEAR activities when it was adopted in an initial stage. It was considered as a "white paper" rather than as an Action Plan for DEAR. It helped to unify languages and meanings, to clarify the concepts of Development Education and to make it more visible in the institutional realm. The evaluation highlighted the importance of updating and enriching the concept of DEAR and suggested to focus on global citizenships and global learning regarding the current situation (General Secretariat for International Development Cooperation, 2016).

Nevertheless, the 2007 Strategy, understood as an operational guideline, had weaknesses and some technical limitations: according to the evaluation it needed an adequate identification of the problems to address; it was not accurate in defining its objectives; it was not result-oriented and it did not include monitoring and evaluation procedures, nor was there a budget to implement the work. Among other recommendations, the study suggested the update of the Strategy as a real strategic framework for planning and for defining priorities for DEAR activities; adopting a multiannual funding and increasing the budget for DEAR activities; balancing the three areas of action (formal, non-formal and informal); strengthening the research and participation dimensions. And, finally promoting coordination and complementarity between stakeholders at regional, national and European level.

In 2018, the NGO ONGAWA developed the research: *Nadie dijo que fuera fácil, Un relato colectivo, optimista y cuestionador sobre como las ONG implicamos a la ciudadanía (2011) (Nobody said it was easy: An optimist, questioning and collective narrative about how NGO involved citizenship)*. The study explored the communication practices of NGDO, analysing the methodological and strategic factors that promote or constrain the commitment to citizenship for social change (ONGAWA, 2017). It applies the "frame theory" proposed by Darnton and Kirk (2012) and the *Common Cause paper* authored by Tom Crompton at WWF-UK. These authors explored the potential of frame theory as a practical tool to re-engage the UK public in global poverty campaigns, and identified a set of values that can motivate people to tackle a range of "bigger than self" problems, including global poverty and environment. Values and frames provide useful lenses through which to view the successes, shortcomings and long-term impact of some awareness-raising campaign, such as the well-known case of *Make Poverty History*.

Regarding Spanish DEAR activities and their communication strategies, the study identified different narratives, such as the one labelled as hegemonic, based in a traditional relation donor-recipient; or the alternative and transformative narrative that asks for structural changes to address poverty and exclusion. Some significant case-studies are analysed under this approach, such as *Tierra* (companies respectful with human rights), or projects concerning *Global Justice, Climate Change, and the Right to Food*. Other case-studies are *Global Challenges,* implemented in the universities, and *Poletica*, a civil society platform that monitoring public policies and advocate for specific issues, among others.

In short, the study is an important contribution to communication strategies in DEAR activities through the critique and use of narratives for social change. It suggests some key elements to increase the coherence and the impact of DEAR activities. It also gives relevance to some crosscutting issues, such as the environment, gender, migration and development and suggests the need to strengthen the collaboration among NGDO, social movements and practitioners. Education for Global Citizenship is adopting this communication strategy, focusing in new narratives for a better engagement of people and as a starting point for a critical understanding of global issues.

## 3.    The role of NGDO regional platforms in DEAR activities

Regional NGDO platforms (*coordinadoras*) play an important role in the promotion of DEAR activities. Most organizations participate in these platforms and in the DEAR activities they organise.

Regional NGDO platforms were actively involved in the definition of Development Education in their territories and they elaborated position papers with guidelines to implement programmes in schools and in the non-formal education space in the 2000s. The Andalusian regional platform carried out an evaluation of development education practices, analysing the major development education projects financed by the regional government (Burgos, 2007). Catalonia regional platform researched the implementation of development education programs in schools (Cañada *et al.,* 2003). The Madrid NGDO Federation produced a common position paper*, El cuadrado de la Educación para la Ciudadanía Global* (2008*)*, defining their own concept of DEAR, its approaches and methodologies, and some guidelines to implement programmes in formal and non-formal education. Navarra regional platform also produced research: *Atando cabos* (2004), about the implementation of DEAR activities with 12-18 years old people.

The national platform of Spanish NGDOs also plays an important role in the promotion of DEAR activities and produces position papers to support its advocacy activities, particularly around the time of the development of the 5th Master Plan (2009-2012). One of the study carried out was *La educación para el desarrollo en las coordinadoras autonómicas de ONGD* (Padial García, 2011), a state of art of DEAR activities at regional level. Another relevant document was *Educación para el Desarrollo, estrategia imprescindible de la cooperación* (Development Education: an essential strategy of development cooperation), that summarized the visions of the NGDOs involved. The document defined Development Education as:

> A process for creating critical consciences, making each person responsible and active (committed) for the purpose of building a new civil society, both in the North and South, committed to solidarity, this being understood as co-responsibility –in the development in which we are all involved, borders or geographical distances no longer exist- and participatory, whose demands, needs, concerns and analysis are considered when taking political, economic and social decision. (National NGO platform, 2005: 17).

Until now, these national and regional platforms have been a very important to advocating for DEAR actions and for common work in education among NGOs.

## 4.      Evolution of Development Education Concept

Development Education and Awareness Raising (DEAR) is mostly founded in 'Global Citizenship Education' and it has evolved from Development Education. The shaping of the concept and the practices of DEAR is directly related to the contextual and historical factors of development, international cooperation and with the stakeholders involved. This approach allows the discussion of the concepts from an historical perspective and it connects them to the actors, social forces and philosophical, ethical and/or ideological visions that have shaped these concepts and approaches and, specifically, connects them to major changes within the discourse and practice of international solidarity.

During the past decades the DEAR concept has shifted from a focus on activities based on the promotion of aid policies and the key role of values such as charity, to a wider vision that includes personal and public commitment to and active engagement in global issues, such as sustainable development, climate change, migration, and gender equality.

Global Citizenship Education fosters global solidarity. Its aim is to achieve a critical understanding of the phenomenon of globalization, and to reaffirm the link between development,

justice and equality (locally and globally). It is an educational commitment with a clearly ethical, political and pedagogic dimension (Mesa, 2000).

The concept has been enriched with contributions from postcolonial theory (Andreotti, 2010) challenging domination and oppression embodied in Western societies. It is called Education for Social Transformation, or Critical and Emancipatory Education. It is about a political-pedagogical process to advance social change, promoting critical learning about the causes of inequality and injustice, their impacts in people and their resistance and resilience strategies used to construct new social structures and interpersonal relationships. It is an educational process closely linked to the needs and interest of people and groups in each specific context, which enable reflexive and lifelong learning, for being protagonists of their own learning. However, it should be noted that this perspective is still quite new, it is still contested, and it does not represent DEAR practices for most stakeholders.

## 5.    Is the national context conducive to DEAR?

The national context has been conducive to DEAR activities, but the funds allocated at national and regional levels are still scarce and budgets haven't recovered from the severe cuts adopted in the Euro crisis after the change of government in 2011.

Governmental lack of support contrasts markedly with the strong support to development cooperation policies in Spanish public opinion. Despite the fact that most European citizens think that spending in support of developing countries should either stay the same or increase, respondents in Spain say more frequently that foreign aid for developing countries should increase. In Spain, in 2019, the proportion of respondents who think that it is very important to help developing countries is 46%; fairly important, 44% and not very important, 5%; not important at all and don't know, 1% each (Eurobarometer, 2019).

As was the case in 2016, there are no consistent variations in opinions about development cooperation among the countries, with the most positive ones about development issues found in countries such as Cyprus, Ireland and Spain. These three countries have some of the highest shares of respondents who think helping people in developing countries is important and it should be one of the main priorities of their national governments (74%) and one of the main priorities of the EU (80%). In Spain 6% of respondents agree that providing financial assistance to developing countries is an effective way to reduce inequalities in these countries.

The overall picture emerging from the results in the Eurobarometer in Spain is that the respondents are positive about the importance and benefits of development cooperation and the commitment to maintain current funding levels remained quite strong.

The 2019 special Eurobarometer about public views towards development policies put the focus in the attitude of youth (15-24 years) and people over 25 years old. The main results suggest that young people are more in agreement with the idea that tackling poverty in developing countries should be a priority in the EU (73% vs. 70% in average) and that spending should be increased to support countries in development (38% vs. 28%).

Moreover, in recent years, environmental organization, feminists movements, migrant organizations, development organization and development cooperation platforms have organized together on wider citizenship platforms. Some of them have a long tradition on development cooperation and awareness-raising and advocacy; some are big organizations, and others are small groups very active at grassroots level. They have expanded their scope of action internationally and established networks with other platforms and organizations in Europe and in

the so-called Global South, and new actors have joined this broader trend, such as journalist, youth organizations, among others, creating a multi-stakeholder platform for DEAR activities.

Since 2019, the new government is committed to strengthening development cooperation within the framework of 2030 Agenda and to promoting DEAR activities in relation to Sustainable Development Goal 4: Education. SDGs define common priorities and operational frameworks involving multiple players and resources that are relevant for DEAR activities.

## 6.      The impact of COVID -19 in DEAR activities

COVID-19 pandemic can be seen as an opportunity for social change; but there is also a growing concern about the risk of an authoritarian response in some contexts. On one hand, the pandemic highlights ecological unsustainability, the crisis of care, climate change or the loss of biodiversity, and reinforces the narratives and discourses promoted for years by DEAR projects concerning its global causes and implications. Some analyses and reports highlight existing inequalities and the urgency to protect the most vulnerable people. There are opportunities to renew the social contract, with a favourable political context, and this means making changes that improve the democratic quality of Spain and social cohesion and social safety nets to protect the unemployed, childhood and other groups at risk. In this context, the government stressed that strengthening public policies in Spain also entails reinforcing international development cooperation policy, because the global scope of the pandemic. In addition, in the current context debates about restrictive laws, such as the Citizen Security Law, have also been reignited after they were first highly contested when they were adopted because their restrictions of some citizenship rights. The respondents of the EU DEAR projects stress that the impact of the pandemic on their projects has been very low because they are in their final phase and therefore most of activities have already finished. But for those working in projects in schools the impact have been very important because the activities were stopped.

## 7.      Media context: how do the media assist or hinder the work of DEAR projects?

Media coverage of international development issues and DEAR actions is considered acceptable. Even though there are influential sensationalist media disseminating hate or xenophobic messages, Spain also has well-stablished media giving accurate and rigorous information. Some media assist DEAR projects through special sections oriented to development, climate and solidarity issues. For example, the newspaper *El País* has a special section for solidarity news: *Planeta Futuro*[4] supported by the Bill & Melinda Gates Foundation, and *Eldiario.*es, an innovative digital newspaper set up the special section *Desalambre*[5], supported by its own resources, in which NGDOs and other social actors contribute with articles, analysis and information about international development cooperation and awareness raising campaign.

In recent years digital newspapers have become very relevant with significant increases in audiences in the face of the crisis of traditional media. Usually they are cooperatives of journalists who offer independent information through the payment of a fee by the members who are subscribing. The quality of the information is quite good and they have special sections for

---

[4] See: https://elpais.com/elpais/planeta_futuro.html

[5] See: https://www.eldiario.es/desalambre/

solidarity and human rights. Independent but also progressive media such as the aforementioned *Eldiario.es*, *Público, Contexto* or *El Salto Diario, etc.* are some of them. Some internet radio broadcasters and programmes have become very popular with a very good coverage on solidarity, environmental, or migration issues. Collaborations between media and NGDOs sometimes lead to development of joint projects.

The main obstacle media face is "fake news" and disinformation usually linked to far-right discourses. The extreme right are promoting nativist, xenophobic, Islamophobic and gender-based hate discourse against immigrants, refugees and foreigners, and against multilateralism and international cooperation, including the EU. More reflexion and analysis should be done to define how to address this phenomenon, which poses a direct threat to DEAR activities.

## 8.      Education policy and practices in Spain and their impact on DEAR

FORMAL EDUCATION

In 2006, the subject Education for Citizenship and Human Rights was included in school curricula. This meant an increase of development education activities and projects in schools and gave more opportunities for NGOs to implement DEAR projects in the medium-term.

The change of government (2011) brought important changes in formal education. The new Organic law for the Improvement of Educational Quality (LOMCE by its Spanish acronym) was adopted in December the 9<sup>th</sup> 2013. It was a very controversial law because in the eyes of development and social organizations it does not promote global and critical learning. It reduces the participation of the educational community in the management of schools, consolidates cuts in funding and in teaching staff, eliminates ethical and civic matters in the curriculum, and reduces attention to gender equality.

A highly divisive issue among education stakeholders was the abolition of the subject Education for Citizenship. Some religious and conservative forces considered that this subject was a device for indoctrination of the students and they successfully advocated for its suppression.

Regional governments are responsible for formal education and DEAR activities and projects in schools. DEAR activities in the formal education system faces some institutional constraints, such as the lack of capacity building and financial resources by the education authorities, the difficulty of putting in practice cross-cutting issues, the lack of training for teachers and the existence of traditional educational approaches, which should be transformed in the light of the global dimension of education (Mesa and Escudero, 2011). Similarly, it is essential that projects will connect with the real needs of teachers and with the school environment.

Practitioners say that their work is usually restricted to certain subjects such as citizen education, which is being eliminated in many schools, or tutorials classes which provide very limited time for learning. AECID and the regional development departments have also promoted DEAR activities in the formal education system, financing projects through a public bidding process open to NGDOs.

One of the most relevant DEAR activities at the institutional level is the programme: *Teachers for Development* (Docentes para el Desarrollo) promoted by AECID in collaboration with the Education Ministry. The initiative began in 2009 and it is targeted at schools from primary to baccalaureate with the aim to generate networks among teachers and spaces for learning and exchange of experiences. The programme focuses on developing two actions: the National Education Award for Development and the National Seminar for Teachers. As part of the award

programme, educational practices on Development Education are published and disseminated in schools. The National Seminar for Teachers is a training programme to exchange experiences and good practices including sometimes field studies to some development project. Since the programme started, the network of teachers involved in the programme has grown significantly and it is very active and lively with many projects and publications shared through a dedicated website[6].

Regarding the experience of the NGDOs in schools, it has a long history of initiatives and in recent years has incorporated issues relevant to the global context, such as sustainable development, migration, and care and society. One of the most importance initiatives is the *Network of Educators for Global Citizenship*, which comprises about 100 teachers in all levels of education. They have developed three mayor educational initiatives: Connecting Worlds, Kaidara and Global Express.

*Global Campaign for Education*[7] is also a highly relevant initiative in formal education linked with the goal of quality education for all. It brings together an important network of NGDOs committed to the Agenda 2030 and SDG 4: "guarantee inclusive, equitable and quality education and promote lifelong learning opportunities for all by 2030".

Another relevant network on DEAR activities in formal education is Aprendizaje Servicio ( Service Learning), a pedagogical approach linking the learning process with community action. This methodology uses global learning and knowledge in order to address social aims, including concrete actions that are carried out in the community, as part of the learning process. It is about "Learning by doing in the nearby community". The Spanish Service Learning Network brings together an imported number of teachers. They hold annual meetings to exchange good practices and carry out training activities. There is also an academic Service Learning network that conducts educational research and systematizes good practices.

With regard to Universities, most of them organize DEAR activities through their Solidarity units. In the last years different postgraduate studies on Development Education have been developed in Madrid, Sevilla, Bilbao, and Zaragoza Universities and various theses and researches on Development Education has been published. The creation of the nation-wide Network for Development Studies (REEDES)[8] in 2011 has strengthened DEAR activities in the University and promote research and studies. There is a dedicated DEAR working group in this network and every two years a Congress is organized with a focus on specific topics.

Some studies have been also conducted in order to explore how to introduce Development Education in degree programmes. For example, the study in eight Catalonian universities *Development Education in the University: launching a critical and committed education* (*La educación para el Desarrollo en la Universidad: impulsando la educación crítica y comprometida en los estudios de grado*) (Fundación Autónoma Solidaria, 2015) and the study: *Critical and emancipatory education: Diagnosis of Basque Country University (Del Rio and Celorio: 2018)* address what studies might include Development Education in the curricula.

---

[6] See: Docentes para el desarrollo: https://docentesparaeldesarrollo.blogspot.com/

[7] See Campaña Mundial de la Educación: https://cme-espana.org/

[8] See REEDES: https://reedes.org/gi-ed/

# MAJOR CHALLENGES AND OPPORTUNITIES FOR EU DEAR PROJECTS IN THE NATIONAL CONTEXT

## 1.     Quality DEAR, 'public awareness', critical understanding: what does it mean for you and your project?

Quality global education was understood and interpreted in some projects in the following ways:

- When the project is connected with the context and with the existing political and social processes of change. It means going beyond the specific objectives of the project, being part of the on-going social processes and contributing to them with new ideas and initiatives. The project's impacts and their transformative capacity enhance and increase the quality of the actions while reaching a wider audience.

- Quality is also achieving the objectives set out in the project, but these must be sustained in the medium-long term. It is very important to support projects in the long term to have real impact and to produce changes.

- Projects are more than a set of activities. For promoting social processes of change, time, financial and human resources are required.

- It also refers to the way of preparing the project, as part of a collective process, in which diverse organizations participate. The process of designing and implementing the project transforms the relationships among the partners and expands the options for action for the future.

- Quality requires contextualizing the messages that are disseminated in the project, addressing the root causes and identifying a transformative framework that enable the mobilization of the society. The messages and the narratives promoted by the projects define the quality of the project. Projects should contribute to overcoming reductionist views on sustainable development.

- Quality is also about innovation. Projects should contribute to creating new ways of working and generating new learning and initiatives. It's about taking the risk of doing something new in the project and learning from the experience even if it doesn't work. Innovative projects should be supported because they generate knowledge and learning based on the practical experiences.


## 2.     Public awareness and critical understanding

Critical understanding is the capacity to examine local and global issues such as global justice, climate change and the 2030 Agenda and to understand other perspectives and the world views of others. It's not limited to the transmission of information, because it must be part of a more holistic and interpretive approach to promote a critical understanding and to engage people. In the EU's DEAR projects in Spain, critical understanding is based on the importance of values and frames to engage people encouraging their commitment with global justice. Thus, the projects focus mainly on the construction of transformative narratives that are able of generating changes and a critical understanding of social reality. Critical understanding is a way of 'reframing' and bringing new perspectives to already–known situations and discourses; it is 'an effort to replace existing negative narratives and images, which the public has come to associate with development cooperation, with some constructive and solution-oriented actions'.

Public awareness is considered the first step in the engagement process of any project. It has moved from traditional strategies based on activities such as exhibitions, conferences,

publication, etc. towards actions with social media and audio-visual channels that challenge the mainstream visions in society with critical narratives on global justice. Public awareness and advocacy are supported by research that has identified key elements for building a shared narrative for social transformation.

Because these EU DEAR projects are carried out by platforms with many organizations (a multi-stakeholders network), they are 'multipliers' and they have their own audience. They don't have to reach the audience, they are the audience and their work has a 'multiplier" impact, reaching out new target groups in the implementation of the activities. The EU DEAR projects have allowed them to have a structure from which they can carry out training, awareness-raising and political advocacy activities as part of the same process based on the partners and the own organization needs. In order to strengthen their communication strategies, with their audience and partners, they carry out seminars, courses, workshops to exchange experiences and approaches of each other's work

Each organization or platform that is participating in the project enhances the impact with their target group but at the same time they try to reach wider audiences. The projects give them the opportunity to be part of bigger initiatives as a part of a multi-stakeholder network for global justice. In addition, many of these final recipients become an active part of the networks, as is the case of journalists who have participated in the *Frame Voice Report* Project, or members of a jury who participated in the selection of communications, have become part of the network.

Finally, they don't make a difference between Global Learning and Campaigning Advocacy projects, as they considered them part of the same process that include in a flexible approach training, advocacy and participation activities.


3.      **Communication about and for DEAR projects: different approaches**

Communication has become an important issue for NGDOs and DEAR projects since 2012, particularly in the non-formal sector. In the last eight years important theoretical and practical work in communication has been also produced by stakeholders, with an enormous influence in DEAR activities

The impact of the economic crisis and other factors brought new ideas and discussion about the role of organizations in social change. Many organizations started to change their way of working, looking for alliances and sometimes even merging themselves with other organizations and social movements. New social platforms or networks were created with the aim to participate in actions advocating against climate change, and for social economy, feminism, etc. A significant example was the constitution of *Quorum Global*[9], a space for dialogue in which many people and organizations have participated to explore some topics about poverty, inequality, the environment, etc, in order to exchange experiences, and to advocate for global justice.

*Quorum Global* and *Futuro en Común* platform (Common Future) a space of confluence between different social movements and NGOs to promote social change. The scope of action of this platform is very broad and includes research, political advocacy, awareness raising and global learning activities. Their communication approaches are very innovative but they need to move forward in defining a clearer pedagogical model for the training activities (Calvo 2017:24).

---

[9] See: Quorum Global: http://quorumglobal.org/repo/repo_6.pdf

The NGDO national platform and some regional platforms such as Lafede.cat (from Cataluña) have implemented communication projects and have organized seminars and workshops about communication and DEAR activities. They were inspired again by "Frame Theory", looking for how to engage people in social change through campaigns and other initiatives. It is an effort to bring new perspectives about development cooperation, through some constructive and solution-oriented stories and images.

In addition, they explored the impact of social networks in public opinion and DEAR activities and how to use them for global learning and solidarity. One of their assumptions was the need to strengthen the links between journalists, NGDOs and solidarity platforms. Some initiatives were launched such as the *Premio Enfoque* (Focus Award), that recognizes the work of journalists who are committed to the fight against poverty, respect for human rights, gender equality and climate change and social justice.

Taking into account the growing relevance of social media and social networks, communication for social change has become one of the topics that NGDOs have incorporated into their work. It is assumed that social change demands a communication strategy that creates narratives for explaining the causes of poverty, climate change or injustice instead of focus just on the consequences; narratives that reinforce the common good and promote social changes, promoting global alliances in which people are the protagonist of the process (Polo 2012:10).

A new alliance that has developed recently is #Comunicambio (Comunication+Change) a network of academics and practitioners which collects hundreds of communications initiatives committed to social transformation from different spheres, focussed on the promotion of political and social changes. It is a communication network that links education, pedagogy and global citizenship (Nos Aldás et al, 2015).

The NGDO national platform has implemented some of the best practices about Communication for Social Change as the project #ParadigmáTIC@s, (Paradigm+ Information Technology Communication (ITC). It addresses communication and digital culture in the NGDOs and tries to answer questions raised about new paradigms in NGO communication relating to the Global South, such as participation, communication 2.0. Another significant project is *Global citizenship to power 3.0* (*Ciudadanía global al poder 3.0* [10]) also carried out by the national platform of NGDOs, that explores new ways of global learning and awareness raising at the local and global level, bringing together people and social organizations.

The Catalonian Platform of NGDOs (la Fede.cat) also carried out important work on communication and development with the implementation of projects such as *Frame, Voice, Report,* which includes the development of a *Vademecum* with ethical principles on how to communicate about international development [11].

## 4.    Main achievements

***There have been significant advances in communication for social change and DEAR activities*** regarding topics such as migration, gender equality, climate change, global justice and

---

[10] See: https://coordinadoraongd.org/coordinadora/lineas-de-trabajo/incidenciasocial/ciudadania-global-al-poder/
[11] Vademecum para una información internacional responsable. See: http://www.lafede.cat/wp-content/uploads/2019/01/vademecum_DR_ESP.pdf

the SDGs. Many organizations have included new communication strategies for social change and have increased their impact of their actions.

The EU DEAR projects have **strengthened the alliance among journalist, NGDOs** and social movements, increasing their capacities for advocacy. For example, in the case of Lafede.cat they have been developing an important line of work in the field of communication, which received the support of two European projects since 2013. *Devreporter Network*, the first one, created a network of journalists with the aim to transform their mutual relationship and to promote reports through an experimental "scholarship" with a global and transformative justice vision. *Frame Voice Report*, the second one, gave continuity to this initiative, granting 25 communication projects on migration, gender, climate change and the SDGs. The reports resulting from the collaboration between NGOs and journalists aimed to offer new narratives in the media.

*Knowledge sharing and capacity building*: Projects have contributed to global learning about economic and social justice through the exchange of experiences and best practices on global justice. An essential contribution of these projects is to raise the capacity of different players, ensuring the provision of learning opportunities through networking. For example, the project *Citizens for Financial Justice* produces critical analysis and involve citizens and organizations to get a fairer global financial system.

*International networking* **and building alliances**
Projects have broadened their scope of action, with internationalized and established multi-stakeholders and cross-sectorial partnerships, building processes and structures for the advocacy for global justice, with a significant and active involvement of NGDOs, other civil society organizations and new players across Europe and in the Global South. The platform *Futuro en común* is a good example of how to network for increasing the influence on specific topics and become relevant actors.


## 5.    The added value of the EU's DEAR Programme

EU DEAR projects enable and strengthen international cooperation among NGDOs and other civil society organization from different EU countries, sharing knowledge and best practices and getting support among them. DEAR projects also promote organizational capacities and skills in the management of the projects, and networking with very different organizations and social movements. Building trust among organizations, and constructing relationships takes time, hence the role of EU's DEAR projects providing financial support is very important. Regarding the financial resources, the subgrantees model is considered very positive because it gives the possibility to involve grassroot organizations as well as the small ones and social movements. These organizations have very high social impact according with the small financial resources they receive. But in some occasion, it also could be too bureaucratic and difficult for some organizations to fulfil the EU requirements.

EU DEAR projects give also the opportunity to participate in international actions that otherwise could be very difficult for small or grassroots organizations in the long-term. They also support training activities, and workshops to improve their work.

Finally, it was also mentioned that for some of the activities financed by the EU's DEAR projects, such as the strengthening of networks, it would be very difficult to secure financial support at the local, regional or even national level.

# CONCLUSIONS

The future of the EU's DEAR activities looks promising in the current context. There is a growing consensus on what development education means today, with increasing support being given to Global Citizenship Education by those who are committed to discussing what challenges the world faces regarding the Sustainable Development Goals, climate change, feminism and migration and racism. Moreover, the creation of a theoretical body on development education and communication for change, provides a good opportunity to enhance the theoretical and practical agenda of DEAR activities in Spain and to increase their impact for a systemic change.

There are different areas of research on DEAR activities that have been a very important reference to improve the quality of actions. Both academia and practitioners have found a common ground for working and exchanging ideas and experiences, particularly on communication strategies that have had a strong influence in visions and practices of DEAR activities. Some of the EU DEAR projects have a research basis and this improves the quality of the DEAR activities.

Clear progress has also been made in networking and building alliances among social organizations, NGDOs, social movements and stakeholders and in the internationalization of DEAR activities. National and regional solidarity platforms have played an important role in networking and in expanding their scope of actions, developing new communication strategies for wider audiences and engaging new stakeholders such as journalists, photographers, artists, etc.

It is quite difficult to have a comprehensive picture of DEAR activities in Spain, because at regional and local level there are very diverse initiatives, stakeholders, and different international development policies and budgetary frameworks. Hence the importance of carrying out studies such as this to get a national overview. Stronger coordination among the stakeholders at local and regional level is needed it.

The 2030 Agenda for Sustainable Development brings new opportunities for DEAR activities. It helps to overcome the traditional North-South approach with a universalist view for global justice, that pays more attention to the changes needed on OECD countries, and thus the scope of action od Development Education now transcends the issue of development aid, focusing instead in the broader issues of sustainability and inequality worldwide.

The EU's DEAR projects implemented in Spain seem to combine very different types of actions in which public awareness, critical understanding and capacity building are considered part of the same processes. A distinction among different practices doesn't play any role. Activities are thus defined according to the needs of the organizations involved in the project.

The EU's DEAR projects are an opportunity to strength networks and platform that are involved in systemic changes at local, national and international level, that the scarcity of financial opportunities at national level made otherwise impossible. The sub-grantee model seems to be very successful but there are some aspects that it should be improved.

Finally, the EU's DEAR projects implemented in Spain are very well valued and have brought new options for practitioners that were very important to make progress in their work of education for global citizenship.

**EU DEAR PROJECTS REPRESENTED IN THE STUDY**

- **Frame, Voice, Report".** Organization: Lafede.cat
- **Citizens for financial Justice. Organization:** Xarxa de l'Observatori del Deute en la Globalització (ODEG)
- **Coherent Europe for sustainable develpment**. Organization: ECODES.
- **Get up and goals. Organization: COOPERA**

# REFERENCES

(2018)  I*nforme del Consejo de Cooperación al Desarrollo sobre el Informe de Evaluación de la Estrategia de Educación para el Desarrollo de la Cooperación Española*.

AECID (2019) *La AECID y la Agenda 2030: una alianza desde la cooperación internacional*. Madrid: AECID.

AECID (2007), *Estrategia de Educación para el Desarrollo de la Cooperación Española*. Madrid: MAEC.

Agencia Vasca de Cooperación para el Desarrollo (2016). (H)ABIAN 2030. *Estrategia de Educación para la Transformación Social. Agencia Vasca de Cooperación para el Desarrollo.* Agencia Vasca de Cooperación al Desarrollo

Andreotti, V. (2010) 'Global education in the 21st century: Two different perspectives on the "post" of postmodernism'. *International Journal of Development Education and Global Learning*, 2 (2), 5-22.

Argibay, M. et al (2011) *Educación para la la Ciudadanía: Informe sobre la situación en ocho comunidades autónomas*. Vitoria-Gasteiz: Hegoa. Online:
http://publicaciones.hegoa.ehu.eus/es/publications/258

Baselga, P.; Ferrero, G.; Boni, A.; Ortega, M. L.; Mesa, M.; Nebreda, A.; Celorio, J. J. y Monterde, R. (2004). *La educación para el desarrollo en el ámbito formal, espacio común de la cooperación y la educación. Propuestas para una estrategia de acción integrada*. Universidad Politécnica de Valencia, Valencia.

Burgos, María (coord.) (2007) *Estudio sobre la educación para el desarrollo en Andalucía. Fase I: Administraciones públicas (2004-2005)*. Coordinadora de ONGD de Andalucía.

Calvo, A. (2017) 'The state of development education in Spain: initiatives, trends and challenges'. International Journal of Development Education and Global Learning, 9(1): 18-32.

Cañada, E., Truñó, M. i Zabala, M. (2003). *Diagnòstic sobre l'ús dels recursos d'educació per al desenvolupament de les ONGD entre el professorat de Catalunya*.FCONGD.

CONGDE (2020), *Informe del sector 2019*. Disponible en:
https://informedelsector.coordinadoraongd.org/informe-2019/resumen-ejecutivo/

CONGDE (2012) *Estrategia de Educación para el Desarrollo 2012-2014*. Madrid. CONGDE. Disponible: https://coordinadoraongd.org/wp-content/uploads/2016/08/Estrategia_ED_2012-2014.pdf

CONGDE (2005) La ED, una estrategia de la la cooperación imprescindible. Madrid: CONGDE

Coordinadora de ONG de Euskadi (2010) *Análisis de la cooperación pública vasca 2008-2010. Una mirada a la cooperación descentralizada*. Disponible en: https://www.ongdeuskadi.org/documents_coord/documentacion/publicaciones/AnalisisCooperacionPublicaVasca20082010.pdf

Coordinadora de ONG de Navarra (2004) *Atando cabos*. Pamplona: Coordinadora de ONGD.

Consejo de Cooperación (2019) *Dictamen sobre el informe de seguimiento de la AOD española 2016-2017)*. Disponible en: http://www.consejocooperacion.es/wp-content/uploads/2020/02/Informe-del-Consejo-de-Cooperacio%CC%81n-al-Desarrollo-sobre-el-seguimiento-de-la-AOD-2016-17.pdf

Consejo de Cooperación (2018) *Informe sobre la evaluación de la Estrategia de Educación para el Desarrollo de la Cooperación Española*. Disponible en: http://www.consejocooperacion.es/wp-content/uploads/2019/04/Dictamen_Comunicacion_2019.pdf

General Secretariat for International Development Cooperation (2016), *Evaluation of the Education for Development Strategy of Spanish Cooperation (2007-2014)*. Synthesis Report. Madrid Ministry of Foreign Affairs and Cooperation.

Darnton, A. and Kirk, M. (2011) *Finding Frames: New ways to engage the UK public in Global Poverty.* Bond for International Development.. Online: http://www.framingmymessage.nl/wp-content/uploads/2013/09/Finding-Frames-New-ways-to-engage-the-UK-public-in-global-poverty-Bond-2011.pdf

Del Río Martinez, Amaia y Celorio Díaz, Gema (coords.) (2018) *Hacia una universidad socialmente comprometida. Vías estratégicas para su integración en la Universidad del País Vasco*. UPV/EHU

Del Río Martinez, Amaia y Celorio Díaz, Gema (coords.) (2018) *Educación crítica emancipadora: Diagnóstico en la Universidad del País Vasco UPV/EU. 2011-2015*. UPV/EU. Online: http://www.uab.cat/doc/diagnosiEpDuniversitats

European Union (2019*) EU citizens and development cooperation. Special Eurobaromenter 494.* Octubre

FONGCAM (2008) *El cuadrado de la EDCG. Posicionamiento sobre educación para el desarrollo y la ciudadanía global de las ONGD de la FONGCAM*. FONGCAM, Madrid.

Futuro en Común (2018) *Una Agenda 2030 transformadora para las personas y el planeta*. Informe desde la Sociedad Civil.

Fundación Autónoma Solidaria (2015) *L'educació per al desenvolupament a la Universitat. Impulsant l'educació crítica I compromesa als estudis de grau*. Barcelona: Fundación Autónoma Solidaria. Online:

Del Río Martinez, Amaia y Celorio Díaz, Gema (coords.) (2018) Educación crítica emancipadora: Diagnóstico en la Universidad del País Vasco UPV/EU. 2011-2015.

Hegoa (2015) *Actas del IV Congreso de Educación para el Desarrollo: Cambiar la Educación para cambiar el Mundo: Por una accion educative emancipadora*. Vitoria-Gasteiz: Hegoa. Online: http://publicaciones.hegoa.ehu.es/es/publications/330

Manzano-Arrondo, Vicente (2012) *La universidad comprometida*. Pais Vasco: Hegoa. Disponible en: http://pdf2.hegoa.efaber.net/entry/content/1230/Univ_comprometida.pdf

Mesa, Manuela y Escudero, Jose (2011) *Diagnóstico de la ED en España*. Madrid: CEIPAZ-Fundación Cultura de Paz. Disponible en: https://coordinadoraongd.org/old/1061/original/Carreteras_Secundarias.pdf

Mesa, Manuela (2011): 'Background and Contextualisation of Development Education', online: https://www.academia.edu/5284882/Background_and_Contextualization_of_Development_Education

Mesa, M. (Dir.) (2000). *La educación para el desarrollo en la Comunidad de Madrid. Tendencias y estrategias para el siglo XX*I. Informe a la Dirección General de Cooperación y Voluntariado de la Comunidad de Madrid. Mimeo.

Mesa, M. (2011) 'Reflection on the five generation model of development education', *Educacion Research Global*, 0:141-167.

Mesa, M. (2014), 'Precedentes y evolución de la educación para el desarrollo: un modelo de cinco generaciones', *Sinergias-Diálogos educativos para a transformacao sozial.* Diciembre, (1): 24-56.

Nos Aldás, Eloísa; Arévalo Salinas, Álex Iván & Farné, Alessandra (Eds.) (2015). *#comunicambio: Comunicación y Sociedad Civil para el Cambio Social / #com4change*. Madrid: Fragua.

ONGWA (2018)  *Nadie dijo que fuera fácil. Un relato colectivo, optimista y cuestionador sobre como las ONG implicamos a la ciudadanía* Madrid: ONGAWA

Padial García, Elisabet (2011), *La educación para el desarrollo en las coordinadoras autonómicas de ONGD*. Madrid. CONGDE. Disponible en: https://coordinadoraongd.org/old/1001/original/20111130_111154_Educacion_Desarrollo_web_.pdf

*Plan Director de la Cooperación Española 2018-2021*. Ministerio de Asuntos Exteriores.

Polo Tejedor, Yolanda (2012) *Carreteras secundarias. Activismo periodista para llegar a otra realidad*. Madrid: Coordinadora de ONGD

Pizzuti, Giulia (2016) Tesis doctoral: *Globalización, gobernabilidad y Educación: hacia la construcción de una ciudadanía global*. Universidad Pablo de Olavide
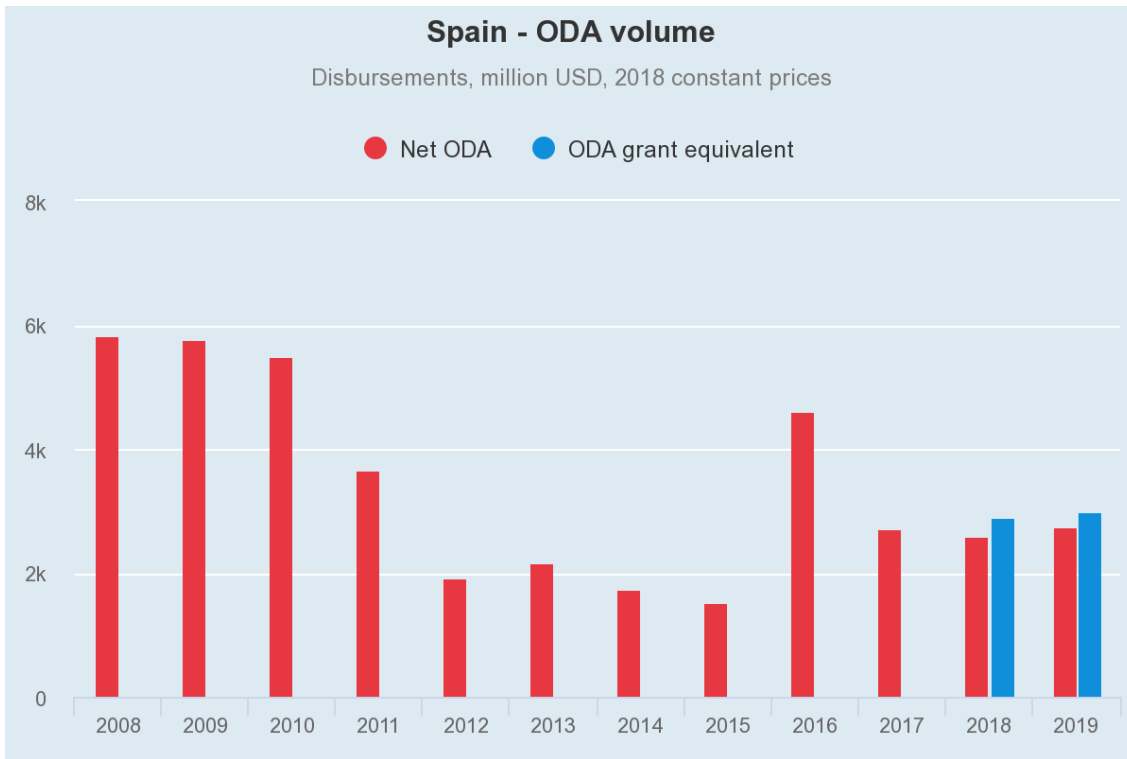
Ramil Ferreiro, X. (2012)  *# ParadigmáTIC@s. Comunicación y cultura digital en las ONG de Desarrollo*. Madrid: Coordinadora de ONGD. Disponible en: https://coordinadoraongd.org/old/1024/original/20120620_140606_culturadigital.pdf

VV.AA. (2011) *Educación para la Ciudadanía. Informe de situación en ocho comunidades autónomas*. País Vasco: Hegoa.
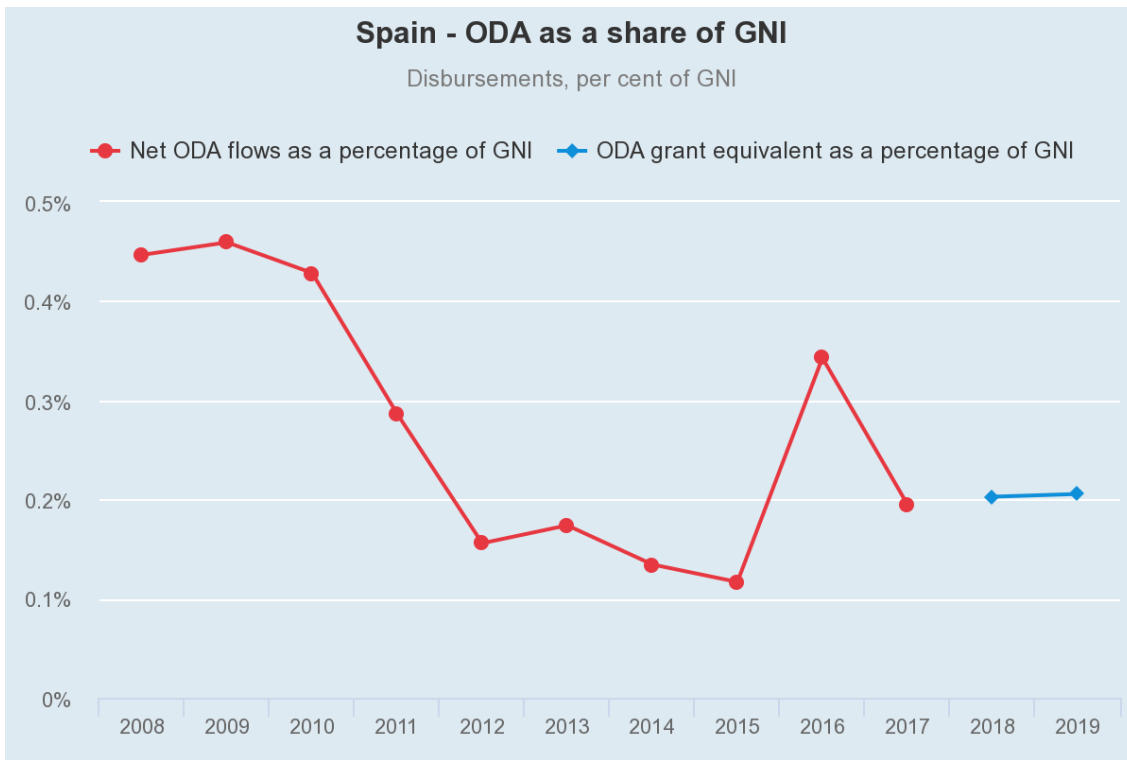
VV.AA (2012) *Competencias y EpD. La Educación para el Desarrollo en el curriculum desde la perspectiva de CCBB.* Barcelona: Edualter.

# ANNEXES

## Development Cooperation Profiles



**Spain - ODA volume**
Disbursements, million USD, 2018 constant prices

● Net ODA  ● ODA grant equivalent
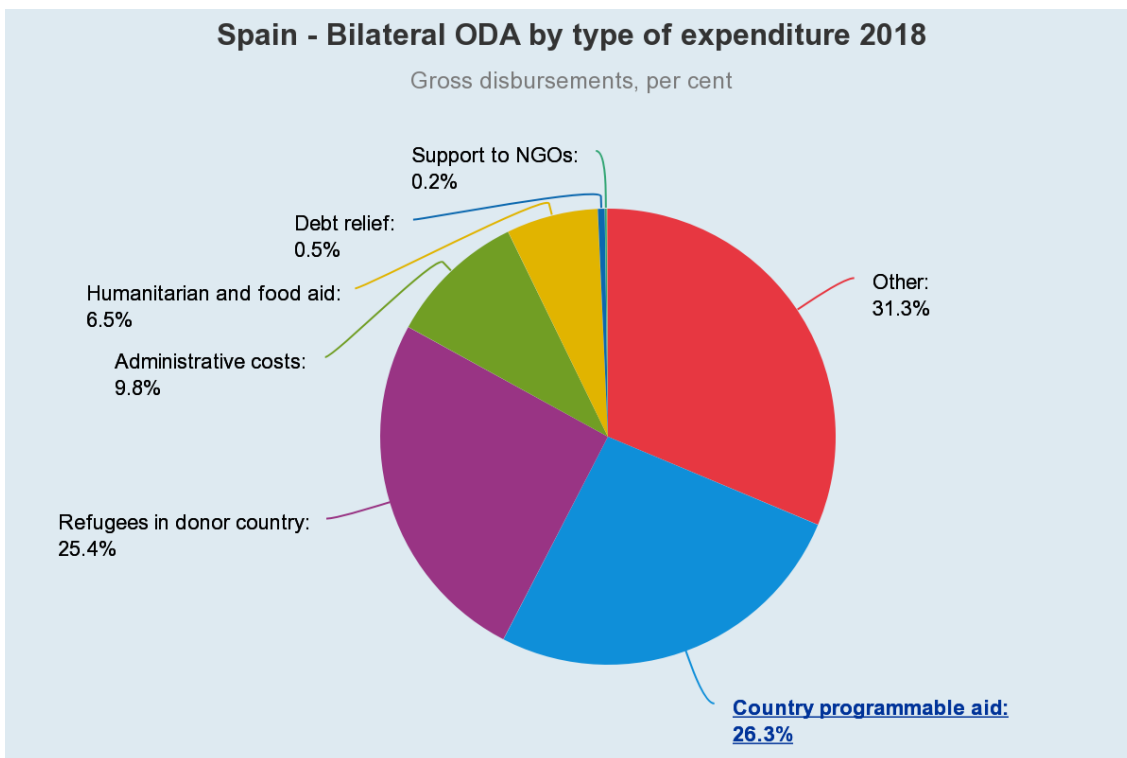
Source : OECD (2020) Development co-operation profiles 2020. Spain: OECD. Online: https://www.oecd-ilibrary.org/sites/26d68de7-en/index.html?itemId=/content/component/5e331623-en&_csp_=b14d4f60505d057b456dd1730d8fcea3&itemIGO=oecd&itemContentType=chapter

**Spain - ODA as a share of GNI**

Disbursements, per cent of GNI

Source : OECD (2020) Development co-operation profiles 2020. Spain: OECD.



**Spain - Bilateral ODA by type of expenditure 2018**
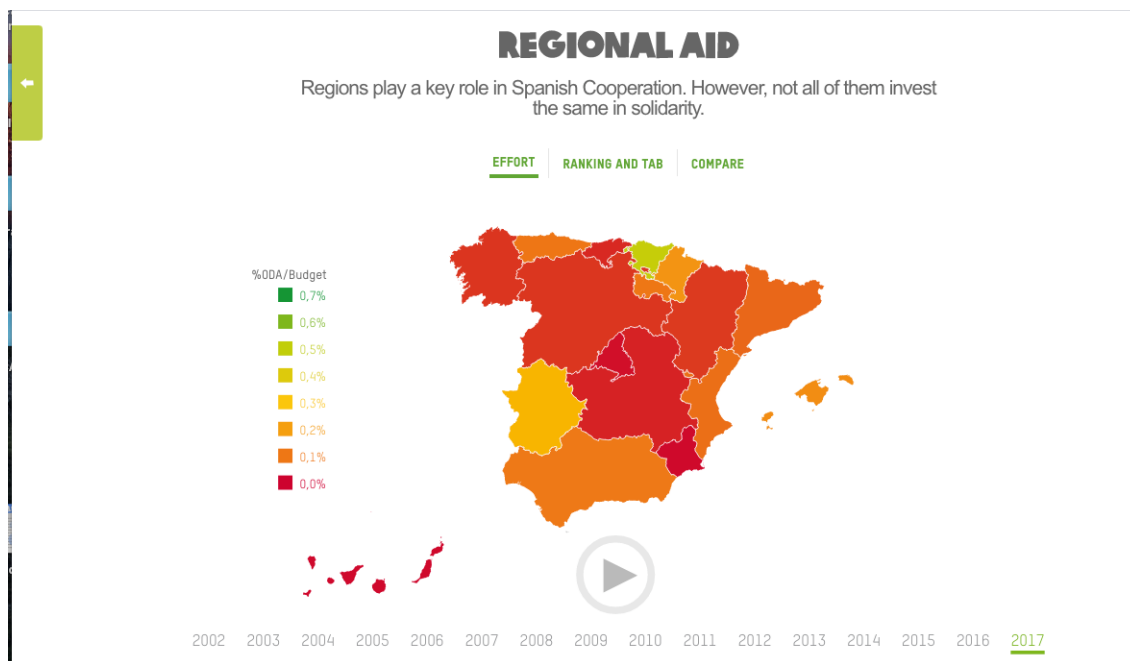
Gross disbursements, per cent

Source : OECD (2020) Development co-operation profiles 2020. Spain: OECD.

**Spain - Bilateral ODA by channel of delivery 2018**

Gross disbursements, per cent

- PPPs and networks: 1.1 %
- Private sector: 1.2 %
- Other channels: 5.5 %
- Universities, research institutes or think tanks: 2.0 %
- Multilateral organisations: 11.8 %
- NGOs: 54.4 %
- Public sector: 24.0 %

Source : OECD (2020) Development co-operation profiles 2020. Spain: OECD.



**REGIONAL AID**

Regions play a key role in Spanish Cooperation. However, not all of them invest the same in solidarity.

EFFORT    RANKING AND TAB    COMPARE

%ODA/Budget
- 0,7%
- 0,6%
- 0,5%
- 0,4%
- 0,3%
- 0,2%
- 0,1%
- 0,0%

2002  2003  2004  2005  2006  2007  2008  2009  2010  2011  2012  2013  2014  2015  2016  2017

Source: Reality of Aid. Oxfam: http://realidadayuda.org/en/analizar-la-ayuda/ayuda-autonomica#esfuerzo

## 2017 Ranking

| POSITION | REGION | ODA | | POSITION | REGION | ODA |
|---|---|---|---|---|---|---|
| 1 | País Vasco | 0,48% | | 10 | Aragón | 0,05% |
| 2 | Extremadura | 0,26% | | 11 | Castilla y León | 0,04% |
| 3 | Navarra | 0,17% | | 12 | Galicia | 0,04% |
| 4 | Baleares | 0,15% | | 13 | Cantabria | 0,03% |
| 5 | Andalucía | 0,11% | | 14 | Castilla-La Mancha | 0,03% |
| 6 | La Rioja | 0,10% | | 15 | Madrid | 0,01% |
| 7 | Asturias | 0,10% | | 16 | Murcia | 0,01% |
| 8 | Comunidad Valenciana | 0,09% | | 17 | Canarias | 0,01% |
| 9 | Cataluña | 0,09% | | | | |

Source: Reality of Aid. Oxfam: http://realidadayuda.org/en/analizar-la-ayuda/ayuda-autonomica#esfuerzo

### Áreas y líneas de trabajo de las ONGD en España (Todas las ONGD, áreas)

| Área | Valor |
|---|---|
| Sensibilización y educación para la ciudadanía | 68 |
| Voluntariado en España | 47 |
| Comunicación | 46 |
| Incidencia política | 43 |
| Investigación, estudios, reflexión | 41 |
| Voluntariado en el extranjero | 33 |
| Movilización | 26 |
| Formación externa | 19 |
| Comercio justo | 11 |
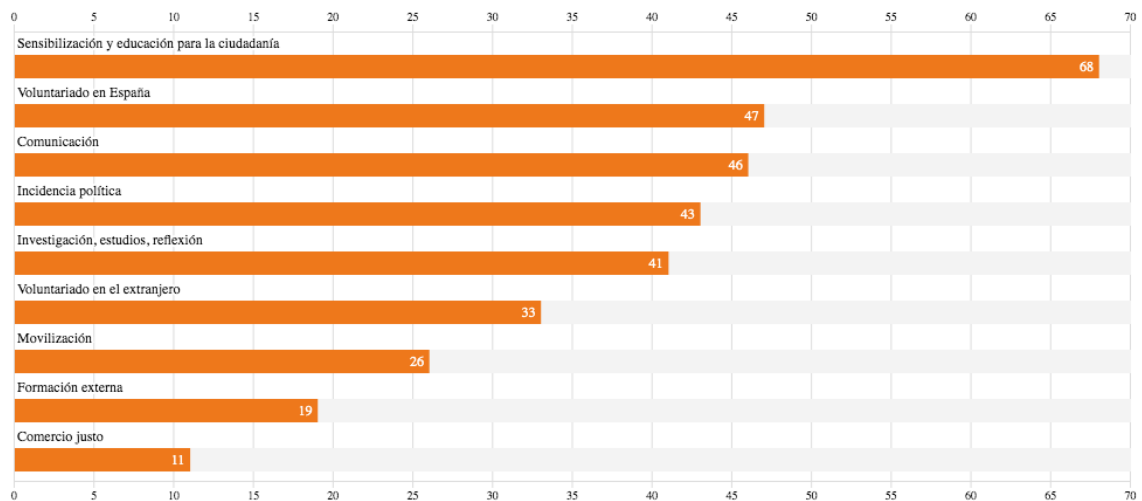
Coordinadora de ONG para el Desarrollo. Informe del Sector de las ONGD 2019.