

DEAR in Cyprus 2020

Context and project observations



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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 about supported 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. Details of the country studies that have been published to date can be found at

<https://europa.eu/capacity4dev/dear/news/dear-programme-reports>.

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This report is based on documentation reviews and a one-day remote workshop with staff involved in some of the EU grant funded DEAR projects in Cyprus carried out during July 2020. Reviews and the workshop aimed to gather information, examples, perspectives, opinions and experiences of the context and work of DEAR projects in the country.

Summary of findings

The external environment under which the Development Education and Awareness Raising (DEAR) Programme is implemented in Cyprus is not fully conducive but there are adequate conditions to allow the DEAR beneficiaries carry out smoothly their actions, develop their capacities, and contribute to the objectives of the Programme. The opportunities and threats in the external environment can be summarised as follows:

Opportunities

- Clear procedures by the Ministry of Education and Culture (MoE), which leads to easy and timely access of civil society organisations (CSOs) to schools: the process followed by the MoE is straightforward and clear to the CSOs, the CSOs-proposed educational programmes are approved and communicated to the schools on time by the MoE through general circulars;
- Education for Sustainable Development, the area of Global Education (GE) with the strongest momentum, is high on the agenda within the formal education system, particularly at primary school level;
- DEAR beneficiaries can rely on the cooperation with the Pedagogical Institute, the scientific body within the MoE, which has the mandate and the capacity to advise on issues related to the scientific value and quality of the educational material produced in the frame of DEAR projects;
- The recommendations of the recent Global Education Network Europe (GENE) country report (published in 2017) and the follow-up of the GENE Team (in 2020) can mobilise institutional actors to work for their implementation. CSOs can be actively engaged in the process through their advocacy oriented components of their DEAR projects.

Threats

- No specific policy, Strategy or Action Plan for Global Education exists. The National Education for Sustainable Development Strategy has gained well-deserved international recognition as an example of good practice but other strands of GE in Cyprus seem to receive much less priority by comparison;
- The last update of the Development Cooperation Strategy of Cyprus was in 2012. Since then, mobility of staff, budget reductions, and other priorities have prevented the Ministry of Foreign Affairs (MoFA) from revising the Strategy and possibly integrating Global Education and Awareness Raising as part of it. Any collaboration between the MoFA and civil society is developed on ad-hoc basis and for actions with short-term horizons;
- Availability of funds for development cooperation and humanitarian aid from public sources have been scarce;
- Lack of financial resources has meant that in practice the Non-Governmental Development Organisations (NGDO) platform is no longer active. No specific steps have taken place due to the limited time of key persons to focus on this process;
- Young people in Cyprus are far below the EU average in social and civil participation. They lack knowledge and understanding that would stimulate their participation.

Under a challenging environment, the DEAR beneficiaries have managed to adjust and adopt their approaches in order to achieve the expected results of their projects. It has been observed and confirmed by the DEAR beneficiaries that prompt and relevant measures have taken place as responses to various

challenges and opportunities that have emerged during the project implementation period.

Looking at the inherent advantages and the internal strengths and limitations of the DEAR Programme and of the DEAR beneficiaries the following were observed:

Strengths

- Adequate financial resources for the DEAR beneficiaries to implement wide-scale and effective awareness raising and mobilisation actions/engagement of more than one project partners and other implementing entities (for example communication experts) with complementary competences;
- High internal capacities of CSOs to implement DEAR actions, in particular in the field of Global Education/ highly competent experts who have a deep knowledge and experience and can develop new quality material and methodologies on Global Education;
- Flexibility of the Programme and of the DEAR beneficiaries to adapt activities and priorities to local realities and to address local needs when and where this is needed.

Weaknesses

- Short period of implementation (36 months), limited impact prospects where no further funding is available or where the project services are not adopted by institutional actors. Local CSOs in Cyprus are not members of international CSO networks, their projects are not integrated into big, international strategies with a certain continuity and support by headquarters;
- DEAR projects are complex, involve many actors, are implemented by CSOs and Local Authorities (LAs) which do not have strong decision making power;
- The DEAR projects include various different components, such as policy advocacy, education, and public awareness components which require a lot of human resource effort for the management at the expense of the quality of the actions;
- Limited capacities and interest of CSOs in the country in policy advocacy (which is closely linked to the unfavourable political/institutional environment in which DEAR projects are implemented).

Overall, the DEAR Programme in Cyprus has strengthened the working relationships among CSOs and has stimulated the interest of many CSOs in working for the promotion of the Sustainable Development Goals (SDGs). Other important achievements thanks to the DEAR Programme are the establishment or enhancement of working relationships between civil society and various institutional actors, especially the MoE and the MoFA, the strengthened role of local authorities vis-à-vis their relationship with their citizens, and the development of innovative educational material of high quality.

The national context for DEAR in Cyprus

Access to schools

Access to schools is relatively easy for the well-established education CSOs which have many years of relevant experience including as EU DEAR beneficiaries. However, a recent restructuring in the Office of European and International Affairs inside the Ministry of Education and Culture (hereinafter MoE), has resulted in longer and more complex processes to obtain permission to access and inform schools about educational programmes offered by CSOs. The introduction of the General Data Protection Regulation (GDPR) has added to the complexity of obtaining access as well as in collecting useful monitoring data from the participants in project activities (teachers and students).

In spite of the formality and bureaucracy, the process followed by the MoE is straightforward and clear to the CSOs, the CSOs-proposed educational programmes are approved and communicated to the schools on time by the MoE through general circulars, allowing CSOs to have timely access and implement them smoothly in the course of the school year. Due to the small size of the country all stakeholders know each other well and institutions have developed professional relationships of trust and collaboration with civil society. Nevertheless, the dissemination of opportunities for schools to participate in global education (GE) actions and the reporting of the results of such actions on the government websites and social media platforms is not very streamlined.

A good understanding of Sustainable and Global Education terminologies is often missing and insights into related issues is not widely known amongst key institutional stakeholders. Most actions implemented by them are on an ad hoc basis. Although relevant vision and expertise exists in MoE, the lack of a strategic plan on Global and Sustainable Education hinders achieving the full potential of cooperation with civil society.

Local authorities maintain good relationships with the Directors of schools who have the decision making power about their school engagement in DEAR projects, within the confines of the formal processes of the MoE.

Policies for implementation of DEAR

No specific policy, Strategy or Action Plan for Global Education exists. Discussions involving stakeholders about such policy document have taken place for more than a decade after the accession of Cyprus to the European Union, but so far without a tangible outcome. After the Global Education Network Europe (GENE) conference in Cyprus in 2019, the MoE embarked on mapping the Global Education situation in the country, with the aim to effect a change towards a more coherent progress in the field by creating a strategy.

Education for Sustainable Development is the area of Global Education with the strongest momentum and is high on the agenda within the formal education system, particularly at primary school level. The integration of ESD has been led and promoted by the Environmental Education department of the Pedagogical Institute. The National ESD Strategy has gained well-deserved international recognition as an example of good practice. Other strands of GE in Cyprus seem to receive much less priority by comparison.

The last update of the Development Cooperation Strategy of Cyprus was in 2012. Since then, staff changes, budget reductions, and other priorities have prevented the MoFA from revising the Strategy and possibly integrating Global Education and Awareness Raising as part of it. The lack of a specific framework, including lack of specific targets and action plans hinders the strengthening of relationships between the MoFA and civil society. Any collaboration is developed on ad-hoc basis and for actions with short-term horizons, such as in the frame of the EU Presidency, GENE meetings, follow-up to the 2017 GENE peer review, or in preparation for the Voluntary National Review Report to the United Nations High Level Political Forum in 2017.

Institutional Structures for the implementation of DEAR

The Parliamentary Committee on Educational Affairs and Culture is responsible for issues that fall under the operations of the Ministry of Education and Culture. The Ministry of Education and Culture is the central authority that oversees the operations of all statutory educational, cultural, youth and sports related bodies in the Republic of Cyprus. The Ministry also co-ordinates the Interdepartmental Committee on Global Education, which brings together the MoEC, the Pedagogical Institute, the Departments for Primary and Secondary Education, the Ministry of Foreign Affairs and several NGOs working in Global Education. This Committee represents Cyprus at GENE.

The Cyprus Pedagogical Institute (CPI) has a mandate to provide continuing education and professional development opportunities to educators at all levels of the educational system and to inform them on the latest educational trends. The role of the Institute is to promote the Continuous Professional Development (CPD) of all teachers and to advise the MoEC on education policy matters. One of the main challenges faced by the CPI is the fact that many teachers' professional development programmes are not obligatory and teachers' professional development depends largely on personal commitment. The Pedagogical Institute advises the DEAR actors on issues related to the scientific value and quality of the educational material produced in the frame of DEAR projects.

The Ministry of Foreign Affairs is responsible for Cyprus' role in the world and for bilateral and multilateral diplomatic relations. In terms of Global Education engagement, the Ministry of Foreign Affairs takes part in the meetings of the Interdepartmental Committee on Global Education. Within the Ministry, the Directorate General for European Programmes, Co-ordination and Development operates as the office responsible for issues related to European Funds and Programmes.

Due to the financial crisis of the previous years and subsequent restructuring processes, civil society has noticed a great deal of turnover of staff in the MoE and the MoFA. Officials who had developed knowledge on the DEAR topics and established relationships with civil society actors and other stakeholders at EU level were moved to other units and new officials came in who needed to make substantial efforts to understand the current status of Global Education, their roles and mandates, and even the terminology used. DEAR beneficiaries need to tackle the continuous mobility of institutional staff involved which is beyond the control of the implementing partners but has an impact on the implementation of the activities of the DEAR projects.

The Youth Board of Cyprus is a government-funded public legal entity that was established in 1994. It operates to promote the role of youth and to offer opportunities for young people to participate actively, both locally and abroad. The Youth Board is the national body responsible for activities such as the European Solidarity Corps (the previous "European Voluntary Service") and Erasmus+. It works closely with Cyprus Youth Council to consult and reach out to young people on the island. The Youth Board does not directly address the global dimension in its programmes and actions and Global Education does not feature prominently in the Youth Strategy or National Action Plan.

Funding opportunities for the implementation of DEAR

There have never been public funds available for CSO Global Education or Awareness Raising activities. According to the latest CONCORD Report on GE/AR, the public funding for GE/AR was zero for the period 2011-2015 and there is strong evidence to believe that the situation remains the same today, at least as regards funding channelled through specific mechanisms (tenders, calls for proposals, or direct awards). The DEAR beneficiaries confirm that no public funding is available at least to their organisations.

Since 2012 available funds for development cooperation and humanitarian aid have become scarce with a parallel shrinking of the mandate of the respective body in charge. In particular, following the financial crisis of 2012-13, the operations of CyprusAid, the agency which was established in 2005 to set-up and

manage the development cooperation programme of Cyprus, were transferred to the MoFA. The Planning Bureau was renamed the Directorate General for European Programmes, Co-ordination and Development in November 2013. The MoFA is now responsible for setting Cyprus' ODA policy as well as for implementing it.

However, wherever Global Education appears in the curriculum or in teacher training provided by the Pedagogical Institute, funding for this is included in the annual education budget.

In the frame of a recent visit of the GENE team to the country in February 2020, one of the topics of discussion was on the public funding for GE/AR. The MoFA affirmed the efforts to make some funding available soon from a contingency fund. However, no concrete replies were provided, no commitments were made, and there is no further development in this direction since then.

Implementation of the Agenda 2030 in Cyprus

Cyprus' institutional mechanism for the implementation of Agenda 2030 is comprised mainly of Ministries and other governmental services, and is under the coordination of the Ministry of Foreign Affairs. A relevant line Ministry has been assigned as coordinator for each one of the 17 Goals. Upon the initiative of the Ministry of Foreign Affairs, a process has been launched for indicating the most appropriate coordinator for SDGs implementation at a domestic policy level.

Coordination of both the domestic and the foreign policy aspects of the SDGs, as well as communicating and coordinating with the civil society, rests with the Ministry of Foreign Affairs, in cooperation with relevant line Ministries. Among them, the Ministry of Environment has a critical role to play with regard to climate change. However, the relationships between that Ministry and DEAR beneficiary CSOs are not established to the extent that would enable a fruitful cooperation in the frame of their DEAR actions..

The Political Affairs Division at the MFA is responsible for the voluntary reporting on the Sustainable Development Goals (SDGs) to the United Nations and collaborates with other ministries and agencies in Cyprus in order to obtain data for the report .

From the civil society point of view the implementation of the Agenda 2030 is fragmented in the sense that there is lack of a reference point which the civil society can address and cooperate with. The line Ministries do not seem to have ownership and their staff are not adequately aware of their mandate and their role in the process. In the MoE, for example, SDG 4 (Education) is not clearly integrated in strategic documents and staff, who might be relevant to DEAR projects, are not familiar with the Agenda 2030, with SDG 4 and or what their mandate is towards its achievement. This working environment increases the challenges as regards the advocacy work of DEAR beneficiaries to promote the localisation of the Agenda 2030.

Political opinion relating to international development issues, and Global Learning/ Campaigning-Advocacy

Except for very few but very dedicated and active politicians, as far as civil society perceives, there seems to be limited knowledge of the politicians in Cyprus related to the Agenda 2030, at least as regards its context, the used terms, the involved actors and mechanisms, the human-rights based approach and the universality and inclusiveness concepts that guide this framework. If one focuses specifically on the SDG 4 and on the Target 4.7 about the global citizenship education, the knowledge among politicians is even less. However, the content of the SDGs as general goals for and aspects of sustainable development and as concepts and policy areas are of their interest. For example, issues related to the energy and the environment, economic growth, health, and education are definitely within the agendas of the politicians.

CSO Platform

CIYNDEP, the national CSO platform, was created in 2009 by bringing together Greek-Cypriot and the Turkish-Cypriot CSOs into one common platform. Having one single platform from Cyprus was a prerequisite for participation in CONCORD, of which it became a full member in 2009. For some years the platform was also active in EU DEAR supported actions. However, a lack of financial resources has meant that in practice the platform is no longer active. There is an ongoing discussion among the main CSOs for the renaissance of the platform, but for the moment no specific steps have taken place due to the limited time of key persons to focus on this process. A strong NGDO Platform whose objective would be to advocate for the needs and the priorities of the civil society and for changes in line with the Agenda 2030, including for strengthening of Global Education, would foster the credibility and the effectiveness of the civil society, which is not the case right now.

Local authorities and DEAR

The common case is that local authorities in Cyprus do not have dedicated departments in charge of the design and implementation of European projects. When an opportunity for a proposal comes in or at the time of implementation, staff are allocated to participate in the proposal writing or to implement the project activities. This effort is additional to the many diverse regular tasks assigned to the respective staff but it should be carried out within the standard working hours. There are no financial incentives by no means. By law, staff cannot be paid additionally for participating in national or European projects. The staff work overtime which is not compensated. Few active and dedicated officials, with developed awareness and critical understanding of sustainable development issues, are engaged in such projects, including the ones related to the DEAR Programme. Among the incentives one can find the personal development and the professional experience on which the individuals can capitalise throughout their career and the personal satisfaction from the successful implementation of the project for the benefit of the citizens.

In particular for DEAR, local authorities recognise the opportunity offered by the DEAR Programme to raise the awareness of their citizens on sustainable development and, more practically, to increase the visibility and the reputation of the local administration amongst the citizens. In general terms, local authorities are open to join partnerships for projects, including in the DEAR Programme. Nevertheless, involved staff still face a lot of challenges such as the limited infrastructure and financial resources: political will is typically not translated into tangible support at operational level. On the other side, due to the limited human resources of the local authorities, there are mayors and municipal boards who are not in favour of the participation in projects in order to not distract the personnel from providing the standard services to the citizens.

Many LAs in Cyprus have an “Open School” programme which has been supported financially by the MoE. The objectives of this program are

- a) the effective use of the school space and infrastructures as cultural, sport, and creativity centres when this is not used for the purposes of the curriculum;
- b) the mobilisation of the citizens to the social life and the improvement of the quality of life;
- c) the development of the cultural and sport level of the local community;
- d) the facilitation of associations, CSOs, and physical persons which implement cultural, artistic, and sport activities to promote them to the general public;
- e) the strengthening of relationships among the citizens.

Open School is a favourable space which draws the attention of citizens of diverse ages and social backgrounds, and can be used in the frame of EU, including DEAR, projects.

As regards the relationships between LAs and the youth, LAs seem to face challenges in finding effective ways to stimulate young people’s active citizenship. The perception of LAs is that young people is a target group that cannot be easily reached and that the majority of young people are not interested in developing their global citizenship knowledge, skills, and competences. LA staff feel that only few individuals are active but not the majority of the youth.

Youth and DEAR

The findings of the latest Eurobarometer on European Youth (published in January 2018) revealed that young people in Cyprus are far below the EU average in social and civil participation. Only 4% have been involved in a local organisation aiming to improve the local community (lowest percentage among EU member states), 3% have been involved in a political organisation or political party (EU average at 7%), 2% have participated in an organisation promoting human rights or global development (EU average at 7%), 5% have participated in the activities of an organisation involved in climate change or environmental issues (same percentage as the EU average), and 7% of respondents from Cyprus have been involved in a non-governmental organisation (EU average at 12%).

In the experience of youth organisations in Cyprus young people lack knowledge and understanding that would stimulate their participation. Although there is a good network across Cyprus working with young people, including local level youth information centres and youth NGOs, LAs who try to engage young people and activities of the Youth Board of Cyprus, in general there are very limited resources to engage youth in, for example, advocacy efforts on the Agenda 2030.

Public opinion relating to international development issues, and Global Learning/ Campaigning-Advocacy

The latest Eurobarometer reports on EU citizens and development cooperation have shown that Cyprus is doing well compared to the EU average on various aspects related to the perception and opinion of citizens about development. From the following table some positive trends can be extracted such as that citizens in Cyprus believe that tackling poverty in developing countries should be one of the main priorities of the EU. Furthermore, there is a growing belief that the national government should prioritise tackling poverty. Another positive trend is that throughout the years more people are involved personally in helping developing countries (from 25% involved in 2016 to 57% in 2018). Citizens in Cyprus also believe that individual actions can have a role in tackling poverty (constantly above the EU average).

Question	Year							
	February 2016		April 2017		September 2018		October 2019	
	CY	EU-28	CY	EU-28	CY	EU-28	CY	EU-28
Tackling poverty in developing countries should be one of the main priorities of the EU (% Total "Agree")	82	69	89	68	93	71	91	70
Tackling poverty in developing countries should be one of the main priorities of the national government (% Total "Agree")	48	50	50	51	55	54	71	58
Tackling poverty in developing countries has a positive influence on EU citizens as well (% Total "Agree")	85	72	92	74	92	74		
As an individual, you can play a role in tackling poverty in developing countries (% Total "Agree")	52	52	55	54	61	53		

Question	Year							
	February 2016		April 2017		September 2018		October 2019	
	CY	EU-28	CY	EU-28	CY	EU-28	CY	EU-28
Have you ever heard or read about the Sustainable Development Goals agreed by the international community? (% "Yes")	21	36	25	41				
Are you personally involved in helping developing countries? (% not involved)	75	65	49	49	43	56		

These surveys reflect a society which is willing to receive further information about sustainable development, to participate in action as individuals and collectively, and to advocate for policy changes for the benefit of developing countries. DEAR projects can perform a substantial role in this direction.

Projects' interpretation(s) on various DEAR dimensions

Interpretation of “Quality”

According to the DEAR beneficiaries the term quality is closely linked with impact, and the most obvious evidence of the impact to which DEAR projects contribute to is the improvements on aspects addressed by the relevant Eurobarometer surveys (special Eurobarometer of development cooperation).

When the project duration is of only three years, and the project is not a follow-up to a previous one, the first year is dedicated to the set-up of the management structure, processes, tools, networks, methodologies. This has an impact on the efficiency and effectiveness of activities. The second and third years is typically the period when the project delivers good quality outputs and contributes to outcomes.

However, even if a DEAR project is excellent in terms of target achievements, the consistency (in other words sustainability) and therefore the long-term impact is not always secured. To achieve a long-term impact, the organisations should either extend the provision of their services or to secure that the achieved results will be replicated by other organisations or integrated into sustainable and large scale structures and adopted by institutional actors, such as, in the case of Global Education, the MoE.

Therefore, quality DEAR is a project which achieves the transfer of products and services to and their adoption by the respective institutions so that the target groups and beneficiaries continue to benefit from these and that the achieved results are scaled-up. This is closely linked with the achievement of a good level of ownership of the project by institutions.

In particular for Global Education DEAR projects, quality is associated with the mobilisation of highly competent experts who have a deep knowledge and experience and develop new material and methodologies on Global Education. The scientific value of the developed educational material is a key quality element of a DEAR. Although DEAR is not a research Programme, the DEAR projects in Cyprus are used to have a strong scientific focus on the educational material produced thanks to the expertise of the involved CSOs. The quality material are attractive to the teachers who are willing to test them during the implementation period and to continue using them beyond the end of the project. Such material draw the attention of the institutional actors, mainly of the Pedagogical Institute, the direct scientific body in the MoE, which is willing to invite CSOs as trainers in their professional training programmes or even to include the material in the content of these programmes. Therefore, quality GE material can secure the continuity and sustainability of the services of a DEAR project.

Another dimension of quality in GE projects refers to the availability and flexibility of the local teams to accommodate the needs and the priorities of the target groups (i.e. of school teachers), including to dedicate adequate time in the communication with them and to be timely responsive to any ad-hoc requests. This attitude can secure the ownership of the target groups, facilitates the development of trust between the implementing entity and the target groups, and eventually the active and continuous participation of the target groups in the project. In parallel, the availability and support of the implementing entity contributes to strengthening the confidence of the teachers in using the products (for example educational material and methodologies) offered by the DEAR projects.

A prerequisite for a quality DEAR project is for the partnership to secure the relevance of the planned activities to the capacities and priorities of the partners. When more than one partners are involved in the same country, the division of labour and the complementarity are also critical aspects for the implementation of activities in good quality. In Cyprus, partnerships between CSOs and LAs have proved to be effective since the former usually develop methodologies and material and the latter, thanks to their credibility as public bodies, secure the visibility of the project and enables wide outreach and access at local level. In particular for LAs, one component of quality refers to the added value of the project to the life of the citizens which is secured if the project is relevant to their needs and if the services are accessible and easily used by the citizens. This is linked to the external communication of the implementing partners. The communication of the work done and of the available services offered are of utmost importance in all

projects but this is even more obvious when it comes to a DEAR project which aims to convey specific messages to various audiences. Therefore, a quality DEAR project is the one that disseminates its work and its services and results effectively.

Since an organisation is formed by individuals and organisational capacity is strongly linked with individual capacities. The technical and managerial experience and knowledge of the staff is a key factor which defines and secure the quality of a DEAR project. This individual capacity can be applied only if adequate time is allocated to implement the project. Therefore, quality embeds also the dimension of availability of adequate time. DEAR projects are complex, involve many actors, are implemented by CSOs and LAs which do not have strong decision making power, include policy advocacy, education, and public awareness components which require a lot of human resource effort both for the management as well as for the design and implementation of activities. Another prerequisite for a quality DEAR is the availability of financial resources for development of educational material and awareness campaigns, which is the case for the DEAR Programme.

Finally, the quality of a DEAR project is also reflected in the quality of its deliverables, including any surveys and research studies, position papers, monitoring reports, action plans (for example Roadmaps for the integration of the Target 4.7 in the formal education), as well as its progress report.

As regards the sub-grants, it is noteworthy that the limited time and limited financial resources are the two preventing factors which affect the quality of the respective actions. In one particular case of a sub-grant the lack of resources for compensation of project staff hindered the development professional relationships for the recruitment of participants and the effective communication of the messages over social media. In another case, the availability of funds for salaries was a enabling factor for quality. For sub-grants to secure quality with the limited available resources, they should be designed in a way to identify specific gaps and to focus on addressing them. For example, a sub-grant beneficiary had identified gaps in the capacity of the civil society actors to work on advocacy and communication with media, and through this sub-grant tailor-made training sessions were organised, focused on these particular aspects. Therefore, for sub-grants, small-scale and targeted actions which address already identified needs, and the identification and mobilisation of relevant participants (for example the right persons within a CSO or the right journalists) can lead to quality results.

Quality also refers to the possibility for measurement of the results to which a project contributes to. The development of the right indicators which can capture data that can show evidence of the contribution of the project is crucial. The adoption of such indicators by institutional actors who can continue to collect relevant data beyond the project end is also pivotal.

The following table summarises the components of quality DEAR, split into two categories, one component of a DEAR project which contribute to quality and second which dimensions define quality.

Contribution to quality of a DEAR project (prerequisites)	What quality means
Human resources/partners' staff (capacity)	Impact on society
Adequate time (allocated to human resources)	Local ownership by stakeholders
Adequate time (duration of the implementation period)	Sustainability of products and services
Alignment of the project approach and activities to the capacities of partners	Good dissemination/access to target groups
Adequacy of financial resources	Scientific value of educational material
Proper division of labour among partners	Quality of outputs (research studies, position papers, monitoring reports, communication or advocacy plans etc)
Flexibility of the implementing partners to accommodate ad-hoc needs of target groups	Measurement of results

Used terms for DEAR in Cyprus

The used terms vary depending on the activities and the target groups.

- Not complicated terms with politicians (for example, instead of SDGs or Agenda 2030, the term “social issues” was used in the process for the development of the questionnaire which would address them)
- When the DEAR beneficiaries interact with professionals in the respective area the established terms are used, such as “Global Education” with educational actors like the GENE team or the Pedagogical Institute, and SDGs/Agenda 2030 with the MoFA.
- Use of terms of the Agenda 2030 (like the SDGs as such or the terms in their definition or within various targets like “global citizenship education”) are also used for educational and awareness raising purposes with various target groups like young people, journalists, and teachers.

In their external communication, the MoFA uses the terms adopted by the UN in the frame of the Agenda 2030. These are the formal terms used by the international community which is involved in the international development arena.

The MoE uses the term Global Education as it was defined by the North-South Centre of the Council of Europe at the International Conference "Strategies for increasing and improving Global Education" held in Nicosia in March 2002 and was adopted at the Maastricht Global Education Declaration in October of the same year.

- *“Global Education is Education that opens people’s eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and human rights for all.”*
- *“Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship.”*

The term Global Education is also used by the Interdepartmental Committee on Global Education, co-ordinated by the Office for EU and International Affairs at the Ministry of Education and Culture. The term Education for Sustainable Development is also widely used by institutional actors, in particular by the Pedagogical Institute, and is also reflected in the National Action Plan for Environmental Education with a focus on Sustainable Development.

The following table present the terms used by the DEAR beneficiaries in their external formal communication through their social media, progress reports, and other material produced in the course of their projects. The used terms in English largely follow the terms adopted by the partnership and the formal documentation of the DEAR project. The partners in Cyprus follow the same terminology for reasons of uniformity and common identity:

DEAR project	Used terms
Bridge 47	Global Citizenship Education active citizenship and global education education for active citizenship SDGs raising awareness
Snapshots from the Borders	Critical understanding of decision makers and of the public Public awareness raising/informed and aware citizens encouraging participation Engagement Global citizenship #sharerresponsibility and #bepartofasolidaritymovement (hashtags used)
Walk the Global Walk	engagement and action knowledge about SDGs Global Citizenship Education active citizenship raising awareness peer-to-peer

DEAR project	Used terms
InterCap	global learning shifting public perceptions critical understanding development education SDGs and Sustainable Development
Make the Sustainable Choice (sub-grant)	Citizens' active involvement and participation Increased awareness Empowerment competences in teaching SDGs
Local to Global (sub-grant)	awareness and knowledge regarding the SDGs Global Citizenship Education

The term Global (Citizenship) Education is largely used by the DEAR beneficiaries, contrary to the development education which is considered by the civil society in Europe as a term reflecting the development work by the EU member states governments which, according to the civil society, is not representative of the principles they want to promote. This notion of development education is far from the Agenda 2030 narrative of interdependent world, of common responsibilities, and of localisation of efforts towards sustainable development which leaves no one behind. The term Education for Global Citizenship is among the terms used in the definition of the target 4.7 of the SDG 4 and the term Global Citizenship Education is the term used by UNESCO. However, even in cases where development education is used by the civil society as a term (for example in the InterCap project) this is used interchangeably with the term Global (Citizenship) Education. DEAR beneficiaries interpretation and subsequently their approach follows the definition of Global Education introduced by the North-South Centre of the Council of Europe.

As regards campaigning-advocacy projects, they all include interlinked components which follow a logical sequence with the aim from raise awareness about a topic through the creation of informational material, to develop critical understanding (i.e. of causes and effects), and eventually to engage citizens in specific actions for the promotion of the messages of the projects. The terms of "awareness" and "information" are used interchangeably, so are the terms "understanding", "knowledge", "competences", "empowerment", and the terms "involvement", "engagement", "participation", and "action".

Communication approaches, engagement of audiences, and dissemination beyond the direct audience

Approaches/tactics for outreach activities

The DEAR beneficiaries in Cyprus have put in place various communication approaches to reach their audiences, based on the description of the action, their capacities, the lessons that take on board from previous actions.

At this point it is noteworthy that although the Description of the Action of every DEAR project sets a well-defined framework for the implementation of activities with the aim to maintain the uniformity and the pan-European nature, in parallel it allows the beneficiaries at country level to adjust their activities into the national realities. The following table presents the main approaches (type of activities) of the DEAR beneficiaries in Cyprus to raise the visibility of the issues of their projects and to engage their audiences.

Communication activity	Target group(s)
Local event (press conference) with discussion and view exchanges among local policy makers, representatives from NGOs, members of the local council, journalists about the role of local municipalities into the area of asylum and migration	LA decision makers CSOs media
Participation in open events (e.g. festivals) organised by other initiatives with an Info Point Kiosk	public
The Capital Event Cyprus (one big open annual event organised simultaneously by all project partners): The event included documentary screening, art performances, music concert and info points	Public LA decision makers CSOs media
The media and social media campaign with dedicated Facebook page for the project in Cyprus which is constantly updated with posts	Public
Petition to Make October 3rd the European Day of Memory and Welcome of Refugees, which is promoted through paid ads on Facebook	Public
Field visit in other EU member states with the participation of NGO representatives and journalists from Cyprus and coverage by the media (press and online) through the dissemination of press release, articles and reportages	CSOs Media
Discussion on radio among experts who discuss the project purpose, goals and objectives	Public
Informative workshops	LA staff
Development of a participatory research	Local decision makers CSOs
Interviews on nationwide TV	Public
Distribution of a circular by the MoE to inform about the educational material of the project and to invite schools to the teacher training activities	Teachers
Development of an interactive online platform where educational material, school activities, and other posts and documents can be shared, and video for the promotion of the platform	Teachers
Peer education activities in which trained student leaders share their knowledge and experience with their peers	School students

Communication activity	Target group(s)
Implementation of the annual event of SDG Week in which schools take actions such as clean-ups, meeting with local authorities, planting trees, creating artistic recycling bins	School students
Implementation of the annual public event of Global Walk at a major road artery, which ends at a park where various activities are organised	Public School students
Implementation of summer schools and internships	School students Teachers
Bilateral meetings and participation in committees' meetings and conferences, and organisation of side events	Decision makers
Development of research studies, position papers, and advocacy plans as advocacy tools and their dissemination to the target groups	Decision makers
Open discussion among CSOs and active citizens and open online call for the formulation of questions towards politicians	CSOs Public
Dissemination of online questionnaire	Decision makers
Debate among politicians and representatives of civil society and youth sectors	Decision makers CSOs
Capacity development workshops	CSOs
Participation in bigger events (festivals) in the frame of which documentary screenings are organised	Public
All-in-one website with enabled functionalities to host an eLearning platform, an eLibrary, a forum, and to offer the possibility for online conferences; moreover, the visitors and users have direct link to the main social media page on Facebook	Teachers and educators Academia CSOs Public
Establishment of national networks of stakeholders with the objective to exchange on the topic of the project and to define the priorities (these being either to increase awareness or to do advocacy work)	Decision makers CSOs Academia LAs

As evidenced by the DEAR beneficiaries, an effective external communication strategy, plan, and activities, strongly depend on the available resources. The DEAR Programme offers the possibility for the mobilisation of adequate financial resources for the development of material, recruitment of experts, advertisement in various hosting places (online and traditional), organisation of big events and large scale campaigns of good quality.

Communication in the GE projects is different than in the campaigning and advocacy oriented ones. In GE projects, the main target groups are teachers and students who are reached through more targeted and even personal communication channels. In Cyprus, the good relationships between the civil society and the MoE allows the use of the formal channels of MoE such as the circulars. Moreover, due to the small number of schools and the small education community, the DEAR beneficiaries use their personal contacts to reach school teachers directly and invite them to participate in the projects. The communication of the messages is done through workshops, either face-to-face or by using online platforms where teachers can find valuable information and resources and interact with peers and the project partners.

In campaigning projects, DEAR beneficiaries use their social media channels to inform and call the public to actions. Annual flagship events are implemented around which the DEAR beneficiaries mobilise various stakeholders, in particular young people, offering them the opportunity to get actively engaged and become agents of change. The partnerships between CSOs and local authorities play a pivotal role in the campaigning projects, since on one hand the CSOs mobilise the school community and the youth and on the other the local authorities are able to advertise widely the campaigns to the citizens, to provide the physical infrastructure, and to give visibility and prestige to the various actions by mobilising local decision makers who can influence citizens. Moreover, it is easier for local authorities to have access to the traditional media, such as local and nationwide radio and TV stations as well as to other local authorities

with which synergies can be developed for further outreach. For campaigning projects the involvement of professionals in communication for the production of high quality material and for the design and implementation of a communication strategy is important. The DEAR beneficiaries have used to a good extent the services of professionals who can transmit the messages in an effective way.

In the policy advocacy components, the most effective approach to reach the target group of decision makers, government officials, and politicians has proved to be the bilateral meetings, in particular around key events, such as the GENE Team follow-up visit to Cyprus or the meeting of the Inter-ministerial Committee on GE, or other relevant timing, such when new officials undertake key roles in the relevant Ministries. Moreover, DEAR beneficiaries are aware of the importance of joining policy events during which they can meet with the most relevant stakeholders, present their policy recommendations, and learn about the most recent policy trends which allow them to define or adjust their own policy advocacy strategy. For more effective advocacy, the DEAR beneficiaries have also followed a bottom-up approach with the implementation of evidence-based research studies as well as through inputs coming directly by the public which has been offered the space to express their policy priorities which are then communicated to policy makers. Finally, another approach is the establishment of national networks which bring together various stakeholders under the umbrella of the specific DEAR projects with the objective to foster exchanges and to contribute to national policy making processes. The DEAR beneficiaries identify the actual gaps in order to create complementary and not overlapping structures, rendering them attractive to the stakeholders.

Key messages conveyed

The key messages conveyed by the DEAR beneficiaries vary depending on the target group, as presented in the following table.

Target group	Message
Government	To implement the formal commitments in the frame of the Agenda 2030 (incl. SDG 4) Climate action related: Immediate action is needed (after the example of COVID-19) To listen to the young people, how they want to be their future
CSOs	To integrate the global perspective (and GE) in their actions
Young people	There is public space for them to actively participate and to create their own actions (incl. through digital activism). The DEAR projects are here to support them.
Teachers	Informal methodologies can complement formal methods for more effective social skills development of pupils
School community	Migration has many faces, it is not the stereotypical perception that we have about the migrants and refugees from least developed countries
Public	It is important to participate to the EU elections demanding sustainable development agenda as priority (by LAs): The local government is next to the citizen and work together for common purposes Citizens' voices matters (as individuals and collectively) "No more bricks in the wall" (Snapshots project): Be solidary and human and embrace others (linking the case of Cyprus to attract citizens)

Outreach to wider audiences

Cyprus (and in particular Limassol) hosts three different categories of migrants,

- 1) economic migrants who have settled in Cyprus seeking better working opportunities and who might be "white-collar" employees,
- 2) domestic workers, mainly from Asian countries who support and accompany people with

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- disabilities or elder people and are mainly unskilled workers, and
- 3) refugees, mainly from Syria.

Although the DEAR beneficiaries (in particular the “Snapshots from the Borders” project) do not differentiate their strategies to reach these groups, they offer these groups the opportunity to better integrate into the local society through their active participation in the awareness raising and mobilisation activities.

Sixty seven per cent (67%) of the population of Cyprus lives in two districts, Nicosia and Limassol, where the vast majority of the CSOs are based and operate. Schools in these two districts have many more opportunities for extra curriculum activities than schools in smaller cities or remote areas where engaging schools needs more time and financial resources by CSOs due to the geographical distance from their premises.

Under this context, the DEAR beneficiaries have been trying to engage schools and communities in remote areas on the island. The implemented activities of the DEAR projects get high visibility at local level as something new and innovative. Another point noteworthy has been the engagement of students of a special school, the “School for the Blind” in one of the DEAR projects, which proves the inclusiveness potential of the DEAR Programme.

Finally, one of the DEAR projects contacted Turkish-Cypriot youth organisations and invited young people from this community to the workshops. This community can be formally considered as EU citizens which is the target group of the DEAR Programme but in practice this community faces different challenges and need other kind of attention and support from the international development and humanitarian community. Therefore, as concerns the DEAR Programme, they belong to a wider audience and the effort of the DEAR beneficiaries to include them is fully in line with the “leave no one behind” principle of the Agenda 2030.

Achievements of projects

Main achievements

Under a challenging environment, the DEAR beneficiaries have managed to adjust and adopt their approaches in order to achieve the expected results of their projects. It has been observed and confirmed by the DEAR beneficiaries that prompt and relevant measures have taken place as responses to various challenges and opportunities that have emerged during the project implementation period. The following table presents briefly the responses of the implementing entities to the main challenges and opportunities.

Challenges/Opportunities	Response
Lack of interest of schools/heavy workload of teachers/mobility of teachers	Open up the communication to other geographical regions and schools (e.g. private), and create synergies (UNESCO schools network)
Limited internal capacities	Mobilisation of professionals through sub-contracting
Turnover/mobility of government officials/difficulty in accessing officials	Targeted regular meetings with newcomers to establish contact and present the context / meetings and advocacy around other events (e.g. GENE Team follow-up visit to the country)
Various policy issues with low priority (e.g. national ODA) / fragmented SDG implementation / No specific framework and targets set	Redirection of advocacy efforts to more relevant issues (e.g. SDG Strategy, Target 4.7 with MoE) / development of research study on SDG implementation as advocacy tool / synergies with other CSOs and effort to re-establish NGDO Platform as reference point to advocate on behalf of the civil society
CSOs in the country not interested/capacitated to do advocacy	Targeted training on advocacy
Negative/neutral attitude towards migration/migrants and refugees	Communication using the Cypriot refugees as examples / promote the topic through the promotion of innovative teaching methodologies / development of research about the impact of migration flows (evidence)
Limited resources (this is the case for sub-grants)	Creation/mobilisation of synergies with partner organisations addressing well defined needs with targeted actions

Addressing these external factors, the DEAR beneficiaries have achieved a number of results in the short term which can form the basis for long term impact.

For local authorities the DEAR Programme is a great opportunity to promote active participation among the citizens, to increase the visibility and the credibility of the authorities before their citizens, and to inform the citizens about sustainable development issues.

In particular, the Global Walk is a flagship action with high impact at local level in the Strovolos Municipality. The 2019 Walk was organized with the Open School from Strovolos Municipality and the schools of the Municipality. The action attracted around 350 to 400 participants, including two visiting schools from other municipalities, and run through a main road artery of Nicosia, with music, positive energy and dance. The mayor and city staff also attended to the walk. The aim was that the event would be well visible to the citizens. The Walk ended in a municipal park where a number of activities were provided to the participants, from dancing to upcycling workshops and city beautification initiatives.

The main achievement of the InterCap is the production of high quality educational material on migration and development applying innovative participatory methodologies, thanks to the well-designed process and the professionalism of the partnership, including the highly relevant division of labour among the partners who have exploited fully their sectoral expertise in the development of the material. In total, 6

modules of a total duration of 30 hours of training have been developed. Until October 2019, the number of visits to the online training (from the registration-free version) reached 19.392 (for the whole project, not only from Cyprus). More information about the training package can be found in the project website (<https://www.developotogether.eu/>) and the e-learning platform can be accessed from the link <https://elearning.developotogether.eu/>. The high quality of the material is a conducive factor for the continuous use even after the end of the DEAR grant. InterCap, as a pure GE project, also offers workshops to in-service and training sessions to pre-service teachers which is much needed and requested. The project has managed to reach teachers in remote areas and to provide them with new knowledge about teaching methodologies. These, have been developed in the frame of the project around the topic of migration but they can definitely be used with many other topics, thus increasing the usefulness and relevance of the offered material and training. The DEAR beneficiary has been in contact with organisations which work with migrants and have been requested to deliver the training to migrants, who could eventually develop their training skills and apply them when a suitable opportunity arises in the future.

The “Local to Global” sub-grant has developed a manual which documents the content and the methodology followed in the workshops carried out for young people. This manual will be available soon both in the Greek and the English language on the website of the sub-grantee (Youth for Exchange and Understanding Cyprus). Another achievement by a DEAR sub-grant was the engagement of various CSOs in tailor made training sessions on topics of high interest for the CSOs. In particular, a 3-day training for 25 CSO representatives, volunteers, and activists offered them the opportunity to increased their knowledge and competences on the field of advocacy and engaging with policy makers, in developing advocacy plans, and in developing effective messaging and delivery methods to decision makers. A 1-day training was dedicated to media communication, and touched on topics such as how to access offline media outlets (tv, newspapers, radio stations), how to communicate with journalists, how to develop effective messaging and delivery methods on different media outlets, and how to write a press release, an opinion article and manage press.

Overall, the DEAR Programme in Cyprus has contributed to strengthening the working relationships among CSOs and stimulated the interest of many CSOs in working for the promotion of the SDGs, including the engagement of many youth organisations thanks to a DEAR sub-grant. In particular as regards the young people, a new follow-up project has emerged from the active participation and input of young people who provided their ideas and needs to the DEAR sub-grantee.

A big success was also a 2-day workshop with the participation of 20 journalists, which is a remarkable outreach for the size of Cyprus. This workshop has been pivotal and since then (November 2019) CSOs have an easier access to journalists to promote their agendas.

A very important achievement thanks to the DEAR Programme is the establishment or enhancement of working relationships between civil society and various institutional actors, especially the MoE and the MoFA. In particular thanks to the Bridge 47 project, the institutional actors have now a better understanding of their mandate and the international commitments of the government vis-à-vis the sustainable development and of the policy priorities and recommendations of the civil society.

The DEAR Programme has offered the opportunity to the Municipality of Agios Athanasios to become member of a new pan-European network which advocates for migrants’ rights. With this network as vehicle, the local authority together with other members of the network have strengthened their collaboration and work on new project proposals for further funding. Moreover, through this network, the political issue of Cyprus has become more visible and known across Europe.

Further reading and references

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Projects represented in the workshop

Project title	Project website
Trade Fair, Live Fair: Raising Awareness and Mobilizing the European Public to Advance Consumption patterns that Nurture the Sustainable Development Goals (SDGs)	https://www.fairtrade.net/about/projects/trade-fair-live-fair
Developing capacities together: European CSO-university networks for global learning on migration, security and sustainable development in an interdependent world (InterCap)	https://www.developtogether.eu/en/
Walk the (Global) Walk: mobilizing European young people in support of the Sustainable Development Goals	https://walktheglobalwalk.eu/en/
Snapshots from the borders - Small towns facing the global challenges of Agenda 2030	http://www.snapshotsfromtheborders.eu/
Galvanising Global Citizenship Education - Bridge to Sustainable Development	https://www.bridge47.org/