DEAR Projects 2020: projects at half-time

A review of European Commission supported Development Education and Awareness Raising projects and programmes and the contexts in which they operate in selected EU Member States

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www.capacity4dev.eu/dear

The DEAR Support Team …

… is a project of the European Commission, assisting the Commission in the implementation of the Development Education and Awareness Raising (DEAR) Programme.

Team activities include the organisation and facilitation of learning, capacity development and networking events, reporting on project processes, approaches and results, and communicating about EU DEAR projects and the EU DEAR Programme via www.capacity4dev.eu/dear (aimed at EU DEAR practitioners) and www.dearprogramme.eu (aimed at an interested public).

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'DEAR':

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

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

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

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Acronyms

CA	Campaigning-Advocacy
CfP	Call for Proposals
CSO	Civil Society Organisation
DEAR	Development Education and Awareness Raising
DEVCO	Directorate General for International Cooperation and Development
DST	DEAR Support Team
GCE	Global Citizenship Education
GE	Global Education
GENE	Global Education Network Europe
GL	Global Learning
LA	Local Authority
MFA	Ministry of Foreign Affairs
MoE	Ministry of Education
NG(D)O	Non-Governmental (Development) Organisation
NSC	North South Centre of the Council of Europe

1.   DEAR Projects 2020: Summary

This report builds on earlier reports produced in 2018 and 2019.[1]

Introduction

1. The European Union's Development Education & Awareness Raising (DEAR) Programme is funded through the Development Cooperation Instrument 2014-2020. It is unique within the funding streams of the Instrument in that it is the only one that is explicitly and solely focussed on work aimed at and with Europeans. The grants-based Programme is implemented by means of awareness raising, education and campaigning-advocacy activities focussed on global development issues. These activities are primarily organised by CSOs and LAs. Funding for the Programme comes to approximately €33 million per year.

2. The 'DEAR Projects 2020' report provides **a review of work done by grant recipients during 2019-2020.** Supported projects and programmes are more-or-less at the half-way stage of their implementation and the report provides an insight into the progress that they are making in reaching their objectives.

3. In addition to a review of grant funded projects and programmes, the report also summarises key issues faced by EU DEAR projects in eight EU Member States.

The contexts of DEAR in selected EU Member States

4. Based on more detailed country studies, a summary of the issues and contexts faced by EU DEAR projects in Croatia, Cyprus, Czech Republic, Estonia, Italy, Netherlands, Romania, and Spain is provided. Such issues and contexts include the following:

5. In recent years, in most of the reviewed countries, state financial and/or policy support for DEAR has declined or has not improved.

6. As a result, DEAR initiatives rely more on EU financial support than before. In some countries private sources of funding are also tapped into where these are available.

7. In addition to support from the EU DEAR Programme, DEAR actors also make use of other sources of EU funding, in particular from the Erasmus+ Programme.

8. Especially where social activism is relatively low – but not only there - Global Learning activities are seen as particularly successful in creating an engaged audience. The understanding, skills and motivation that education activities develop are seen to lead to engagement in wider Awareness Raising and Campaigning-Advocacy activities.

9. DEAR activities typically gain more and easier support from segments of the public than they do from politicians or other decision makers, particularly when those activities take place at local community or education institutional levels.

10. Media, political and public perceptions of migration are (sometimes extremely) polarised in many of the reviewed countries, providing a significant challenge for DEAR projects that wish to introduce non-stereotyped perspectives on the issues surrounding migration, migrants and asylum seekers.

11. Awareness of the SDGs varies from country to country but in all countries it is increasing, particularly amongst the young generation.

12. In countries where media interest in global development issues is low, DEAR activities aimed at journalists and media institutions successfully assist in spreading different perspectives in an otherwise not interested media environment.

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[1] 'DEAR Projects: Achievement and Impact 2018' and 'DEAR Projects 2019: Campaigning-Advocacy and Global Learning'. See: https://europa.eu/capacity4dev/dear/news/dear-programme-reports

EU DEAR support for European and National Networks

13. At a European and national network level the EU provides financial support for activities that:
    o Allow for exchanges between policy makers, reviews of national DEAR strategies and research into DEAR relevant policies (via GENE);
    o Encourage and support the development of DEAR initiatives and actors in those Member States where such initiatives are relatively new and where a range of actors involved in DEAR is absent (NSC's iLegend II Programme);
    o Promote the (further) development of organisations and initiatives relevant to global development and development cooperation in countries where the government holds the EU Presidency (Presidency Projects).
14. European networks of CSOs and LAs, supported by the EU through the 'CSOs and LAs in Development Thematic Programme' (i.c. CONCORD and PLATFORMA), also give attention to their members' DEAR activities, enabling DEAR actors to meet and exchange experiences that are directly relevant to the EU's DEAR Programme.
15. The existence and experience of, on one hand, European and national networks and, on the other hand, of EU DEAR CfP supported projects provides opportunities to enhance mutual learning that will strengthen the impact of each grant, and hence of the EU DEAR Programme.

Review of EU DEAR projects funded through the 2016 DEAR Call for Proposals

16. The review of 2016 CfP projects relates to 24 of the 25 supported projects and is primarily based on an analysis of interim project reports submitted to the European Commission.
17. Almost all projects analysed aim to achieve positive change with regards to the SDGs. This mainly includes raising awareness and enhancing knowledge and understanding, but also the active engagement of stakeholders, change in consumer behaviour and establishing democratic processes for financing for development.

HOW DO PROJECTS CONTRIBUTE TO THE LONG-TERM AIM OF THE EU DEAR PROGRAMME?

18. All projects appear to contribute to the long-term aims of the EU DEAR Programme. Most projects engage citizens in information campaigns through social and/or traditional media, through conferences, trainings, workshops etc. They have increased the public's critical understanding of the interdependent world and of their roles and responsibilities in the globalised society,. However it is difficult to measure the level of critical understanding actually obtained as a result of a project's activities, but projects have contributed to very concrete changes with direct positive impact on farmers, food producers and workers in the mining sector in the global south.

WHAT PROCESSES ARE USED BY PROJECTS?

19. All projects contribute to increased public awareness: mostly through their social media presence, their websites, engagement with traditional print and broadcasting media, and through public campaigns and related events. To date, projects have found that 'traditional' media achieve the widest outreach by far.
20. The most prominent tools for competence development used were capacity building workshops or trainings for CSOs and youth organisations on global education, advocacy, policy coherence for development and other SDG-related topics. Educational resources such as toolkits, guidelines, handbooks etc. for educators, trainers, CSOs and activists have been developed and multipliers, such as civil society trainers, teachers and youth leaders have been trained in the majority of projects developing their level of competence in engaging others in global development issues.

21. Almost all projects, as part of their intentions for change, aspire to influence the system in which they operate:
    - o Processes aimed to create policy change include many different layers, from very local political agenda-setting to influencing EU trade policies. Policy change is a core aim of Campaigning and Advocacy projects, but processes aimed to achieve policy change are also part of several Global Learning projects.
    - o Apart from engaging directly with decision-makers and drafting policy papers, a third of the projects implemented advocacy campaigns.
    - o Other projects actively participated and engaged in high-level international policy events, such as the UNHLPF, COP etc.
    - o Where policy change is not an explicit objective of a project, as for example in most education projects, competence development of the audience typically plays a key role: enabling and encouraging engagement by the audience in development of further understanding of local-global development relations, in activism, and in policy or lifestyle changes.

22. Capacity building trainings that engage participants over a period of time, as well as peer learning, and audience-tailored videos are used to stimulate a positive change in behaviour. However, while many of the projects aim to achieve a change in citizens' behaviour, not all of them are clear about this in their processes and activities.

ACTUAL CHANGE THAT PROJECTS ARE CREATING

23. Overall, it is challenging to assess the actual changes a project achieved without further evidence than that provided by the interim reports. The lack of coherent reporting on training hours or training content makes it difficult to compare and assess the impact of the various trainings offered throughout the projects. Based on the assumption that trainings of at least 2 days contribute to a significant change in competence:
    - o Over 25,000 teachers and CSO representatives increased their global education competences and
    - o More than 13,000 CSO representatives increased their capacity to implement advocacy actions and campaigns.

24. While policy changes often take rather long to manifest themselves, over 240 Local Authorities have included the Agenda 2030 into their action plans as a result of the projects. Hundreds of schools have included learning units on the SDGs into their educational plans and their teaching. International policies that impact poverty eradication, sustainable production and consumption and climate change have been positively influenced, and transparency of supply chains has been critically improved.

25. Young people have joined existing movements and numerous local actions have been organised across Europe in support of the SDGs, motivated by project activities. Consumers have shifted towards more ethical and sustainable consumption.

26. Generally, the majority of all projects are likely to achieve their set targets by the end of their implementation period. Almost half of the projects have already surpassed their outreach targets. However, this does not offer much insight into the actual impact, especially in the longer term, on the communities the projects aim to reach.

27. Out of the 24 projects, 10 include a provision for sub-granting. 2 of them are based entirely on sub-granting schemes, and in 3 projects, sub-granting makes up a major component of the budget and project activities. It is difficult to assess the impact of these projects, as not sufficient details of the sub-granted actions are provided in the interim reports. It is clear, however, that these projects have managed to reach beyond the 'usual suspects' and have engaged a very large number of CSOs, citizens and other stakeholders across Europe in actions on the DEAR thematic, the SDGs and global issues in general. Likewise, the variety of actions, methods used and locations reached has been enormous.

28. The shorter durations of the sub-granted projects, as well as the lack of experience and knowledge of the topics of the sub-grantees in some cases, actions run the risk of being superficial and not able to achieve a lasting positive impact within the communities.

The 2018 CfP projects

29. Ten projects have been awarded a grant following the 2018 DEAR Call for Proposals. Awarded to 7 CSOs and 3 LAs the grant conditions require recipients to affect changes in respect of one or more of the following issues:
    o   Climate change or broader environmental issues,
    o   Migration,
    o   EU fundamental values,
    o   Gender equality and women empowerment.
30. Implementation of the projects is starting in 2020. Six of the projects plan to focus on Climate change and related environmental issues, while four plan to focus on Migration. Attention to EU fundamental values and/or Gender equality is for virtually all projects an explicit cross-cutting concern.
31. In achieving intended changes the main audience to be engaged, either directly or indirectly is young people, defined as those aged from 15 to 35 years.
32. In engaging their audience projects should give particular attention to communications by means of social media and 'street actions'. All projects have included attention to this in their plans, but in addition much attention is also given to, for example, workshops, courses, exhibitions and fairs, and the organisation of lobbying actions.
33. Apart from young people, the ten projects aim to engage non-formal educators and journalists in particular, and their institutional targeting will be primarily aimed at education institutions (universities, schools, youth clubs, community and adult education centres, etc.) and media institutions.

2.   Introduction

2.1   Purpose

This report deals with the European Commission's grant funded support for Civil Society Organisations (CSOs) and Local Authorities (LAs) in pursuit of development education, EU public awareness of global development issues, and EU public commitment to sustainable development and lifestyles. The report provides **information about and a review of work done by grant recipients during 2019-2020**.

2.2   The content of this report

The 2018 report gave attention to achievements of projects supported through the 2013 DEAR Call for Proposals (CfP).[2] The 2019 report included an analysis of the Campaigning-Advocacy and Global Learning approaches used by the 2016 CfP supported projects.[3] The 2019 report also included summary descriptions of the 2016 CfP projects. These projects are further analysed in this 2020 Report.

In this 2020 Report, a summary overview of main issues faced by EU DEAR projects in a number of EU Member States is provided in section 4. The emphasis in the report, however, is on a review of the 2016 CfP projects and direct grant recipients at the approximate half-way stage of their implementation (sections 5 and 6). In addition, section 7 gives an overview of major characteristics of newly supported DEAR projects, following the completion of the 2018 CfP process.

2.3   Sources of information

The analyses reported on have primarily involved reviews of written documentation provided by grant recipients, available as at 1st July 2020, including:

- Narrative and related reports submitted by Project Managers to the European Commission. Most of the reviewed reports relate to activities and achievements of projects at the half-way stage of their implementation.
- 33 'project fiches', uploaded by projects on the www.dear-programme.eu site[4].
- Websites of individual projects.

In the review of issues faced by DEAR projects in selected EU Member States the report draws on a series of 'Country Studies' which are separately available.[5]

The analysis provided in this report is not based on a triangulation of data. The absence of an agreed and established EU DEAR indicator reporting framework, to be used by all grant recipients, means that information provided by one grant recipient can be difficult to compare with that of other grant recipients. By necessity, any conclusions drawn are therefore partial.

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[2] 'DEAR Projects: Achievement & Impact 2018': https://europa.eu/capacity4dev/dear/documents/dear-projects-achievement-impact-2018-report

[3] 'DEAR Projects 2019: Campaigning-Advocacy & Global Learning':
https://europa.eu/capacity4dev/dear/documents/dear-projects-report-2019

[4] See https://dear-programme.eu/map/?map_menu=map_projectslist

[5] See https://europa.eu/capacity4dev/dear/news/dear-programme-reports

3.   The European Union's DEAR Programme

3.1   What is it and who is involved?

The DEAR Programme is unique within the setting of the EU's International Cooperation and Development activities in that it is the only programme that explicitly relates global development issues to education and action involving EU citizens. DEAR activities are funded through the 'CSOs and LAs in Development Programme' which forms part of the EU's 2014-2020 Development Cooperation Instrument. Managed by the European Commission's Directorate General for International Cooperation and Development (DG DEVCO) the Programme is delivered by means of three funding streams:

- Through Calls for Proposals: leading to grant funded projects led by either CSOs or LAs;
- Through Direct Grants from the Commission: to selected international networks for their work on DEAR, and to CSO networks in EU Member States that are taking on the presidency of the EU Council;
- Through a Service Contract: involving the operation of the DEAR Support Team to assist in the implementation of the EU DEAR Programme.

3.2   A tentative outline of a DEAR Programme intervention framework

A formally accepted and applied logical intervention framework, such as a Theory of Change, has not been developed for the DEAR Programme, but the following tentative outline can be constructed from various documents:

EU DEAR Programme **Long-term desired changes >>>** (reference: MIP 2014-20, objective 3)	**A European Union in which citizens** *** are aware and critically understanding of complex development and global interdependence issues, and in which they** *** have the capacity to be actively engaged with local-global attempts to eradicate poverty and promote global justice, human rights, democracy, social responsibility and sustainable development in the EU and its overseas partner countries**			
EU DEAR Programme **Medium-term desired changes >>>** (reference: MIP 2014-20)	* Social and political contexts and structures in the EU and EU Member States that recognise **the value of DEAR and the value of CSO and LA activities in creating public engagement** in and with global sustainable development and its local relevance. * A recognition of such values is **shown through public and private policies and practices** by governments, non-governmental entities, private businesses, and individuals.			
EU DEAR Programme **Short-term desired changes >>>** (reference: DEAR CfPs, direct grant conditions, DST ToR)	* Project and direct/framework grants, supported by a service contract, lead to **improved public awareness and critical understanding** of, and engagement with, EU priority global development issues. * Networking amongst and communications by grant recipients and service contract, lead to DEAR **stakeholders** (practitioners, researchers, policy makers) **being well informed** of the DEAR Programme, its obstacles and opportunities, of relevant approaches and of the results of Programme actions.			
EU DEAR Programme **Pathways to create change >>>**	CSO and LA implementation of **Global Learning and**	(Multi-)stakeholder **exchanges and networking** involving	**Learning from experiences and capacity building** of DEAR practitioners	**Communications** about the DEAR Programme, the results of projects

(reference: CfP Guidelines, direct/framework grant conditions, service contract ToR)	**Campaigning-Advocacy activities**[6]	practitioners, policy makers, researchers, a.o.		and disseminating learning from work done
EU DEAR Programme**: Input strategies >>>**	**Calls for proposals** (25 project grants, 2016 DEAR CfP, 10 project grants, 2018 DEAR CfP)	**Direct grants/framework agreements** (GENE, North-South Centre, CONCORD, PLATFORMA, EU Presidency Projects)		**Service contract** (DEAR Support Team)
EU DEAR Programme **Management**	Directorate General International Cooperation and Development (DEVCO), Directorate B (People and Planet), Unit B1 (Gender Equality, Human Rights and Democratic Governance), DEAR Sector[7]			

3.3   The 2016 and 2018 DEAR Calls for Proposals

The projects, supported through the 2016 and 2018 CfPs, relate to the following intentions[8]:

	2016 Call for Proposals	**2018 Call for Proposals**
Overall or Global Objective	"… to *promote development education* and *raise public awareness* on development and cooperation policies."	"… to *ensure* the *commitment* of EU citizens *to development* and *contribute to sustainable lifestyle* patterns of EU citizens."
Specific Objective	"… to provide support for and *promote* quality *development education* and *awareness raising* among the European public. The proposed projects must foster a *growing awareness* and *critical understanding* of the role, responsibility and lifestyles of the public in relation to an interdependent world. It should *motivate* their *effective involvement in local and global Actions* in support of the social, economic, and environmental dimensions of sustainable development."	"… to develop European citizens' *awareness* and *critical understanding* of the interdependent world, of roles and responsibilities in relation to the development issues of the "People" and "Planet" pillars of the [European] Consensus [on Development, 2017], and to encourage their *active engagement* with global attempts to *address these issues* whilst simultaneously *promoting fundamental values*"
Priority themes	- One or more of the Sustainable Development Goals - Interdependence EU-developing countries and one or more of: - Migration - Climate change - Gender equality	- Migration (informing "about drivers for mobility and root causes", and contributing "to raise awareness about EU objectives and approaches in contributing to tackling these root causes") - Climate change or broader environmental issues ("informing citizens about: (a) the expected consequences on citizens' lives should the climate change goals not be achieved, (b) the societal changes needed to help achieve them (opportunities &

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[6] However, this pathway to change has been changed for DEAR projects supported following the 2018 DEAR Call for Proposals. The 2018 DEAR Call explicitly bars projects from Global Learning activities being "the main part of the actions proposed" (2018 CfP Guidelines for Applicants, p. 6).

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

[8] Quotes are taken from the Guidelines to these Calls. Emphases have been added.

		costs) and (c) the actions individuals can take to reach the climate change targets") • EU fundamental values • Gender equality and women empowerment.
Primary Audiences	• (From amongst) European citizens from multiple EU Member States	• Young people in the EU aged 15 - 35 years • Those who work with and engage young people aged 15 - 35 years
Approach	Involving people in multiple EU Member States through • Global Learning, or • Campaigning-Advocacy	Involving pan-European campaigns through • Communication and public outreach ("a combination of campaigns, awareness raising, communication and outreach activities and global learning", but 'Global Learning' cannot be the focus of a project. To be implemented particularly through 'social media' and 'street actions') • Use of a "rights-based approach"

Funds available for the projects supported following a DEAR CfP are as follows:

	Total grants budget	Number of supported projects	Maximum project duration
2016 Call	c. €85,000,000	25	36 months[9]
2018 Call	c. €77,000,000	10[10]	48 months

A review in 2018 of DEAR projects estimated that approximately 14.6 million Europeans had been actively engaged in and supportive of the issues highlighted by 25 EU co-funded DEAR projects during the previous three years.   On average a three-year DEAR CfP funded project actively engaged some 580,000 Europeans in creating changes in business and consumer behaviours, in local, national and international policies, in formal and nonformal education curricula, and in teaching and learning skills and outcomes.[11]

3.4   Direct grants and Framework Contract Agreements

Direct grants and Framework Contract Agreements are provided by the Commission to European and national networks, chosen by the Commission, that are engaged in an aspect of DEAR or global development: either to bring together a particular group of stakeholders at a European level and/or by promoting DEAR to a particular range of audiences.

Currently three direct grants are being implemented:

• **Global Education Network Europe (GENE)**: The three-year grant (2018 – 2021) provides support for activities that bring national and European policy makers together in exchanging, discussing and learning from each other regarding DEAR policies and practices;

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[9] As a result of the consequences of COVID-19 most of these projects however will continue for a further 3 to 12 months, without an increase in their EU grant.

[10] We understand that this may be increased with one further project.

[11] See 'DEAR Projects: Achievements and Impact 2018': https://europa.eu/capacity4dev/dear/documents/dear-projects-achievement-impact-2018-report. As the 2018 report makes clear a level of caution is needed in viewing the stated figures.

- **North South Centre of the Council of Europe:** Support is provided to the Centre's 'Intercultural Learning Exchange through Global Education, Networking and Dialogue programme' (iLEGEND) (2019 – 2022).   The programme focuses on strengthening Global Education/Global Development Education in those European countries where it is least established;
- **Presidency Project 2019-2020**: The grant for Presidency projects does not only support DEAR activities but also wider involvement of CSOs in global development issues. The grant is provided to national NG(D)O platforms to support promotion and advocacy in their countries during a period when the relevant country's government takes on the role of EU Council President. During 2019-20 this involved FINGO (Finland), FOND (Romania) and CROSOL (Croatia).

Funds disbursed through Direct Grants come to approximately €2.3 million p.a.

European Commission Framework Contract Agreements, funded through the 'CSOs and LAs in Development Thematic Programme', exist with the following two networks. Each of these networks also gives attention to DEAR by means of enabling networking and exchanges about their members' DEAR activities:

- **CONCORD**: This covers the broad range of the European NGDO work in supporting and representing the global development work done and (policy) changes advocated by the network's membership, including in respect of DEAR/Global Citizenship Education;
- **PLATFORMA**: This network of local and regional authorities in Europe receives a grant for activities carried out by LAs in their support for sustainable development inside and outside of the EU, supporting relevant capacity development of LAs, and supporting DEAR activities of LAs within the EU.

4.   The context of DEAR in selected EU Member States

To gain a better insight into the situation of DEAR in specific countries – and the challenges and opportunities faced by EU DEAR projects in those contexts -, a series of 'Country Studies' was organised in 2019. The studies assessed the national policy, media and social contexts in which DEAR projects operate, followed by an indication of how EU DEAR project partners responded to those contexts. These studies covered Finland, France, Greece, Hungary, and Portugal.[12]

Similar investigations have been carried out in 2020, covering Croatia, Cyprus, the Czech Republic, Estonia, Italy, the Netherlands, Romania and Spain. Each study involved a review of relevant governmental and non-governmental documents and a discussion with representatives of (some of) the EU DEAR projects in implementation in the country. The following provide a summary of some of the issues and developments facing DEAR projects in each of those countries.[13]

4.1   Croatia (HR)

- Governmental interest in and support for DEAR/GE is absent or limited at best. State financial support for DEAR is absent and a significant part of governmental international support/development aid is aimed at the Croatian diaspora communities. Similarly, practical interest by the state in - and promotion of - the SDGs is largely lacking.
- However, Eurobarometer opinion polling does record majority support amongst Croatians for the provision of support to people in developing countries. It also records high levels of concern about climate change and migration which offers opportunities for DEAR projects.
- The anti-globalism trend coloured by nationalism and illiberal political models of governance, particularly in some eastern European Member States, is also partially visible in Croatia.
- Those trends are reflected in younger generations too with young people typically not very interested in politics albeit open to new ideas and perspectives introduced through DEAR activities. Most DEAR activities in Croatia are aimed at young people.
- Although official reference to DEAR/GE is not present in governmental formal education guidance and curricula, the opportunity to work with schools exists: primarily in cross- and extra-curricular activities. Informal networks of schools and teachers committed to global development topics exist, working mostly with CSOs.
- A recently drafted National Youth Strategy, initiated by the Ministry of Culture, includes reference to "global solidarity and intercultural dialogue to understand global problems". This may offer opportunities for further development of DEAR actions in the non-formal education sector.
- The general lack of interest in global topics results in only occasional campaigns or advocacy initiatives from CSOs. In creating changes CSOs involved in DEAR see more opportunities and benefits of using education approaches. In their experience, when individuals are empowered through education they tend to be motivated to be proactive in starting engagement in advocacy activities.
- In the experience of projects it is particularly actions at a local level that lead to results, while efforts to carry out work at national levels is more problematic – particularly given the lack of an international perspective in the media and an absence of a societal and political environment interested in global development issues.

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[12] A summary overview of these national (and European) contexts of DEAR is included in the 'DEAR Projects 2019: Campaigning-Advocacy & Global Learning' report.

[13] Individual country studies are accessible via https://europa.eu/capacity4dev/dear/news/dear-programme-reports

- In raising awareness amongst a wider public, projects that explicitly aim to engage journalists, through education and exposure activities, tend to be successful in doing so: leading to reporting of issues in an otherwise national issues focussed media.

4.2   Cyprus (CY)

- No specific policy, strategy or action plan for Global Education exists and state or other funding for DEAR actions is limited. DEAR actions rely significantly on EU support.
- The last update of the Development Cooperation Strategy of Cyprus was in 2012. Since then, staff turnover, budget reductions, and other priorities have prevented the Ministry of Foreign Affairs from revising the Strategy and possibly integrating Global Education and Awareness Raising as part of it. Any collaboration between the MFA and civil society is developed on an ad-hoc basis and for actions with short-term horizons.
- The government's response to the SDGs also appears to be fragmented – at least to CSO actors - and policy makers appear to be ill-informed of the intentions and scope of the SDGs. At local levels however CSOs have been able to make inroads in raising issues – and affecting change - relevant to sustainable development and the SDGs.
- DEAR actors have generally established good relations with the Ministry of Education and with the Pedagogical Institute (the body that supports curriculum development and teacher training). Agreement for DEAR actors to work with particular schools, although generally easy to obtain, is controlled by the MoE in terms of quality and content of work done.
- The findings of the latest Eurobarometer on European Youth (January 2018) revealed that young people in Cyprus are far below the EU average in social and civil participation. What may provide opportunities for DEAR in the future though, is that a generally well-established network of organisations and initiatives working with young people exists. Much of this work however is done on a shoestring and initiatives tend to be one-off, short-term and lacking in a longer term strategy.
- The lack of financial resources has meant that in practice the Non-Governmental Development Organisations (NGDO) platform, which included a DEAR devoted section, is no longer active. Contacts and collaborations between different DEAR focussed CSOs and between different DEAR projects is therefore largely ad-hoc and incidental.
- EU DEAR supports draws in significant locally available DEAR expertise and appears to be making an appreciable difference in the attention given to global development issues in Cyprus.

4.3   Czech Republic (CZ)

- During the past four or five years the position of DEAR within the Czech Republic has become less favourable. Changes in governmental policies have decreased the state's support for attention to global connections, including in human rights and the SDGs.
- State funding for DEAR activities has been drastically reduced making DEAR activities in the country more reliant on funding from EU sources (EU DEAR and Erasmus+ in particular).
- Changes in governmental support to some extent reflect the opinions of Czechs, with support for development cooperation and awareness of the SDGs amongst the lowest in the EU.
- Media, public and governmental responses to issues such as Migration tend to be negative: exhibiting prejudices and perceptions rather than factual information.
- Interest in and attention to issues Climate Change and to Fairtrade, however, has been growing in the last few years, primarily in response to or as a result of, respectively, recent droughts and the generally successful efforts of the Fairtrade movement.

- Despite reductions in funding, CSOs remain the main actors promoting DEAR and a number of national networks of CSOs exist: focussing on global development or on environmental issues.
- With a narrowing national space for DEAR activities, relatively greater attention is given by them to activities, on one hand, at local levels (working with communities and authorities that are supportive of making local-global connections and investigations) and on the other hand at the European level (in particular addressing and working with supportive MEPs).
- Amongst young people there is a relatively low level of involvement in voluntary or other activist initiatives. However, research into the effectiveness of Global Development Education (the term used for DEAR in the Czech Republic) has shown that the awareness, understanding and skills developed through education activities in particular leads to a greater involvement in local and global issues.

4.4   Estonia (EE)

- State support for DEAR focusses on awareness raising on development cooperation (via the MFA), education for sustainable development (via the MoE), and environmental education (via the Ministry of the Environment). From the MFA this usually includes the provision of co-funding of EU approved DEAR projects. However, with a change in government such co-funding for projects that focus on issues of Migration has been barred.
- Since 2016 changing conditions in the EU DEAR application criteria have made it more difficult for Estonian CSOs (or LAs) to be the lead or co-applicant of a DEAR submission. Involvement of NGOs in EU DEAR activities therefore currently primarily relates to minor or medium sized activities funded through 'sub-granting'.[14]
- A review of Global Education in the country (by GEBNE 2019), and sub-granted activities (organised through the Bridge 47 project), are leading to closer collaboration between the different ministries and civil society actors. This may lead to the establishment of a new National GE Platform under a joint ESD umbrella.
- Within education, attention to and use of GE varies depending on the energy, enthusiasm and work of committed individuals, be they teachers, school directors, ministry officials or NGO workers. In youth work too GE activities take place (including in the training of youth workers) depending on CSO available resources and initiatives.
- Public opinions about the value of development cooperation, the extent to which individuals in the country can play a role in combating poverty, and the SDGs tend to be low. However, opinions, particularly amongst young people of school going age, are slowly changing.
- During the past few years, despite the gains made by a right-wing populist party at elections in 2019, NGOs have seen change for the better in people's opinions about refugees and asylum seekers.
- In the development and use of available shale oil the government has shown no great ambition to take climate change for real and form a clear plan on how to decrease emissions resulting from the industry. In opposition, the environmental movement, supported by young people for instance through Fridays for Future, appears to be increasingly successful, raising public awareness of the consequences of existing policies for climate change and the need for policies and practices that are in line with the SDGs.
- EU DEAR activities have typically involved awareness-raising activities focussed on the media and journalists.   E-learning was already a key strength of the Estonian education system which has been further developed and used as a result of COVID-19.

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[14] The process by which a recipient of an EU DEAR grant provides financial support to a third party for the implementation of an aspect of the DEAR project.

- Advocacy activities have targeted different decision-makers in the public and private sector. As a small country CSOs have generally found it relatively easy to make personal contacts with decision-makers, including with politicians from different political perspectives.
- New policy processes provide opportunities for advocacy work on issues relevant to DEAR projects. The most important of these are the preparation of the Estonian long-term development strategy 'Estonia 2035', and the process of making a National Platform for GE.

4.5   Italy (IT)

- During the past decade investment in education has deteriorated, as has funding for ODA. MFA funds accessible to DEAR actors are disbursed irregularly by the Italian Agency for Development Cooperation (AICS).
- Despite this, at a national level, a collaborative approach regarding Global (Citizenship) Education exists, involving various ministries, universities, NGOs and other civil society actors.
- Such national collaboration has recently developed a Global Citizenship Education strategy. This is now starting to be implemented through regional action plans, where various regions have separate networks and support mechanisms in operation: informing and enabling both formal and nonformal education activities.
- Public opinion regarding the need for development cooperation, although less than average for the EU, is largely positive. A significant minority however would like to see it restricted to prevention and tackling issues of ('irregular') migration.
- Over the past twenty years, the (often racist) media focus on migrations, asylum seekers and refugee policies has associated Italy with the EU countries that have witnessed a rise in anti-immigrant attitudes. This, and associated statements by various politicians, has led to NGOs who provide support to migrants, or who try to portray a different perspective, as being seen by different media outlets and members of the public as 'vehicles for the migrant invasion.'
- The voice of migrants themselves, or more generally of Southern voices, is typically absent in media or political statements. Despite this, opportunities for collaboration with media outlets and journalists do exist and DEAR actors do pursue such opportunities explicitly, including through the use of study visits.
- Regarding the SDGs, public and educator awareness and familiarity is patchy, but relatively high amongst educators and Higher Education students. In this respect a major role concerning global education is played by ASviS, the National SDGs Agency, a network including over 270 members. It provides advice to government and supports the implementation of education activities and resources, including via E-learning.
- EU DEAR actors list as key strengths and opportunities of DEAR in Italy amongst others the existence of strategic partnerships (e.g. in respect of GCE and of Migration related issues and in the existence of regional networks), the growth of socially responsible consumerism (and not only in relation to Fairtrade), the continuing attention to work in and with schools, the attention to Agenda 2030, and the implementation of the GCE strategy.
- Amongst the challenges they see the focus on project work rather than longer-term programmes, the anti-immigrant/anti-NGO political rhetoric and public opinion, the lack of job security in education and in the third sector, and the relative absence of Southern voices and a gender perspective in the work being done.

4.6   Netherlands (NL)

- During the past ten years contributions to ODA have been sharply reduced from above 0.7% of GNI to 0.53% in the government's budget for 2020. This has had significant consequences too

for the support to DEAR in the country: MFA financial support for DEAR activities is no longer available.

- The decrease in the budget for development cooperation was not a short-term move and NGDOs, whose state funding has been cut too, have typically redirected their energies towards fundraising efforts, leading to a decline in constituency education.
- The result has been that informed debates about development cooperation, the role of the Netherlands and its citizens in (personal and societal) enacting responsibility for global development, and about the need for a public that is well-informed, have become less prominent in societal discourse.
- Although opportunities exist to give attention to global development issues in school curricula, no explicit decisions on including DEAR as an aspect in new curriculum guidance, in development by the MoE, have been made. However, CSO advocacy aimed at organisations and networks that inform and lobby for the new guidance has given results in that key bodies are giving attention to an explicit inclusion of DEAR in their proposals.
- Research suggests that attention to 'sustainable behaviour' is growing in media and politics, but this awareness might not be translated into sustainable behavioural change. The majority of the Dutch people do not appear to share the basis on which the SDG-agenda has been drawn up, i.e. its *inclusive* view of poverty, meaning that development is more than economics and related to (global) challenges, such as climate change, inequality, peace and security.
- Dutch public opinion regarding international development issues is not necessarily negative, but it has become more vocal and more polarised during the past decade. Regarding migration, according to DEAR projects, it seems that the voice of right-wing sentiment and attitude to close borders has gained in volume over the last ten years and that debate about migration has become less well informed, because 'all voices must be heard', i.e. inclusive of those who are ill-informed or unwittingly or deliberately peddling 'fake news'.
- However, DEAR projects find that at local level people are interested in the topics addressed by DEAR, particularly if and when they relate to global issues that can be exemplified within a local context.
- Although not exclusively, DEAR projects are especially aimed at youth, with projects finding a great deal of interest amongst them where they address issues of climate change. Last year's strikes (e.g. national climate action strikes and Fridays for Future) provoked teachers to having a bigger interest in educational material about climate change.

4.7   Romania (RO)

- Public Opinion surveys relating to the main topics in the DEAR field reflect a low public interest, knowledge and pro-active attitudes/behaviours. Mainstream media coverage reflects the same situation. This shows a need for intervention by DEAR relevant actors, and also a difficult starting point for them to engage audiences.
- Regarding funding for DEAR, at a governmental level, the Romanian Agency for International Development Cooperation (RoAid) has the task and wherewithal to cooperate and support DEAR actions. However, although funds for CSO-led projects were included in its Annual Work Plan, no funding calls have been published and consultations with the civil society active in the field are virtually non-existent.
- On the other hand, the MoE provides a more favourable context for DEAR, with relevant issues on the agenda of the Ministry. Although there is no explicit strategy relevant to DEAR in existence, teacher training for example gives attention to DEAR focussed issues. A decentralised structure for education provides opportunities for extracurricular or optional DEAR activities to be included in teaching and learning in schools.

- The Department for Sustainable Development (in charge of the Agenda 2030) provides potential opportunities to DEAR actors, by giving support in their attempts to engage local authorities and other stakeholders. The Department is organising consultation processes with different stakeholders (including CSOs) and showing a cooperative attitude. However, the Department is slow in decision making and practically therefore so far does not majorly influence (positively or negatively) the work of relevant actors in the DEAR field.
- Most of the EU DEAR actors rely on the involvement of local authorities in their projects: providing access to different target groups, and in particular to state schools. Generally the experiences of working with LAs is good and DEAR actors tend to get ready agreement from the authorities to work with schools.
- However, the field of DEAR actors in Romania is small and DEAR is not a significant presence amongst the membership or high on the agenda of FOND (the Romanian NGDO platform). Only a small number of FOND members are permanently engaged in DEAR activities.

4.8   Spain (ES)

- Decision making about and implementation of DEAR and DEAR related policies and practices is highly devolved and dispersed in Spain, with state and non-state bodies operating a variety of regional and local policies and initiatives. Financial resources at a national level tend to be few however.
- Nevertheless, there is a growing (public and private) 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.
- Research into DEAR activities has been important in improving the quality of actions carried out by policy makers and practitioners alike. 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 their activities.
- Clear progress has also been made in networking and building alliances among social organisations, NGDOs, social movements and stakeholders and in the internationalisation 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.
- 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.
- EU 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 organisations involved in the project.
- EU DEAR projects provide an opportunity to strengthen networks and platforms that are involved in systemic changes at local, national and international levels. The scarcity of financial opportunities at national level otherwise would make such networking impossible.

4.9   COVID-19 and DEAR projects

The country studies took place during the initial period when the coronavirus pandemic hit European societies. With quarantine conditions CSOs and their audiences faced challenging situations which are reflected in some of the country studies.[15]

The pandemic reduced attention in media, by politicians and by the public to global issues: focussing attention on what was happening in the local community and country instead. In at least one country the pandemic was used as an excuse to reduce or stop disbursements of funds for development cooperation and/or DEAR.[16] In virtually all cases planned project activities – and the project as a whole – had to be delayed, redesigned or cancelled.

At least initially, particularly Campaigning-Advocacy focussed projects appear to have found it difficult to adjust and develop meaningful online campaigning tools that go beyond the stereotypical 'clickbait' and Facebook postings.

Global Learning projects, with delays and after an initial hiatus, seem to have fared better in that they were often able to develop teaching and learning and activity styles that inspired and engaged audiences – including amongst those who otherwise might not have been engaged. This was the case in, for example, Romania and Italy.

Successful online dissemination requires audiences to have access to digital networks. Some countries, including for example Estonia, have already developed an appropriate infrastructure to enable citizens to be involved digitally. In other countries this is far from the case, for instance in Italy:

> "… 30% of families do not have a computer, while 47% of the families owns only one device, a fact that makes it difficult to accommodate learning demands by children and youth. During the COVID confinement 12.3% of students could not access a computer or tablet (20% in the South of Italy). Over 1 million children and youth live in municipalities with no adequate Internet connection."[17]

In these circumstances, unequal access to digital connections inevitably has an effect on the range of people a DEAR project can engage with: typically favouring younger and more affluent segments of society and disadvantaging older, poorer and rural segments of society.

4.10   Other study findings shared across different countries

- The public is often more interested in the issues/receptive to the principles of DEAR than government and other policy decision makers (NL, HR, CY). This is particularly the case when that public is approached at local (community or education) levels (RO, NL, ES, EE, HR).
- Global Learning may be better geared towards achieving *lasting* quality, understanding and involvement than Campaigning with its generally simplified messages (EE, HR, CZ, NL, ES).
- Particularly in those countries where social activism is low, Global Learning activities that develop understanding and skills, provide a good approach to participants then becoming motivated to take actions through Campaigning-Advocacy (e.g. HR, CY, CZ)

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[15] An identification of how DEAR projects initially responded to the consequences of COVID-19 can be found in the report of an online discussion with them. See https://europa.eu/capacity4dev/dear/documents/report-covid-19-hub

[16] E.g. see the Czech Republic country study 2020.

[17] 'DEAR in Italy 2020' accessible via https://europa.eu/capacity4dev/dear/news/dear-programme-reports

- Economies of scale of EU DEAR projects: beyond a certain size larger partnerships become inefficient and smaller consortia have bigger lasting impact (EE, HR). The financial criteria to be met for an EU DEAR grants benefit large CSOs, while practical work with the public is typically carried out by smaller organisations who are ineligible – except through sub-granting which typically has limited objectives (CY, EE, IT)
- A pan-European approach can easily miss the point that national contexts are (very) different across the EU (e.g. compare NL with HR or EE).
- In countries with decreasing state funding for DEAR there is greater reliance on private funds, sometimes linked to fundraising – which limits the range of issues and perspectives to be discussed (NL, IT). Funding from the EU (through the DEAR Programme but also through Erasmus+) is in some cases the only or the only significant funding available for DEAR (HR, EE, CZ, IT, but also to some extent NL).
- The toxicity of 'migration' (and more broadly the polarisation of opinions) – in political, media and social discourse – provides significant challenges to the development of an informed discourse on the issue (EE, HR, CZ, NL, IT).
- DEAR activities aimed at journalists and media institutions can assist in spreading different perspectives in an otherwise not interested media environment (HR, CZ, EE)

5.   EU DEAR funded European and national networks

This section provides a summary overview of key activities carried out by programmes that receive direct grant support from the EU for their DEAR activities. Information is taken from that provided by the relevant initiatives, or where that wasn't the case from relevant websites.

5.1   Direct grants

GLOBAL EDUCATION NETWORK EUROPE (GENE)

The three-year EU grant provided to GENE (2018 – 2021) involves support for activities that bring national and European policy makers together in exchanging, discussing and learning from each other regarding DEAR policies and practices. Ministries and government agencies involved with DEAR from 25 EU Member States and four other European countries are listed on the GENE website as members of the network that, in total, involves some 50 institutions. The network publishes an occasional overview of 'the State of Global Education in Europe' with discussions about DEAR policies and funding.[18]

The current focus of the network is on strengthening quality of Global Education. 2019 was seen by GENE as a year to consolidate activities before further developing and growing the network. This involved:

- **Roundtable discussions**, in principle involving all members, exchanging ideas about policies that introduce and support Global Education in European countries. Roundtable discussions generally include participation by European Commission DEAR staff. During 2019 two such roundtables discussed amongst others:
  - conceptual issues relating to Global Education,
  - evaluation frameworks relevant to Global Education,
  - national indicators relevant to SDG target 4.7, and
  - whole school approaches to the introduction and use of Global Education.
- **Peer reviews** enable policy makers from one country to visit other Member States and provide 'critical friend' commentary and suggestions to DEAR policy makers and

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[18] See https://gene.eu/wp-content/uploads/SOGE-2019-web-version.pdf

practitioners in those Member States. During 2019 such a review took place in Estonia leading to a report[19] that gives an insight into

- o policies and policy structures,
- o funding,
- o formal education structures and curricula,
- o youth policies and structures relevant to Global Education in the country.

Over the years, reports on 13 different Peer Reviews have been produced. Each report includes series of recommendations that aim to improve (policy, research and practice) support for Global Education in the country.

- **Policy research** particularly focussed on
  - o support for the Academic Network on Global Education and Learning (ANGEL)[20] and
  - o a project on how GE relevant policy learning takes place.

NORTH SOUTH CENTRE OF THE COUNCIL OF EUROPE

EU support is provided to the Centre's 'Intercultural Learning Exchange through Global Education, Networking and Dialogue programme' (iLEGEND) 2019 – 2022.[21]   The programme focuses on strengthening Global Education/Global Development Education in those European countries where it is least established: supporting CSOs to work with other stakeholders through promotion of dialogue, networking strategies, capacity building and exchange of education good practices. Regional seminars and mini grants aimed at practical work aim to develop policies and a societal climate that is supportive of DEAR, while capacity development is targeted at DEAR practitioners and policy makers.

A network of Global Education coordinators supports implementation of the iLegend II Programme, including the organisation of an annual 'Global Education Week'. During 2019-2020 the emphasis of work has been on developing action plans that implement the iLegend II Programme in the relevant parts of Europe, including through multi-stakeholder seminars in Montenegro and Budapest.

### PRESIDENCY PROJECT 2019-2020:

The grant for Presidency projects does not only support DEAR activities but also wider involvement of CSOs in global development issues. The grant is provided to national NG(D)O platforms to support promotion and advocacy in their countries during a period when the relevant country's government takes on the role of EU Council President. In 2018 the Finnish NGO platform FINGO, as lead agency, together with the Romanian and Croatian platforms (resp. FOND and CROSOL), together with CONCORD, proposed a project that would cover the Presidency periods of Romania (January – June 2019), Finland (July – December 2019) and Croatia (January – June 2020). This first phase will be followed by a second one from July 2020 to December 2021 relating to the Presidencies of Germany

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[19] https://gene.eu/wp-content/uploads/Estonia-PR-report.pdf

[20] https://angel-network.net/

[21] https://www.coe.int/en/web/north-south-centre/ilegend#61316013_61315900_True

(involving VENRO), Slovenia (SLOGA) and Portugal (ONGD). The project has three objectives and four main thematic areas through which these objectives are to be achieved:
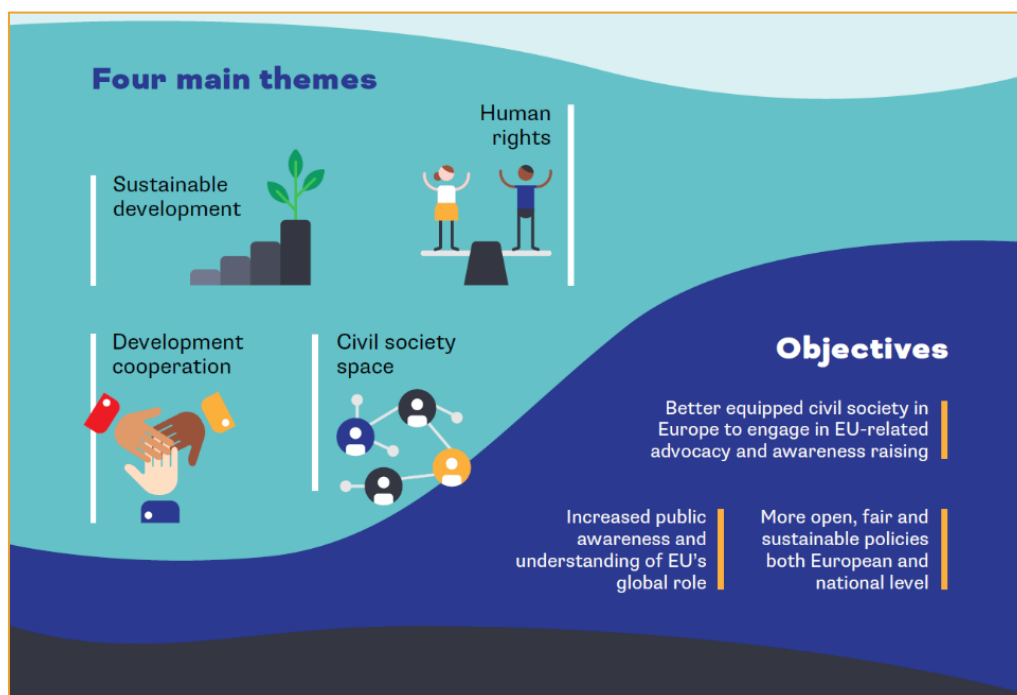
How these objectives are filled in depends on the national circumstances, which in the case of the three countries concerned are very different. In Romania for example the project enabled FOND to carry out research into the advocacy needs of its members and other CSOs with an interest in global development. In Croatia the project enabled CROSOL to develop contacts with a wider range of CSOs and start the development of a joint plan to be implemented during the Croatian EU Presidency.

5.2   Other DEAR actors financially supported by the European Commission

CONCORD: EU support for this confederation of European NGDOs is funded through a Framework Contract Agreement. This covers the broad range of CONCORD work in supporting and representing the global development work done and (policy) changes advocated by the network's membership. Attention to DEAR – enabling networking between national DEAR platforms of NGDOs and representing their perspectives at international levels – forms part (albeit it a small part) of the support. For CONCORD, DEAR is expressed as Global Citizenship Education (GCE) which aims to "engage people in gaining a critical understanding of the world around us and in creating an active global civil society".[22]

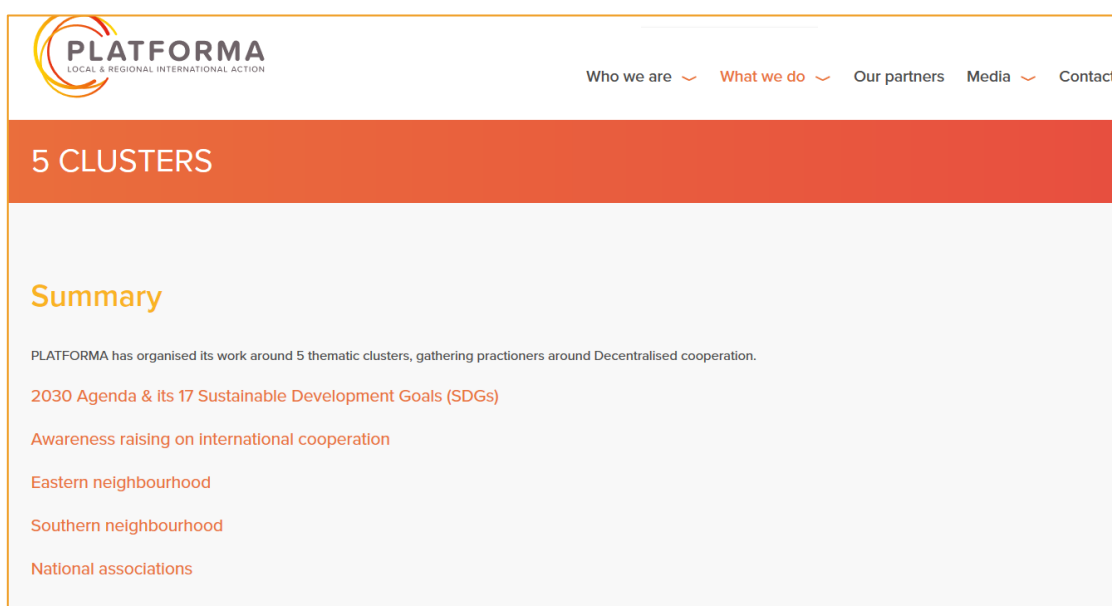[22] https://concordeurope.org/what-we-do/global-citizenship/

What we want the EU to do

To solve global challenges, Global Citizenship Education should be promoted because it instils in learners the values, attitudes and behaviours that support responsible global citizenship. It gives people the tools they need to become active promoters of more peaceful, tolerant, inclusive and sustainable societies, which is key to achieving the 2030 Agenda for Sustainable Development.

What's more, people-centred solutions are often more sustainable because they are focused on improving local communities' self-reliance, social justice and participatory decision-making.

Until 2019, GCE was one of the 'Hubs' around which CONCORD's activities were planned. Although limited in the staffing and financial resources dedicated to this work, it allowed for once or twice yearly exchange meetings of DEAR representatives of national platforms, the commissioning of research into GCE in Europe[23], and support for e.g. the Presidency Project (see above). Since then a reorganisation in the network has meant that GCE is now seen as a cross-cutting issue, to be delivered through analyses and advocacy initiatives that focus on European policies regarding sustainable development, financing for global development and policy coherence. It is our understanding that the new set-up will continue support for exchanges between different DEAR platforms in the EU, thereby helping the development of cross-EU partnerships and learning from CSO experiences in different countries. How exactly this will be done is, at the time of writing, still somewhat unclear.

PLATFORMA: This network of local and regional authorities in Europe also receives funding through a Framework Contract Agreement. This covers a wide range of activities carried out by LAs in their support for sustainable development inside and outside of the EU, supporting relevant capacity development of LAs, and supporting DEAR activities of LAs within the EU. DEAR within PLATFORMA is organised through a thematic cluster of 'awareness raising on international cooperation'.[24]

PLATFORMA'S work regarding DEAR involves amongst other activities:

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[23] Such as the 'Global Citizenship Education in Europe' report (2018)

[24] https://platforma-dev.eu/category/dear/

- The organisation of an annual 'European Days of Local Solidarity' (EDLS) Campaign. During 2019 some 60 authorities from eight countries (not only from within the EU) took part in two-weeks of events focussing on raising public awareness of global sustainable development, information about the role of LAs in global development (including through formal and non-formal development education), and stimulating citizens' activities that respond to sustainable development issues;
- Consultation with members on the specific contribution by local authorities to DEAR: leading to a 'thematic note' on DEAR including recommendations for improved involvement of LAs in DEAR and in the EU DEAR Programme;[25]
- Collaboration with other networks and projects in joint events and activities, including those supported by the EU, such as CONCORD and Bridge 47, and support for EU DEAR projects led by a Local Authority.

5.3   Conclusion

From the provided information it seems that the activities of the various networks and initiatives are well appreciated by their members and audiences. Because reviewed reports primarily deal with the year of implementation of grant funded work it is not clear what the extent is to which short and medium term results will lead to sustained and longer term impact.

Building on existing examples of one network working with another or with CfP supported projects, there are opportunities to explore more extensive mutual learning and synergies between European networks on the one hand and CfP funded projects on the other.

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[25] PLATFORMA (2019): 'Local and regional governments in development education and awareness raising: Thematic note'

6.   Review of 2016 Call for Proposals DEAR projects

This section is based on the information provided in the 24 interim reports that were received from the DEAR projects which received EU support following the 2016 Call for Proposals.[26] Six of the projects presented a mid-term evaluation report as well, and eight projects presented a R.O.M. Report.

Out of the 24 projects, 18 are led by a CSO and 6 are led by a Local Authority. Two of the projects had completed their first project year, and 22 projects had completed their second year of implementation.

6.1   What change do projects plan to achieve?

6.1.1   CHANGE INTENTIONS WITH REGARDS TO THE SDGs

Almost all projects aim to achieve positive change with regards to the SDGs and formulate this in their project objectives. This is of course a direct response to the Call for Proposals that put the SDGs as a key priority for all projects:

- 20 projects aim at raising awareness and enhance knowledge and understanding about the SDGs (either all of the goals or specific ones), global interdependencies and/or global development issues in general. These projects target a variety of stakeholders between them and have varying thematic focuses.
- 8 projects aim to actively engage stakeholders (from CSOs to decision-makers, journalists and private companies), as well as influence policies towards the achievement of the SDGs.
- One project aims to achieve a specific change in consumer behaviour; and
- One project focuses on establishing the means of implementation for the SDGs, namely democratic processes for financing for development.

Two projects make no reference to a specific change intention with regards to the SDGs. They do, however, work on issues very closely connected (global food systems and migration respectively), but do not specifically refer to the SDGs in their objectives.

6.1.2   CHANGE INTENTIONS WITH REGARDS TO MIGRATION, CLIMATE CHANGE AND GENDER EQUALITY

The Call for Proposals states that a 'particular emphasis is expected on issues related to migration, climate change, and gender equality'.

Out of the 24 projects, 8 do not include a particular emphasis on these issues within their objectives, they might however touch upon related issues. 8 projects include more than one of the specific issues. Overall, these are the projects' intentions for change:
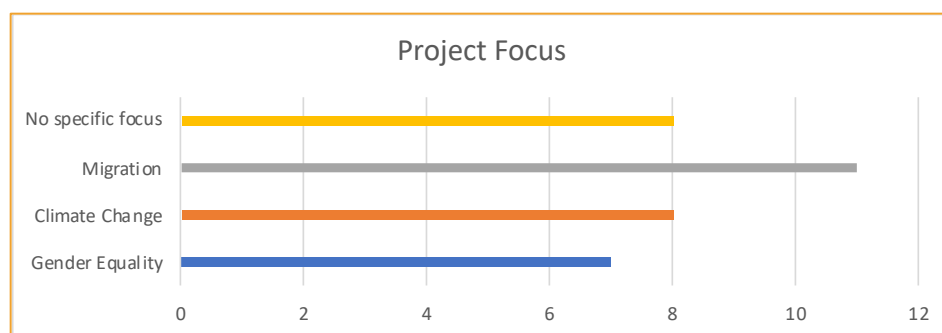
A.   Issues related to Migration:

With 11 projects, migration is the most popular focus of the current DEAR projects. Their intentions for change include:

- Enhancing understanding of migration-related issues, causes of migration and challenges faced by migrants throughout their journey;
- Increased understanding of the relation between sustainable development and migration
- State-level stakeholders and CSOs to invest into migrants as actors within the development field;
- Establishment of mechanisms and engagement of stakeholders to fight discrimination and radicalisation against migrants in Europe;
- Develop strategic partnerships among actors and towns dealing with high influx of migration.

B.   Issues related to Climate Change:
8 projects focus on addressing climate change. Their intentions for change include:

- Enhancing understanding of issues related to climate change;
- Engagement of key actors to shape policies aiming at reducing climate change and its impacts;
- Making conscious choices with regard to food consumption impacting climate change.
- Establishing networks and coalitions of citizens to mitigate climate change.
- Engaging citizens in local solutions and personal actions relevant to climate change;

C.   Issues related to Gender Equality:
7 projects focus on gender equality. Their intentions for change include:

- Raising awareness about gender equality and current gender discrimination, especially among the migrant population and among workers in food supply chains;
- Commitment of stakeholders for gender equality and gender sensitive policies.

6.2   How do projects contribute to the long-term aim of the EU DEAR Programme?

All projects appear to contribute to the long-term aim of **increased awareness and understanding of global development issues**. All projects have clear elements that show their outreach to and engagement with the society in the respective European project countries. Many of them engage citizens in information campaigns through social media or traditional media, others through conferences, trainings, workshops and other face-to-face events. Even though we do not have specific evidence such as pre- vs post-project surveys, feedback forms or other mechanisms throughout all projects, it can safely be assumed that by actively engaging citizens, they will become aware of the global issues tackled through the projects.

However, it is a little more difficult to assess the level of the **public's critical understanding of the independent world, and of their roles and responsibilities in a globalised society**. While 19 projects have implemented project activities that aimed at enhancing the participants' critical understanding, there is very little actual evidence about the level of understanding of the global interdependencies and of their role and responsibilities within this framework. Trainings organised for CSOs, individual learners and educators and pupils within the context of at least 9 of the projects are likely to have contributed to this long-term aim. At the same time, some of the public campaigns will have managed to capture citizens' minds and will have increased their level of critical understanding, such as for example the Fair Trade campaign that has led to an increase in ethical consumption among citizens, as will have some of the interactive project events and activities.

In terms of **motivating the public's involvement in local and global actions**, 15 of the projects have managed to inspire their participants to become involved in various actions. Some of these were guided by the project or their structures set-up within the context of a project activity, other times actions were entirely self-organised, for example within the wider context of the Make Europe Sustainable for All project. Four projects working with young students reported their involvement in the Fridays for Future movement as a result of the project work.

Six of the projects have carried out very specific actions in order to **help eradicate poverty, promote justice, human rights and democracy, social responsibility, gender equality and sustainable development strategies in partner countries** – these include specific policy changes; capacity building and skills training of local workers and community leaders, such as trainings for seafood producers; a steady increase of the sales volume of fairly traded products vs conventional products as a result of a large campaign, directly benefitting farmers; and facilitating socially responsible public procurement in the mining sector through a model contract clause, directly benefitting working conditions.

Apart from these explicit contributions, it can be assumed that the projects contribute implicitly to achieving the EU-DEAR Programme goals in that they have managed to engage a large number of actors not previously involved in development issues/Global Education; they contribute to an increased capacity of CSOs across Europe to carry out advocacy work, trainings, have entered newly established partnerships and have strengthened existing CSO networks on national and European level to take up any of the global issues.

Examples:

Increased Ethical Consumption Patterns
Project: **Trade Fair Live Fair**: Raising Awareness and Mobilizing the European Public to Advance Consumption patterns that Nurture the Sustainable Development Goals (SDGs)

"Campaigns towards citizens and companies contributed to increasing Fairtrade sales' volumes and secured greater commitments to responsible business – directly benefitting farmers and workers in the south. Our project's outcome target of increases in annual sales volumes is of at least 6%. While the last interim period saw a 7% increase, this year we reported an average 9% increase in the 12 EU countries where the project is being implemented (excluding countries covered by sub-grantees)."
https://www.fairtrade.net/about/projects/trade-fair-live-fair

Fighting Poverty and Gender Inequalities: Consultations with and trainings for local seafood producers
Project**:** Responsible seafood consumption for the benefit of people, oceans and climate – **Fish Forward**
Along many other project activities, Fish Forward initiated 21 consultation processes with local seafood producers and local authorities, of which 6 by WWF South Africa, 7 by WWF India, 5 by WWF Philippines, 1 by WWF Med (Tunisia) and 2 by WWF Turkey.

Additionally, 413 seafood producers have been trained in sustainable fisheries management. These include: 95 from South Africa, 141 from India, 134 from the Philippines, and 43 from Tunisia.

6.3   What channels and processes are used by the projects?

6.3.1   CHANNELS USED TO RAISE AWARENESS

All projects include processes to raise awareness. Most of them are using tried and tested methodologies and approaches, building on partners' experience and existing outreach channels. Online presence and online outreach are highly prevalent throughout the projects, not only in order to reach younger audiences, but also to reach the wider society throughout the EU. Interestingly, the highest outreach numbers do not stem from social media campaigns (despite quite some impressive numbers in some projects), but from partnerships with traditional media, especially TV and print.

Below are the main awareness raising processes used throughout the projects:
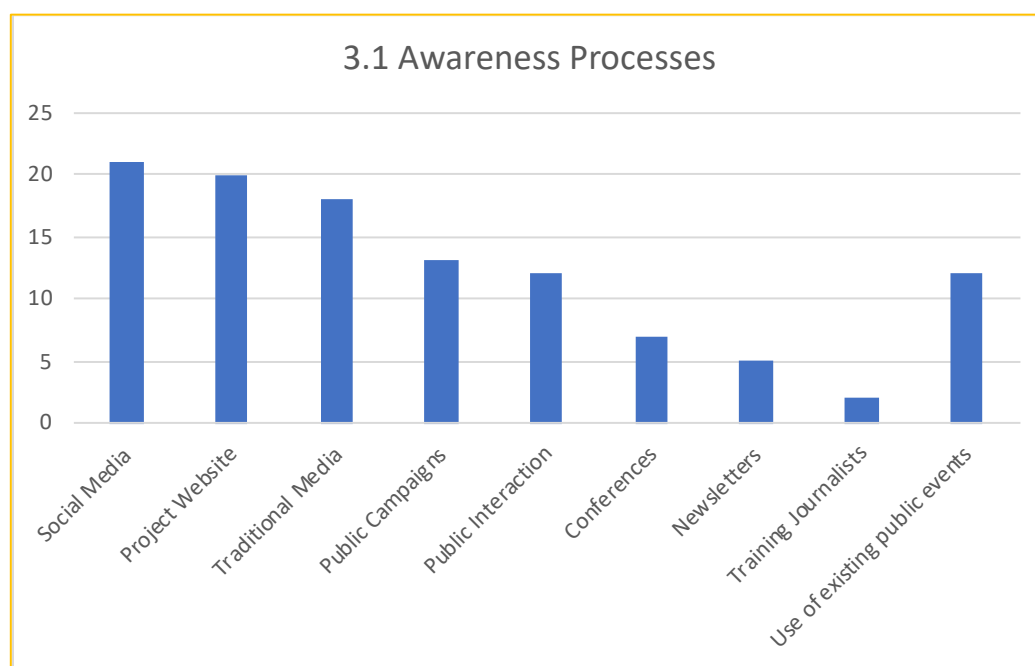
N.B. 'Traditional media' includes print (e.g. newspapers, magazines) and broadcasting (radio, TV)

Process	Description
Presence on social media (21)	• 21 projects have a presence on social media, and actively use social media to reach out to their target groups/ raise awareness. • Generally, the most used social media channel with the widest outreach appears to be Facebook. • Some projects are using Instagram influencers to reach their target groups; • Twitter seems to be used mainly to engage decision-makers and other key stakeholders.
Project website (20)	• 20 projects have a project website that functions as a point of reference for project-related information. • In some cases, websites are extremely rich with campaign material/ educational material and function as an online database for project-relevant resources, others are simpler but give information about the key elements and partners of the respective project. • In one case, partners specifically decided against a project website and opted for the integration of all

	project-related material and info into the regular websites of the project partners, so as to be able to sustain them beyond the duration of the project funding.
Engagement of 'traditional media' (18)	• 18 projects have used traditional media channels to get their messages out to the communities. Some of the largest outreach numbers have been achieved through print and TV, and especially when media partnerships have been established.

Public Campaigns (13):	• 13 projects (mainly those implementing advocacy/ campaigning projects) have implemented (or are in the process of implementing) full-fledged public campaigns:
	   o 7 of the projects have implemented a social media campaign in addition to other project activities, and their project may have an overall Global Learning focus;
	   o 2 projects have implemented various campaigns on very specific issues, linked to a specific advocacy opportunity, such as for example the campaign to achieve a fossil-free European Investment Bank within the framework of the Citizens For Financial Justice project;
	   o 4 projects have implemented one major international campaign and additional local campaigns, tied to the overarching international one.

Public interaction at fairs, festivals, events, etc (12):	• 12 projects organised public events, such as exhibitions, festivals, street fairs, public discussions and other
Conferences (7):	• 7 projects organised national and/or international conferences open to usually specific target groups;
Newsletters (5):	• 5 projects report using newsletters to reach out to their target groups.
Existing public events (12):	• 12 projects used their presence at existing public events in order to raise awareness/ disseminate information material etc, such as through a panel at international conference; the European Development Days, COP, international network meetings and other local festivals and events.

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<u>Examples</u>

**Outreach through Traditional Media**
The project campaign '**Make Europe Sustainable for All**' established partnerships with 180 media outlets, which led to an outreach to 130 million citizens through their media channels.

The project '**Habitat: Build Solid Ground**' reached 6.7 million citizens with its awareness campaign, out of which 29% were reached through social media, and 41% were reached through traditional media.

The project '**Mind Migration'** directly engaged 151 journalists and organized 9 press trips to Iraq, Central African Republic, Angola, DRC, Uganda, Burundi and Austria and the Balkan migration route countries. In total, 2552 articles, stories and interviews were published. The project managed to reach a total of 235,622,531 citizens during the 2nd project year, out of which 224,627,972 were reached through traditional media.

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6.3.2   PROCESSES USED TO EDUCATE AND DEVELOP COMPETENCES (UNDERSTANDING AND SKILLS)

Educational processes and the development of competences are part of all 24 projects analysed here. The projects work with a variety of target groups and their aims are of course quite different from one another, with those focusing on Global Learning having a much stronger element of educating and competence development compared to those projects focused on Campaigning and Advocacy. Yet, all projects include at least some workshops or trainings within their implementation period:

3.2 Processes - Competences
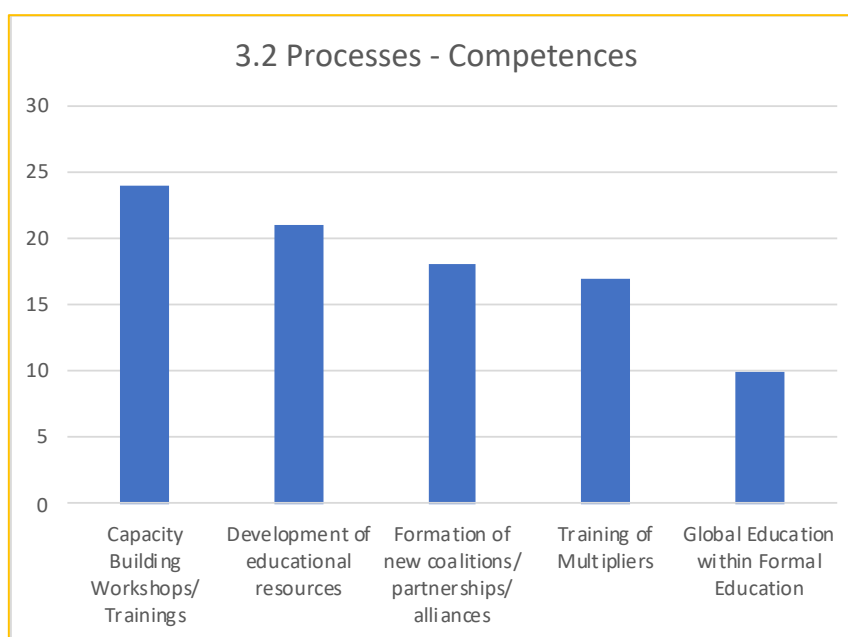
The following gives a clearer break-down of the processes as they have been implemented by the 24 projects:

Process	Description

Capacity building workshops or trainings (24)	• Capacity building workshops or trainings have been implemented for:
	   o CSOs/ youth organisations in specific topics, such as Global Learning, PCD, Advocacy, (12 projects)
	   o Local authorities (5 projects)
	   o Capacity building for sub-grantees (4) - in all four projects, sub-granting is a major component of the project
	   o Policy makers/ decision makers (2)
	   o Private sector/ businesses (3)
	   o Journalists (2)
	   o Local Producers (1)
	   o Project partners: training sessions during partner meetings, workshops and webinars have strengthened the capacity of less experienced partners especially in large partnerships

Development of online tools (6)	• 6 of the projects offer at least part of their educational activities through online tools:
	   o 5 projects offer e-learning courses for teachers
	   o 1 project offers a MOOC (Massive Open Online Course) for youth leaders and educators

Development of educational resources (21)	• 18 projects have produced educational guidelines, manuals, toolkits, lesson plans etc. Most are available electronically through the project websites and/or the project partners. Some of these are quite innovative.
	   o 16 projects developed toolkits/ handbooks (of which 11 are Global Learning/ SDG related and intended to be used by educators/ teachers/ trainers, and 5 are advocacy/ campaigning toolkits to be used by CSOs, activists)
	   o 3 projects developed curriculum packages/ lesson plans
	• 5 projects have produced reports and studies that provide in-depth information and understanding of a specific issue, such as national SDG-reports, case studies on the situation of migrants in project countries, research reports on financial injustice, exploitation in the mining industry etc.
	• Audio-visual materials: 5 projects have produced videos aimed at educating the viewers on a specific thematic, such as videos educating various target audiences on ethical and fair trade.
	• 5 projects developed online games/ quizzes etc, through which players will gain knowledge and/or competencies.

Development of new and capacity building of existing coalitions, partnerships, alliances (18)	• 5 projects have set up specific new networks as part of their project, such as networks of practitioners or the "Border Towns Network"; • 11 projects have contributed to increased partnerships and networking across stakeholders and across countries, such as closer collaboration among CSOs and LAs,

	academic institutions, schools, municipalities etc. Many of those were facilitated through sub-granted projects or specific project activities that required various stakeholders to collaborate. • 5 projects have invested into strengthening existing networks, such as SDG Watch Europe, Financing for Development Network, Electronic Watch affiliates, or generally facilitated more active participation of project partners in the international networks that they were already members of. • 4 projects report on having established links with the Fridays for Future and/or Extinction Rebellion movements.

Training of Multipliers (17)	• 17 projects have implemented training of multipliers. Out of these,
	  ○ 8 projects implemented Training of Trainers that included mainly representatives from CSOs, who were then able to implement further trainings and workshops within their community. At least one project included representatives from local authorities among those being trained as future trainers.
	  ○ 7 projects implemented teacher trainings. Teachers as per their profession work as multipliers of knowledge, understanding and skills.
	  ○ 4 projects implemented trainings for youth leaders. Youth leaders act as multipliers within the non-formal education sector, in youth organisations and other youth structures, and two projects specifically involved the trained youth leaders in carrying out workshops for pupils within schools.

10 projects out of the 24 work with the formal education sector, including pre- and in-service teachers, teacher training institutions, as well as pupils. Apart from teacher trainings, projects have implemented trainings for pre-service teachers (student teachers); workshops directly for pupils, other education events within the school for both teachers and students, as well as online learning opportunities for teachers. 8 out of these 10 projects are Global Learning projects, whereas 2 are Advocacy/ Campaigning projects, which nevertheless include collaborations with schools.

Example:

Educational Resource on Common History of Humanity
Project: **GET UP AND GOALS!** Global education time: an international network of learning and active schools for SDGs

The project developed the first global history teaching manual in 3 volumes, entitled *A Global History of Humanity*, based on the world history approach and designed to be used by teachers working with 11-16-year-old students. "The aim is to spread a new historical narrative in schools to help overcome both nationalism and Eurocentrism and strengthen the construction of a Europe that is cohesive and in solidarity with the rest of the world."
https://www.getupandgoals.eu/resources/textbook

6.3.3   PROCESSES USED TO CREATE POLICY CHANGE

3.3 Processes - Policy Change
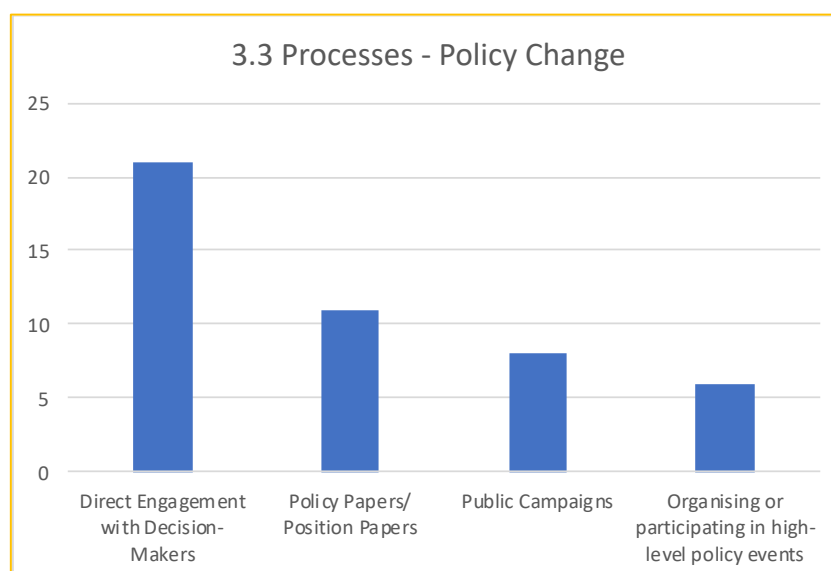
Almost all projects in their intentions for change, aspire to influence the system in which they operate. Processes aimed to create policy change include many different layers, from very local political agenda-setting to influencing EU trade policies. Policy change is a core aim of the Campaigning and Advocacy projects, but processes aimed to achieve policy change are also part of several Global Learning projects.

The key processes that projects used to facilitate policy change, are:

Process	Description

Direct engagement with decision makers (21)	• 21 project report direct engagement with decision makers as part of their policy and advocacy work. Examples of engagement are:
	   ○ Meetings with decision-makers (from local authorities, to members of national parliament/ ministries, to MEPs)
	   ○ Participation of policy makers in advocacy events, such as roundtable discussions, report launch events, conferences, seminars

	o Engagement via social media (twitter) • Apart from engaging with local, regional, national or EU government structures and decision-makers, 4 projects directed their advocacy work towards other sectors, such as the EIB, EBRD and other Multilateral Development Banks, Market Advisory Alliance and the investment sector more generally
Drafting of policy papers/ position papers (11)	• 8 projects developed policy papers/ policy briefs/ policy recommendations directed to policy makers • 5 projects published research reports that would feed into their advocacy work (either through launch events of the reports or as foundations for policy papers) • Other projects developed a White Paper or a Manifesto (4 projects) • 2 projects submitted joint CSO position papers
Advocacy campaigns (8)	• 5 projects implemented large-scale pan-European campaigns, either directly targeting policy makers (e.g. European Parliament Campaign, Fair Trade campaign), or targeting the public more broadly, and by that increasing public pressure on decision-makers, as well as contributing to public discourse • Petitions were launched by 4 projects with varying results. While successful for some, number remained low for others (and at least one petition campaign is planned for Year 3)
Organising or participating at international, high-level policy events (6)	• At least 6 projects participated at high-level events such as the HLPF, COP, People's Assembly during the UN SDG Summit etc

Example:

Europe-wide Campaign for SDGs
Project: **Make Europe Sustainable for All**

The project, along with its 20 partners and SDG Watch Europe is implementing the large Europe-wide campaign "Make Europe Sustainable for All", reaching 85 million people by the end of the second project year. In addition, the project is implementing more targeted campaigns, linked to the overarching one, such as: #FightInequalities, #GoodFoodForAll and the final #OutOfFashion. In the framework of the overall campaign, 15 country-level monitoring studies on the implementation of SDG 10 were compiled into the research report "Falling Through the Cracks: Exposing Inequalities in Europe and Beyond".
This project is a great example of how various campaign elements feed into one successful overarching campaign.
https://makeeuropesustainableforall.org/

6.3.4   PROCESSES USED TO STIMULATE BEHAVIOUR CHANGE

When looking at the overall and specific objectives, 15 out of 24 projects aim to influence the behaviour and the attitude of citizens in some way so as to achieve:

- More CSOs across Europe practicing Global Education and taking action in support of the SDGs
- A shift of public perception and their attitudes with regards to migration
- Young people seeing themselves as agents of change and take positive action within their local communities
- Citizens supporting advocacy campaigns regarding SDG-related issues
- Citizens adopting more sustainable lifestyle patterns
- Companies make more sustainable choices
- More solidarity among citizens towards migrants
- More teachers practice Global Education in their teaching

Global Education in itself stipulates the process of taking informed action towards a more just and fairer world for all – and thus implicitly encourages a positive change in behaviour and attitudes based on enhanced knowledge and understanding of the interdependencies of our world, as well as on the acquisition of skills. Even though some of the Global Learning projects do not specifically mention processes that would lead to behaviour change, it can be assumed that their Global Learning activities aim to change participants' attitudes towards global issues and aim to influence participants' behaviour in the long run.
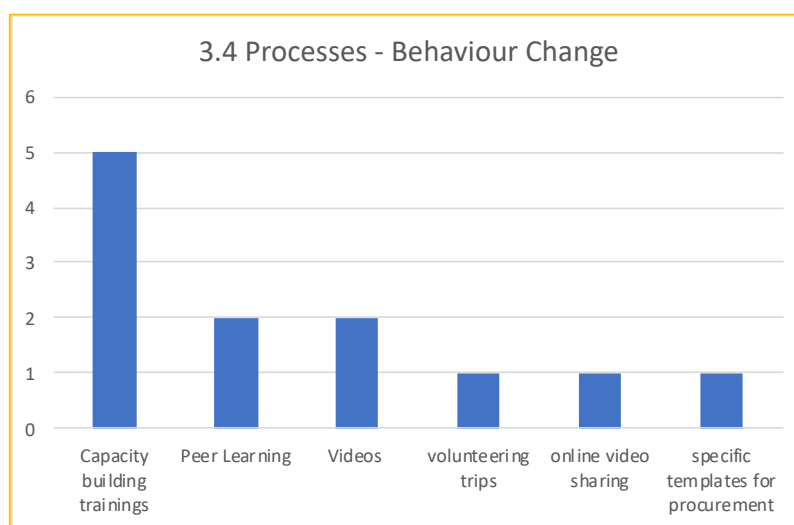
Overall, 13 of the projects (of which 9 are Global Learning projects) include processes designed to stimulate behaviour change:

Process	Description
Capacity building trainings (min 5)	• Trainings that stimulate individual behaviour changes and motivate participants to include newly learned skills and understanding into their daily routine (as teachers/ youth leaders etc). • 5 projects are explicit about this, although it can be understood as an implicit aim in other projects as well, where there is a focus on training.

Peer-learning for young people (2)	• 2 projects use this process to engage young people and motivate them to act/ change their behaviour
Videos (2)	• Different videos created for different audiences and purposes aim to stimulate citizens to start changes in their behaviour (e.g. related to Fairtrade, food waste)
Volunteering trips (1)	• 1 project organised volunteering trips. This experience is then expected to change the behaviour of the volunteers upon completing the trip.
Online sharing of action (1)	• 1 project stimulates young people to become active and then document their action through videos that they can upload to a common website;
Online Tool (1)	• One project invented an easy-to-use online tool that helps people reduce their CO_2 emissions;
Creation of specific templates ready for use (1)	• 1 project prepared very specific templates that can be used in procurement processes (of minerals) and would allow for different behaviour of these companies in terms of supply chains, contributing to more sustainable resource management

Example:

Peer-to-Peer Learning
Project: **Culture and Peer-Learning for Development Education**

This project, while having completed only 1 year, has engaged 10.000 young people in Europe in workshops and actions with cultural youth groups from the global south. Peer-to-peer learning and innovative methodologies (artistic and acrobatic performances, among others) have motivated the young participants and have made topics related to the SDGs real and tangible and encouraged them to take action locally. "In various cases, groups from the Global South acted together with student groups in schools [in Europe] and during the protests together with "Fridays for future"."
www.culpeer4change.eu

6.3.5   TO WHAT EXTENT IS THE USE OF SUB-GRANTING DIFFERENT FROM THAT OF OTHER APPROACHES?

Out of the 24 projects, 10 include a provision for a sub-granting:

- 2 projects are entirely based on sub-granting, both offer support to those organisations that have received the grants.
- 3 projects use a substantial part of their budget for sub-granting. In one case however, the sub-granting will be implemented in the 3rd project year and hence, is not yet reflected in the current reporting period.
- 5 projects have included sub-granting on a smaller scale, for example for actions in all EU countries around SDG Action Week, or for Learning Action Projects to be implemented by small localities after participating in intensive trainings offered through the project.
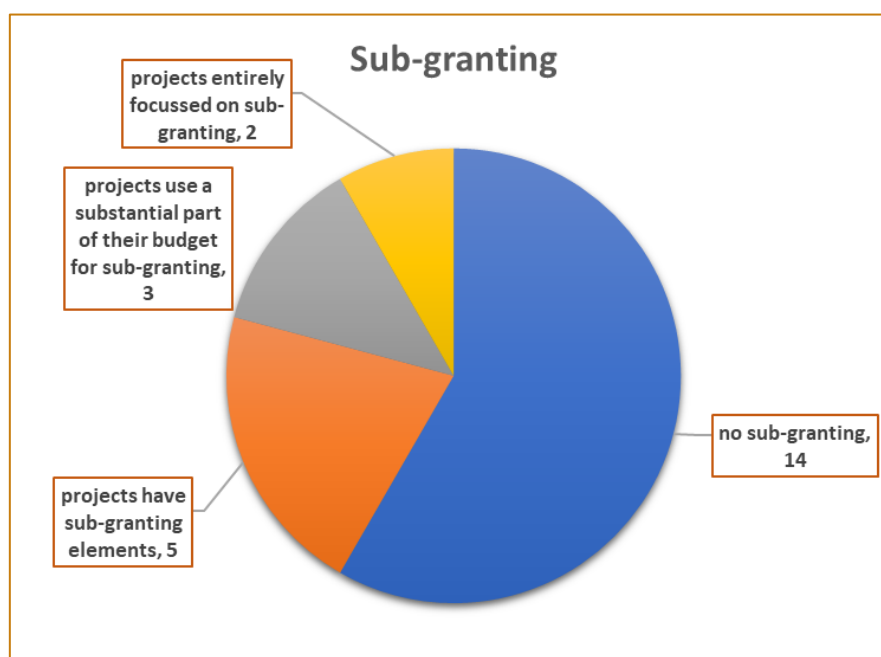
In terms of processes, the sub-granted projects are using the same processes, however, their implementation period is shorter than the actual DEAR projects. Sub-granted projects appear to last between 12 and 18 months. However, some projects use the sub-granting structure for even shorter periods, funding specific actions/ events. Due to the overall shorter duration, naturally, the process implemented as part of the sub-granted projects are not as deep compared to the regular projects.

However, the variety of processes and activities used within one project and its many sub-granted projects is likely much wider than in the 'regular' projects. The multitude of smaller projects appears to give opportunities to stakeholders and ideas for action that would not usually be included in one project. On the other hand, it is quite difficult to assess the actual details of the sub-granted projects and their processes, as these are not necessarily presented in the interim report of the main DEAR projects.

Example:

Sub-granting – Diversity in Projects, Processes and Actors
Project: **Frame Voice Report**

"We have now funded a total of 177 projects implemented by 219 organisations. 75 projects have already been completed, reaching 6.380.983 European citizens out of whom 66.243 have been engaged actively in SDGs in seven European countries.

As a result of FVR! Interventions, local authorities have incorporated the SDGs into their local policies, engineering companies have made SDG action plans for their workplaces, young people have started changing their habits and influencing their parents to do the same, stereotypes of migrants have been seriously challenged, tourist companies have started to consider their communication policies regarding sustainability and young technical apprentices have involved themselves in the fight for better working rights globally. And these are just a few of the many results from the first round of FVR funded projects."
-Frame, Voice, Report! Interim Project Report-
www.framevoicereport.org

6.4   Actual change that Projects are creating

As described above, the 24 DEAR projects have managed to engage millions of citizens across Europe in their efforts to raise awareness and understanding of the global development issues and the SDGs in particular. Thousands of people have participated at workshops and trainings and have been equipped with skills and tools to be able to carry out global learning and/ or advocacy activities. Stakeholders have come together in seminars, in discussions and conferences, policy recommendations have been exchanged and reports have highlighted where policy changes are needed in order to improve livelihoods, protect human rights and make progress towards achieving the SDGs.
But – what has actually changed? What impact did all these processes and actions have? What is the evidence within the society (both in Europe and beyond)?

Generally, it has been challenging to assess the actual changes that projects are creating or contributing to. While the outputs can be measured and assessed quite easily, the actual change – within the community or the people targeted by the project – is more difficult to assess, especially based solely on the project the interim reports. In some cases, external mid-term evaluations have been helpful, yet they only describe the first part of the project, and it usually takes longer for change within the community to be achieved. It is even questionable, to what extend actual (lasting) changes can be expected after a 3-year project. In many cases, we can assume that a positive change has been achieved, yet without interviewing, observing or otherwise assessing the situation in targeted countries/ communities, there is no specific evidence. Nevertheless, the following aims to give a tentative picture of actual changes created by the projects so far.

6.4.1   CHANGE IN TERMS OF COMPETENCE DEVELOPMENT (UNDERSTANDING AND SKILLS)

The challenge of assessing the level of competence developed
While there are large numbers of trainings and workshops that have been implemented throughout all projects, there is not a lot of evidence in the interim reports on how these indeed enhanced the competence of the participants. Projects have utilised a range of methodologies to assess the level of competence developed through the project activities, which, however, come with their own challenges:

Assessment Methodology	Challenge
Evaluation questionnaires filled by participants, in which participants indicate to what extend the workshop/ training has increased their understanding and skillset with regards to the thematic of the event	This is a good indication but relies very much on accurate self-awareness of the participants. It also does not give any indication as to what level of competence is retained after a couple of weeks, as questionnaires are usually filled at the end of a workshop/ training session.
Pre- and post- assessment of participants	Project teams have noticed that this method does not give a clear indication, as many participants have actually scored lower in their post-assessment compared to their pre-training assessment. Reasons for that could be the formulation of questions, but also the fact that with more understanding, one's own lack of knowledge and understanding becomes more apparent, so the post-event assessment may have been more realistic than the pre-assessment answers. Ideally, long-term training could respond to this by engaging learners over

	an extended period of time and ensure that indeed their level of competence increases.
Self-assessment tools to be used by teachers and students within schools	While this is a very useful tool that has worked well in a number of cases, project managers have noticed that many teachers find it too time-consuming to carry out properly, thus the results are not as objective as they are intended to be.
Number of participants that then implement their own activities/ lessons/ workshops on the thematic of the training that they have participated in	This could indeed be a good example of participants having enhanced their competences in the relevant field. However, it does not give account of how many of the participants would have been able to implement these activities even without the training due to previous knowledge/ skills acquired; nor does it look into the quality of the follow-up activities/ lessons etc that are being delivered.

A major challenge is the lack of reporting on training details such as the length of a training in hours or the content covered. There is quite a discrepancy among the projects in terms of how trainings are reported, what terminology is used (such as training, workshops, seminar, educational event…) and how much detail is given. Some trainings might be residential trainings over a duration of 4-6 days (of 5-8 training hours per day), others are short seminars of 1,5 or 3 hours. In some cases, trainings have taken place during the 1st project year and only a brief reference is found in the Year-2 report. In other instances, 'educational events' are grouped together in reporting and might refer to very different context in the various partner settings. Here are some general observations:

- **11 projects report quite detailed about their trainings**, and report successful implementation of many and longer (several days) training events, which leads us to assume that they have successfully contributed to the development of participants' competence.
- **10 projects mention a great variety of trainings/ workshops, but often do not give many details** regarding the intensity or level of training. For example, those reports of projects that have used sub-grants to a large extend report almost no details about the trainings that have been carried out as part of the sub-granted projects.
- **3 projects report on their trainings, however these trainings were not particularly extensive** in terms of enhancing competences.

If we assume that participants of those trainings that last at least 2 days (consecutive or not) have developed their competences within the thematic of the training, then we can assume that:

- **Over 25,000 teachers and CSO representatives have increased their global education competences** through participation in trainings such as summer schools, week-long residential trainings, long-term teacher trainings etc.
- **Over 13,000 CSO representatives increased their capacity to implement advocacy actions and campaigns** on local, national and/or international level through participation in advocacy trainings, through advocacy toolkits and their involvement in advocacy campaigns.

Furthermore, the development of competences as a result of workshops and trainings are evident by looking at follow-up actions to these educational events or activities within the project, namely:

- **Enhanced competence of project partners** to be able to implement the project activities:
  - Project Managers report smooth functioning, project implemented without major disruptions, campaigning and advocacy abilities improved and evident through implementation of project activities
- **Enhanced competence and confidence of representatives of the partner organisations to actively participate in thematically relevant international networking structures**:
  - Evident as per record of network meetings, composition of working groups and steering groups, number of partner organisations present at network meetings
- **Enhanced competence of small and medium organisations** that have applied and implemented (or were in the process of implementation of) sub-granted projects:
  - Sub-granted projects are guided through the processes of application and implementation, which leads to enhanced competence of the sub-grantee. Overall, second rounds of applications seem to be stronger than the first rounds in cases where 2 rounds of applications took place.

Examples:

Global Learning Competences through Long-term Blended Learning
Project: **Global Issues – Global Subjects**

The long-term blended training is offered to Secondary school teachers in the project countries and aims to build teachers skills, knowledge and understanding in Global Learning, sensitive global issues and the SDGs. It further aims to build teachers' confidence in order to integrate these issues within their own teaching, and lastly to encourage and support them in developing their own lesson materials on these issues. The trainings consist of a blend of physical training and online education. In addition, teachers have a mentor to support them throughout their learning journey.

Transformative Learning Journey catalyst for future engagement in Global Education
Project: **Bridge 47**

The Transformative Learning Journey engaged 22 participants during the 1st year of the project. The impact of the training is described as truly transformative for the participants and has changed their perception of the world and themselves, while also immediately impacting their work surrounding, such as colleagues and peers, and has quickly led to a multiplication of the learnings beyond the actual training.
https://www.bridge47.org/

6.4.2 CREATION OF POLICY CHANGE

Almost all projects have an element of policy work included in the project. In 12 of the projects, policy and advocacy work constitutes a key component of the project. As described above, policy and advocacy work has been carried out using a variety of processes, namely drafting of reports and policy papers, direct engagement of decision-makers, public and targeted campaigns and participation in high level policy events at national, EU and UN level.

Since projects have only completed their second (or even first) year of implementation at the time of reporting, a lot of the policy work is expected to lead to results throughout the remaining project duration. However, projects have already reported some successes:

- **Local Authorities have included and localised the Agenda 2030 within their annual plans:**
    - o Over 240 Local Authorities have included the Agenda 2030 in their action plans and have committed to working towards the SDGs. While the projects and their advocacy activities count this as their success, it is, however, not entirely clear in all cases, if the same Local Authorities would have included the SDGs within their action plans even without the project support. Several sub-granted projects have also worked towards including the SDGs on the agenda and annual plans of local authorities; however, no specifics are known at this stage.
    - o 137 LAs/ Alliances of LAs have issued national resolutions (within the framework of one project - concerning Local Authorities in Germany, the Netherlands and Luxemburg) on the Agenda 2030

- **SDGs have been included within educational curricula:**
    - o In Italy, lessons on Climate Change that have been developed within the framework of one of the projects, are to be included into the school curriculum starting September 2020.
    - o A curriculum module on Development Education/ SDG 11 is included in the academic curriculum of engineering in 10 Irish universities.
    - o As part of one project, 322 schools adopt the learning units that were developed as part of the project into their educational plans

- **Policies with global implications have been influenced:**
    - o One advocacy/ campaigning project claims to have influenced 28 policies concerning poverty eradication, decent work, sustainable production & consumption and climate change
    - o Unfair Trading Practices Directive has been approved by the European Parliament and the European Council – not only as a result of the project, but influenced by the advocacy work done as part of the project
    - o 7 sets of recommendations resulted in changes and improvements of 3 policies of the European Bank for Reconstruction and Development

- **Transparency of supply chains:**
    - o 29 international brands (17 tea brands and 11 fashion brands) disclose their supplier list because of advocacy work and public pressure of one of the projects;
    - o The Fashion Transparency Index now reviews 200 brands – although it is not entirely clear, how many brands were included previously.
    - o Electronic Watch Database now contains 58 ICT brands, 153 assembly factories, supplier and mining locations, and 50 public sector buyers.

> **Example:**
>
> **Influencing Policies of the European Bank for Reconstruction and Development**
> <u>Project</u>: Make ICT Fair
>
> The project addressed the human rights and due diligence deficiencies of the EBRD policies and procedures, with particular attention to a specific case in the Amulsar mine in Armenia. Over the course of the year, many meetings were held with EBRD board members and staff. Project staff submitted positions on specific policies of the EBRD (Public Information Policy, Environmental and Social Policy and the Project Complaint Mechanism Policy), as well as on the supply chain related responsibilities of the bank and its clients.
> EBRD not only recognised the demands of the CSOs, but also reflected some of their position in its new policy, such as the definition of 'social' impact, adding references to some of the internationally recognized standards, clarifying the safeguards for intermediary financial institutions.

6.4.3   CREATION OF BEHAVIOURAL CHANGE

This has been recognised by several project teams as a very challenging outcome to measure. Many people will have been affected by project activities, but it is not necessarily possible to record all those cases – especially when these people have been recipients of knowledge and information through campaigns, video/ documentary films, or have participated in open public events. It is quite likely for someone to come across a short video or a campaign visual, or maybe an article in the local newspaper and to keep that visual or that story in mind, reflecting on it, and potentially start thinking about it more, maybe starting a discussion with someone else. These are influences that stimulate a thought process which may eventually lead to that individual changing their attitudes towards a certain matter (such a migration, sustainable food production and consumption etc).

These changes cannot be recorded within the scope of this report nor can they be recorded within the framework of the actual project reports and evaluations. Their long-term impact may well be visible, but it will not be possible to trace that down to a specific DEAR project.

The following changes in people's behaviour have been recorded by project teams in the project reports:

- Young people who have been involved in project activities then **joined other existing movements**, such as the Fridays for Future movement
- Numerous **local actions have been organised across Europe** in the wider context of projects, however not carried out by the actual project partner but rather by local actors and stakeholders who have participated in the projects at some level, such as those inspired by the *Make Europe Sustainable for All* campaign.
- A 9% increase in the Fair Trade sales volume indicates a **shift in behaviour** of European citizens with regards to ethical consumption. Likewise, a 90% increase in sales volume of ASC certified seafood and a 24% increase of MSC certified seafood shows a shift in behaviour. However, it is difficult to establish if this increase is caused entirely by the campaign work of the project.

6.4.4   TO WHAT EXTENT DO SUB-GRANTS CREATE CHANGES THAT ARE DIFFERENT FROM THOSE OF OTHER CHANGES CREATED BY PROJECTS?

The main challenges in evaluating this question is the difference in information available to the researcher. While regular projects report in great detail on each activity, process, output and outcome,

there is much less information to be found about those details when it comes to sub-grants. The main observations can be summarised as follows:

- Sub-grants have **exposed a very large number of CSOs and other stakeholders across Europe to the DEAR thematic, the SDGs and global issues in general**. Many of these organisations would not have been able to be part of a 'regular' DEAR project due to their small size, their lack of financial capacity or lack of experience in working with the topics.
- All **sub-grantees have benefited from mentoring and/or capacity building** as part of their sub-granting journey, thus have benefitted as an organisation and are more likely to implement similar projects in the future.
- The **variety of actions, methods used, and stakeholders reached** through the sub-granted project has been enormous.
- Likewise, the sub-granted projects have been able to **engage citizens in locations that are not usually part of DEAR** project activities.
- However, as in most cases, the sub-granted projects have a **short**er **duration** (12-18 months), and might not have completed their implementation cycle, it is difficult to assess whether or not any actual change has taken place within the community – be that related to policy changes or changes in attitudes/ behaviours. The final project reports and evaluation reports may hold more clues to this.
- As noted by one of the project consortia, several sub-grantees were rather **ambitious and overestimated the time and budget** available and required to achieve their objectives.

6.5 Examples of reflection/self-criticism on the effectiveness and appropriateness of project processes and achievements

Not all projects reflected critically on the effectiveness and appropriateness of the project processes and achievements, but among those who did, these were the key learning points:

- One reflection point that was mentioned in 3 project reports concerns the **turnover of project staff**. Although only mentioned by 3 projects, it is likely to have affected other projects as well, at least temporarily. While it slowed down the implementation for a period of time, all projects seem to have recovered from it.
- 2 projects referred to challenges regarding **advocacy work** – one pointing out that it is difficult for a 3-year project to be effective in this direction, since advocacy work is usually a process longer than the duration of the project. The other project pointed out that even though the project may have achieved all its outputs and has managed to influence policies, it still takes political will to put these policies into action and to make them a priority.
- 1 project specifically reflected on the challenges of **working with a consortium of Local Authorities** (the project itself is run by a LA as well), as there will always be one partner LA in an election campaign process, which usually means public communication campaigns cannot be implemented; or bureaucratic processes are very slow, which makes the implementation of activities a very slow process.
- Other reflections related to the **project partnership**, such as the inexperience of some partners, the unbalanced distribution of tasks and responsibilities, the overall balance of the project workload, as well as financial challenges due to delays related to transfers of the project instalment from the EC.
- 5 projects discussed the challenge of **measuring the results** of their work, both in terms of reach and in terms of affecting lifestyles or behavioural change. In discussing this they raised a wider problem of assessing the **effectiveness of awareness campaigns and of** activities engaging citizens in **learning experiences**.

6.6   Conclusions

6.6.1   SUCCESS OF THE PROJECTS

Based on the information given in the updated logical frameworks and the interim reports, **the majority of the projects are likely to achieve their targets** by the end of the project. 10 of the projects have already surpassed some (or many) targets – although 3 of these projects are lagging behind in other areas. However - even though in terms of outreach to the society the projects seem to excel, this tells little about their actual impact, especially long-term impact on communities.

There is very little reporting on achieving the overall objective of the projects as progress is very difficult to measure. Most projects struggle to obtain data that would support their indicators in terms of raising awareness within the society.
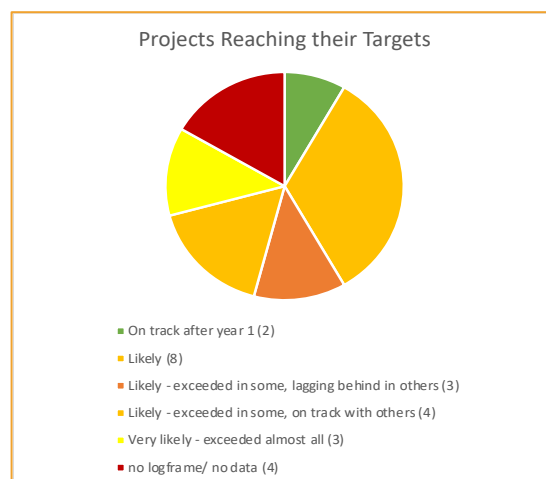
Even in cases where statistical data are available in terms of the people's support of the Agenda 2030 or people's awareness of or commitment to sustainable lifestyles/ achievement of the SDGs etc, the **question of attribution** will be difficult if not impossible to answer, i.e. how to determine the actual influence of the one or other project on these overall social developments?

Projects Reaching their Targets

- On track after year 1 (2)
- Likely (8)
- Likely - exceeded in some, lagging behind in others (3)
- Likely - exceeded in some, on track with others (4)
- Very likely - exceeded almost all (3)
- no logframe/ no data (4)

6.6.2   CHARACTERISTICS OF SUB-GRANTED PROJECTS

There are variations among the projects that include sub-granting mechanisms. In the case of the two projects that are entirely focused on sub-granting, as well as those, in which sub-granting is a major component of the project, the following conclusions can be drawn:

- Projects seem to have **reached beyond 'the usual suspects'** in the sense that a large range of small and medium-sized CSOs, local authorities and other institutions have benefitted from EC DEAR funding, which in turn has enabled:
  - Stakeholders across Europe, who would not usually be involved in DEAR project activities have become familiar with the concept of DEAR and the SDGs in particular.
  - Sub-granting projects included stakeholders from tourism organisations to media, CSOs, local authorities, neighbourhood organisations to scouts, rather than just organisations who are already involved in implementing global education activities.
  - DEAR activities have been implemented in communities that would not have necessarily benefitted from the larger projects, thus reaching a wide depth of the society.
  - Small and medium-sized organisations have enhanced their own capacity through the sub-granting schemes, which included supervision/ supporting workshops and guidance by the EC project consortia and are thus more likely to implement similar projects in the future.
- While implementing a wide range of DEAR activities and enabling projects to achieve a large outreach, the shorter durations of the sub-granted projects, as well as the lack of experience/ knowledge of the topics of the sub-grantees in some cases, **the depth of the actions** is not to the same level as those activities that are embedded in a 'regular' 3-year project.
- It is quite challenging to **achieve a lasting impact within the community** when the overall duration of the project is 12-18 months.

- The key challenge from the point of view of the consultant lies in the **set-up of the interim project report**, which does not oblige the sub-granted projects to report in the same details on their objectives, outcomes and output indicators. For this reason, it is very difficult to assess the actual impact.

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7.   The 2018 Call for Proposals and the new DEAR projects

The 2018 Call conditions

The Overall Objective of the 2018 DEAR Call requires projects

- "… to ensure the commitment of EU citizens to development and contribute to sustainable lifestyle patterns of EU citizens."

More specifically the projects should aim

- "… to develop European citizens' awareness and critical understanding of the interdependent world, of roles and responsibilities in relation to the development issues of the "People" and "Planet" pillars of the [European] Consensus [on Development, 2017], and to encourage their active engagement with global attempts to address these issues whilst simultaneously promoting fundamental values."

In terms of content, projects should focus on one or more of the following:

- Migration (informing "about drivers for mobility and root causes", and contributing "to raise awareness about EU objectives and approaches in contributing to tackling these root causes")
- Climate change or broader environmental issues ("informing citizens about: (a) the expected consequences on citizens' lives should the climate change goals not be achieved, (b) the societal changes needed to help achieve them (opportunities & costs) and (c) the actions individuals can take to reach the climate change targets")
- EU fundamental values
- Gender equality and women empowerment.

The main target group to be engaged by the project, either directly or indirectly, is

- People in the EU aged 15-35 years - with the intention that "The actions [...] should aim at bringing EU Development Policy and EU answers to global challenges closer to citizens."

Actions should involve pan-European campaigns using

- Communication and public outreach: "a combination of campaigns, awareness raising, communication and outreach activities and global learning". However, Global Learning cannot be the focus of a project. Communications and outreach should be implemented with a focus on the use of 'social media' and 'street actions'.
- A 'rights-based approach'.[27]

In providing these guidelines and criteria the 2018 DEAR Call highlights a number of changes when compared with previous DEAR Calls:

- 'Global Learning' cannot be the *main* methodology of the projects. The emphasis is instead on awareness raising and campaigning.

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[27] Quotes have been taken from the Guidelines to the 2018 Call.

- 'Communications', specifically to be delivered through social media and street actions, is the main approach to be used in engaging audiences.

- Where previously projects could select the audience which they felt was most important for the change they wanted to achieve, the main audience is now predetermined as Young people (aged 15 to 35 years), to be reached directly or via intermediaries.

- There is a requirement to institute 'pan-European campaigns'. While previously pan-European campaigns were encouraged, it was up to applicants to decide if such a campaign would be relevant to their objectives, context and opportunities.[28]

The DEAR projects supported following the 2018 Call

[Information collated from 'project fiches' by Caroline Vilos, DEAR Support Team[29] and correct as of 1st July 2020.]

Although possibly eleven projects will be supported as a result of the 2018 Call, at the time of writing only information about ten of these was available and only eight of the projects had started implementation.

Project title	Lead applicant	Lead applicant CSO or LA	Lead applicant location	Campaigning-Advocacy and/or Education focussed
1PLanet4All - Empowering youth, living EU values, tackling climate change	PEOPLE IN NEED	CSO	Czech Republic	Education
Main theme: Climate Change Strategies include: development of young people as multipliers/agents of change; design and dissemination of skills and knowledge; design of resources.				
Game over? Do not let climate change end the game!	CEEWeb	CSO	Hungary	Campaigning-Advocacy and Education
Main theme: the role of the EU in shaping development in countries of the South, including in respect of Climate Change, economy and trade. Strategies include: social media and other electronic communications; development of youth ambassadors and other multipliers				

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[28] The wisdom of such an approach is queried in a number of recent DEAR Country Studies. See for example comments in the DEAR Country Studies on Croatia, Estonia and Italy (2020).

[29] https://dear-programme.eu/map/?map_search_lead_organization=&map_search_project_title=&map_search_number=&map_search_project_aproach=0&map_search_project_participant=0&map_search_main_applicant=0&map_search_UE_list=0&map_search_status=no&map_search_year=&lot2013=2018&map_search_any=&map_search_sort=0&map_search_order=1&map_menu=map_projectslist&submit=Search

| Project title	Lead applicant	Lead applicant CSO or LA	Lead applicant location	Campaigning-Advocacy and/or Education focussed
#Go EAThics: sustainable food supply chains that respect migrant workers' rights and reduce climate change, hunger and poverty as key drivers of migration	Christliche Initiative Romero (CIR)	CSO	Germany	Campaigning-Advocacy
Main theme: Climate Change, Hunger and Poverty as key drivers of migration Strategies include: mobilisation of youth ambassadors and involvement of young celebrities, journalists and young bloggers				
#ClimateOfChange : End Climate Change, Start Climate of Change	GVC	CSO	Italy	Campaigning-Advocacy
Main theme: Climate Change and its effect on migration Strategies include: evidence based communication campaign including use of case studies from Senegal, Cambodia, Ethiopia and Guatemala; development of young EU citizens as multipliers incl. via social media				
'I am European' : Migration Stories & Facts for the 21st Century	MONDO	CSO	Estonia	Education
Main theme: Migration Strategies include: development of multipliers including involving young teachers, journalists and others; use of sub-grants to involve youth and migrant organisations in peer-to-peer exchanges and multiplier activities				
Food Wave - Empowering Urban Youth for Climate Action	Comune di Milano	LA	Italy	Campaigning-Advocacy and Education
Main theme: Climate Change and its mitigation through changes in food consumption and production Strategies include: raising young people's awareness of climate friendly food consumption and related policies; developing activists to multiply awareness more broadly; developing a pan-European AR campaign				
Mindchangers: Regions and youth for Planet and People	REGIONE PIEMONTE	LA	Italy	Campaigning-Advocacy and Education
Main theme: 2030 Agenda Strategies include: capacity building of LAs and small and medium sized CSOs				
Eat4Change - mobilising youth for sustainable diets	Maailman Luonnon Säätiö - World Wide Fund For Nature, Finland	CSO	Finland	Education
Main theme: Sustainable food systems Strategies include: awareness raising of the impact of diets on people and planet; developing young people's understanding and skills to engage their peers in actions in support of sustainable food systems				

Project title	Lead applicant	Lead applicant CSO or LA	Lead applicant location	Education and/or Campaigning-Advocacy focussed
Climate action by European citizens delivers for development	*Oxfam Novib*	*CSO*	*Netherlands*	*Campaigning-Advocacy*
Main themes: Climate change, development and gender equality Strategies include: Digital campaigns; skills development enabling young people to take action and create engagement of the wider EU citizenry				
People & Planet: A Common Destiny	*Câmara de Loures*	*LA*	*Portugal*	*Campaigning-Advocacy*
Main theme: inclusive sustainable development policies Strategies include: digital campaigns; coalition development of CSOs and LAs; young people campaign skills development				

DEAR Projects supported through the 2018 DEAR Call for Proposals
(in italics those projects that had not started implementation at the time of writing but who are to be supported through the Call.)

The following information only refers to the eight DEAR projects that had started their implementation by July 2020.

IMPLEMENTATION: WHERE?
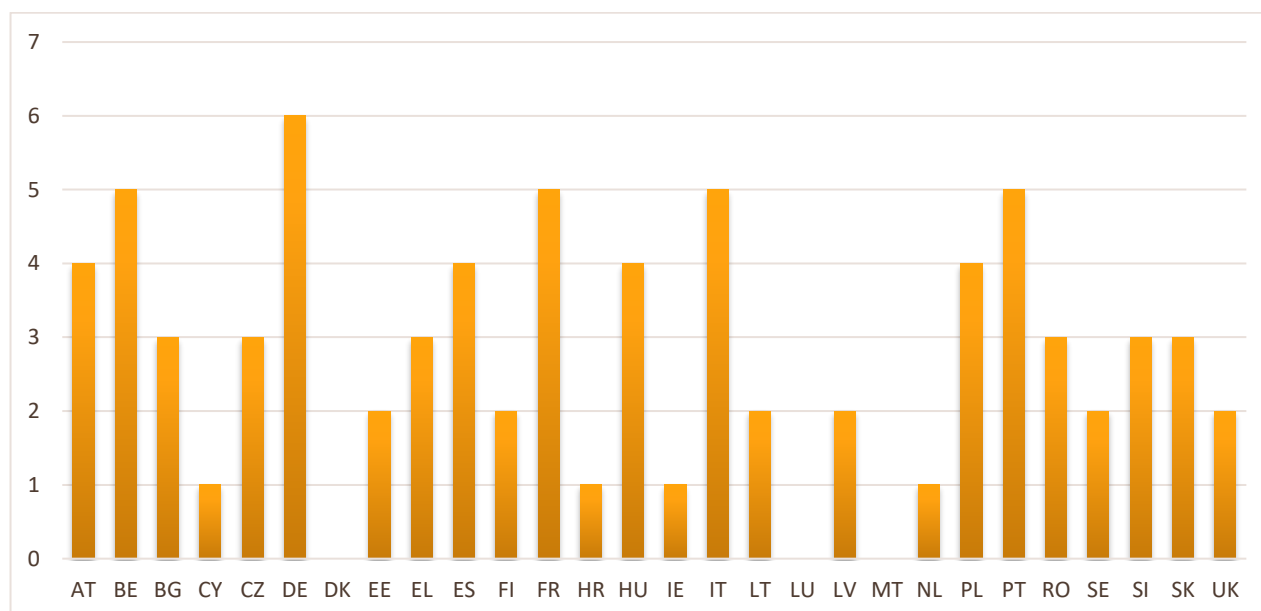
Number of 2018 CfP DEAR Projects implemented in each EU Member State
(as of 12th July 2020, excludes those projects yet to start their work)

In the following charts the three projects that have identified that they have both Education and Campaigning-Advocacy components are shown in both categories, i.e. they are counted twice.

AUDIENCES

Although the main audience of each project is Young people, all projects also address other audiences, mostly as a means to engage Young people and/or as a target for possible policy or practice changes to be achieved through the engagement of young people.
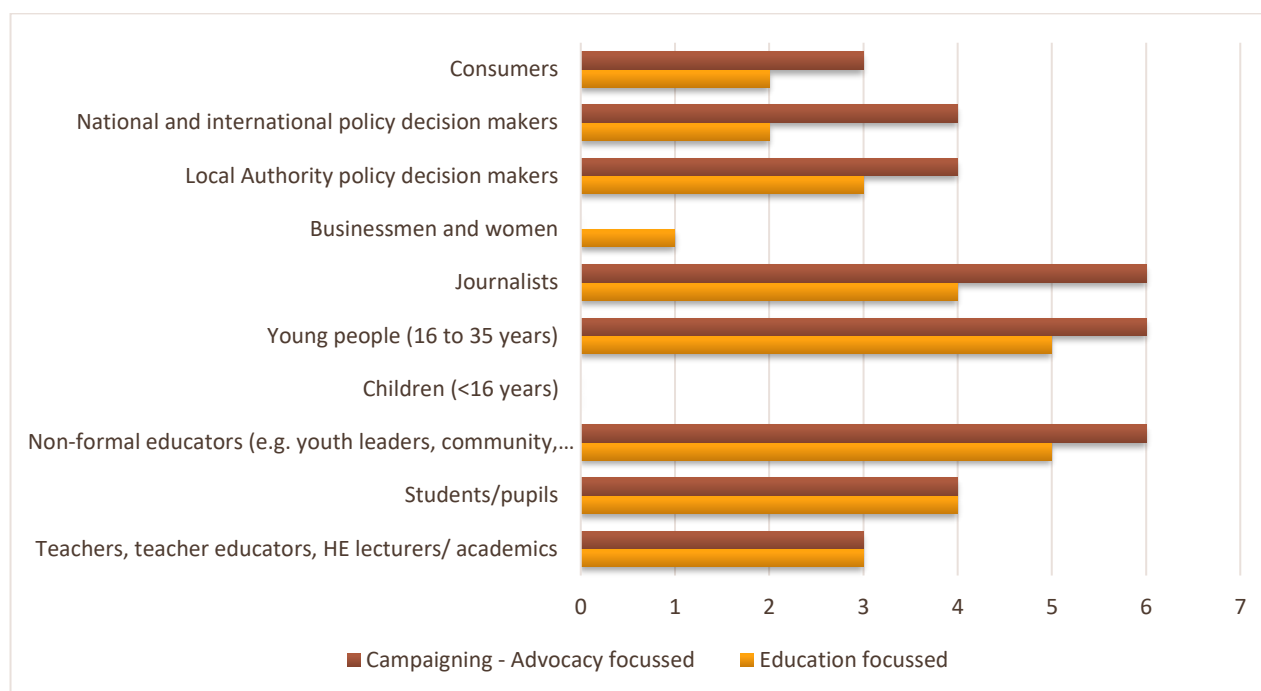

2018 CfP DEAR Projects: Number of projects targeting or engaging specific groups of individuals
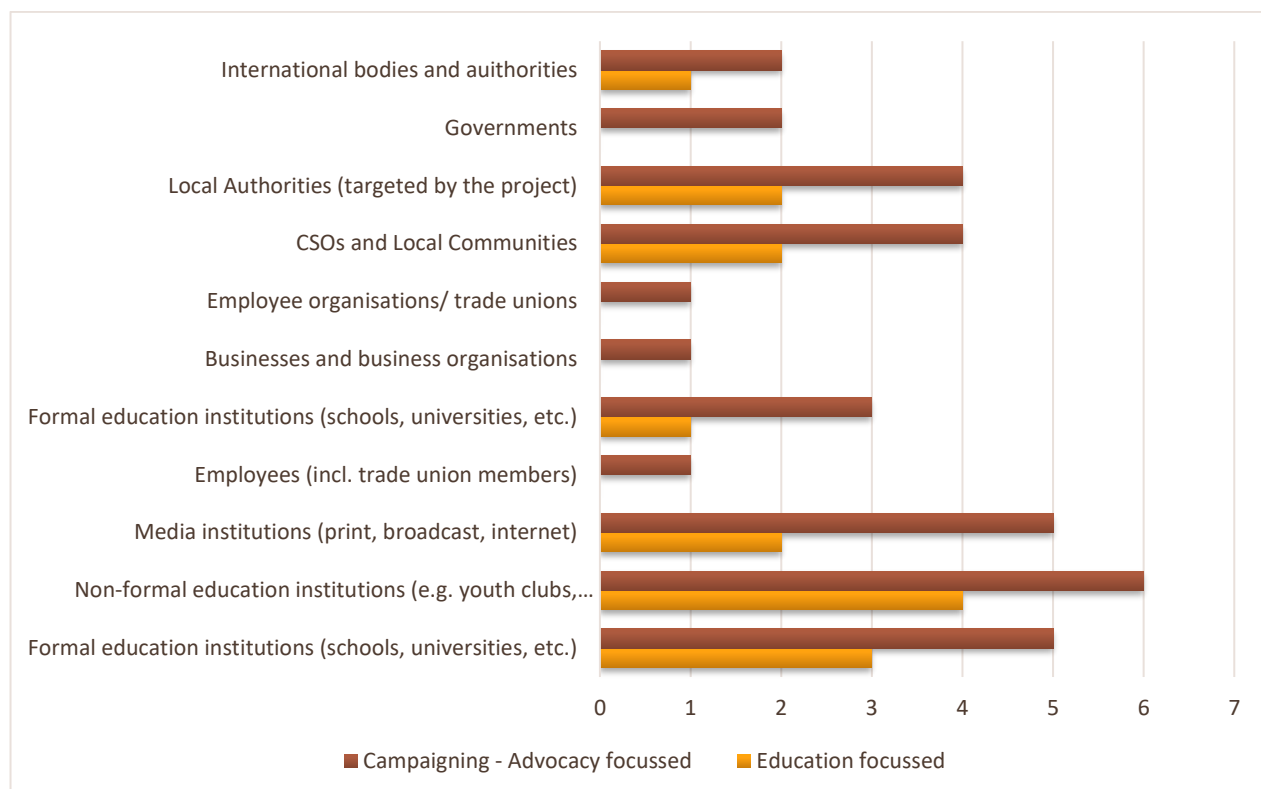
2018 CfP Projects: Number of projects directly targeting or engaging specific types of institutions

THEMES

Climate Change or Migration is the main theme focussed on by any of the projects. In addition each also aims to address or incorporate attention to a series of other themes and its related issues.
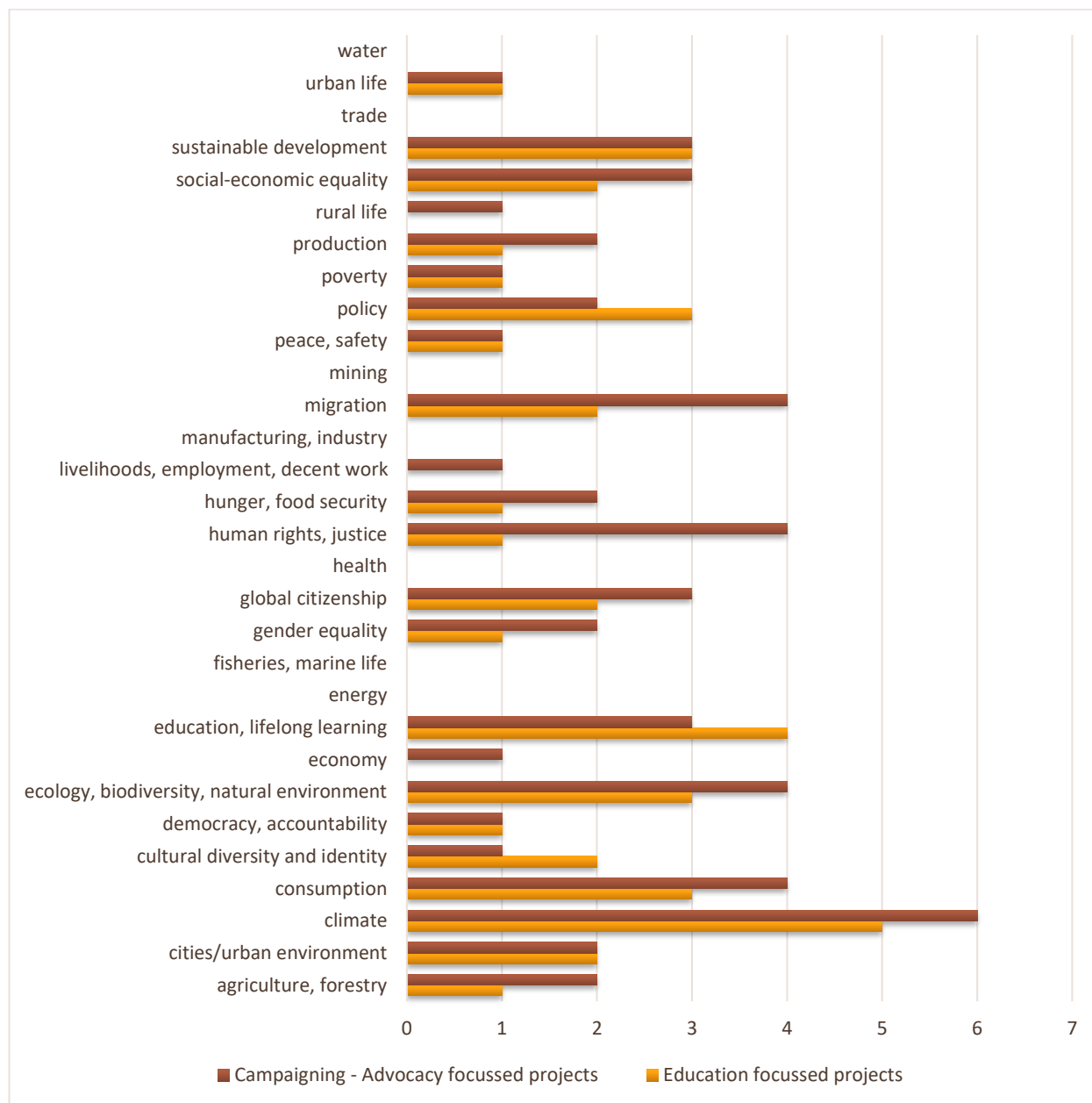
Themes explicitly addressed by eight of the 2018 CfP projects

ACTIVITIES

N.B. Projects are at the start of their implementation. The range or type of activities employed by them over the next years is likely to change. By definition all projects will use social media and public 'street actions' but in addition they also plan to employ other activities.
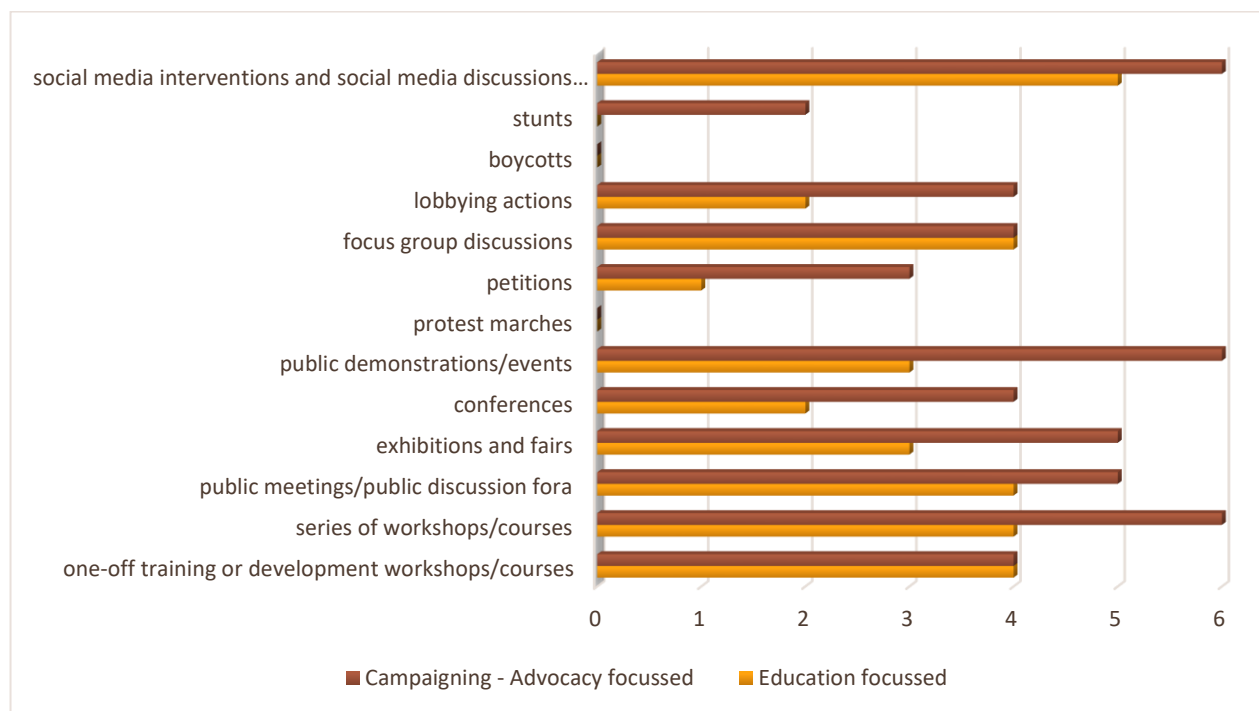
Types of activities planned to be used by eight 2018 DEAR CfP projects

Further information about the EU DEAR Programme

General information about the Programme and its supported projects can be found on:
www.dearprogramme.eu

Information primarily targeted at those involved in organising and implementing DEAR projects can be found on:
www.capacity4dev.eu/dear