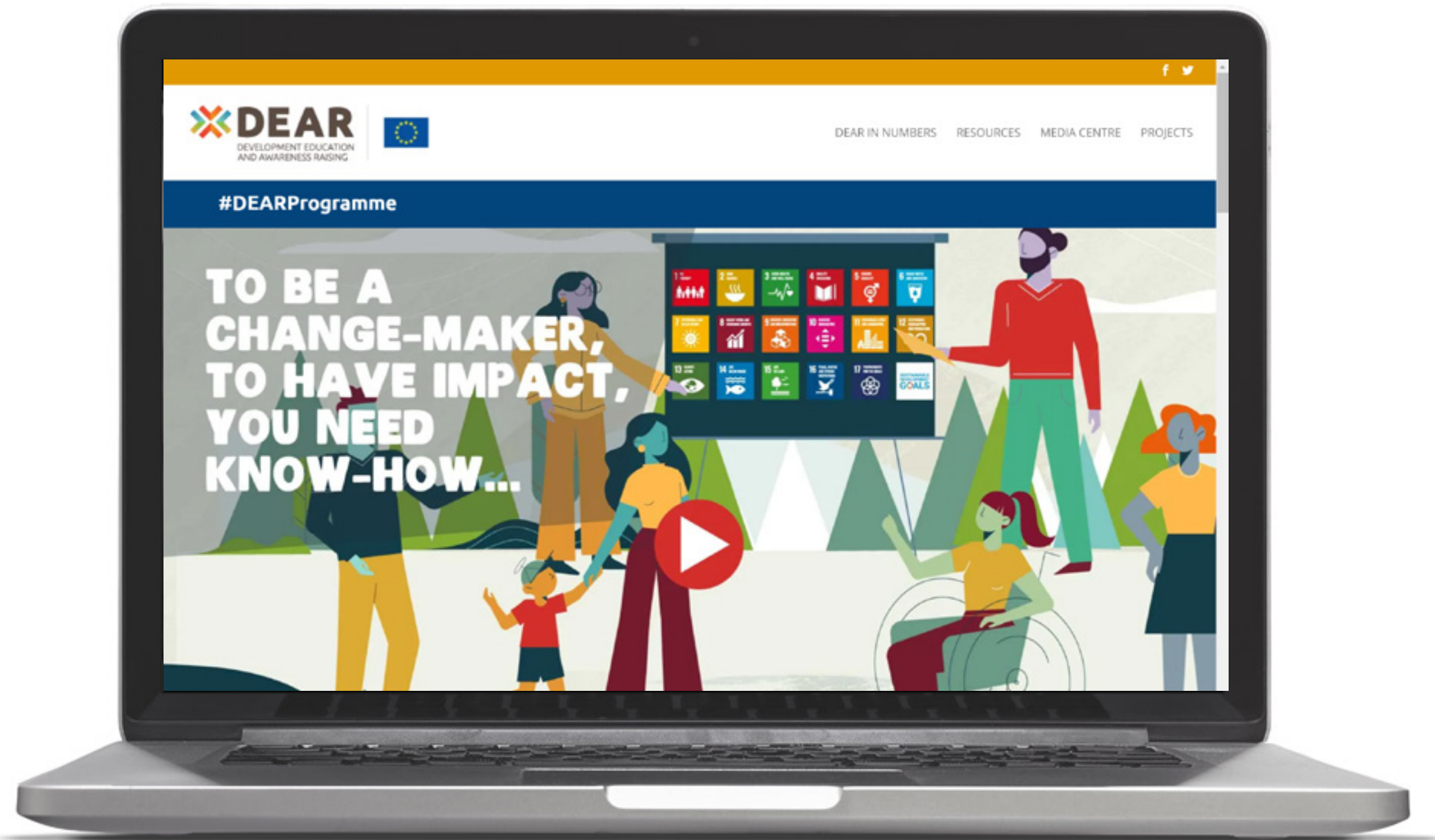


EU DEAR Programme Briefing package



EU DEAR Programme in a snapshot



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Explainer



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The basis and development of the EU DEAR Programme

DEAR Programme Brief, September 2020

The EU Development Education & Awareness Raising (DEAR) Programme exists to promote and enable active engagement of Europeans in development issues, in particular those global issues that affect them and that can be affected by them. It is based on a partnership involving the European Union, and CSOs and LAs based in the EU. Projects, co-funded by the EU, engage Europeans through education and public campaigning activities.

The EU DEAR Programme focuses on the global development and international partnership priorities of the European Union. It aims to develop a critical public understanding of and active responses to the priority themes of the EU in a manner of the CSOs', LAs' and the public's choosing whilst applying the values that are at the foundation of the EU.



Origin and initial operation (1976 – early 1990s)

Support for DEAR by the (then) European Community started through an initiative from Commissioner Claude Cheysson (1973-1981), at a time when support for development cooperation by the Commission was still a new venture. Up to that point public awareness raising and education on development issues had primarily been a role of NGDOs and other civil society initiatives, although increasingly Community Member States also provided support (including, for example, the Netherlands, UK, France and Germany).

The 'Development Education Fund' (as it was called at the time) recognised that there was a role for (inter-) state institutions, such as the Commission, in supporting citizens on issues that were of concern to them but that were not necessarily on the agenda of policy making bodies or recognised in wider society. In the case of education such initiatives might relate to the introduction of development themes in teaching and learning (eventually leading to the adoption of Development Education as a thematic or pedagogical

approach in a variety of national, regional and school curricula). In the case of policies it might relate to initiatives that advocated fairer trading relations between Europe and developing countries (the Fair Trade initiatives, for example, were an early recipient of Community funding).

Support for Development Education recognised that Commission activities in development cooperation needed backing from an informed citizenry that would be supportive, albeit sometimes critically so, of the Commission's priorities. Involvement of and support for NGOs offered a way to achieve this - as Commissioner Cheysson later said in a meeting between the Commission and NGOs: "Where there is an NGO there is a manifestation of the heart, of emotion. Thus, when we work with such organisations we get closer to the public opinion, we stop being a technocracy, an anonymous bureaucracy." ²

Discussions between the Commission and NGOs led to a decision in 1976, implemented since 1978/9, to provide grant support for development education by offering NGOs the 'right of initiative': proposing interventions on priorities discussed by the Commission and NGOs.

Awarded to a wide range of projects, the main criterion for each was that it related to development issues as they affected people in 'developing countries' and that they used or promoted Development Education, i.e. an active involvement of audiences in learning and action. Support was given in 1993, for example, "to promote public awareness in Europe of Third world development problems and to promote solidarity between people in Europe and people in developing countries", while in 1997 funds were available for the "Promotion of European public awareness and development education: [...] 1. activities targeted on young people; 2. the co-financing of audiovisual productions; 3. publications and information activities." ³



The setting up of the DE Fund, and of other support for NGDO activities, also led to the initiation of an 'EC NGO Liaison Committee' (better known as 'CLONG' through its French acronym). As part of this, Commission staff were actively involved in the Liaison Committee's 'Development Education Working Group'.

During the 1980s and 1990s Commission funding was typically provided for up to 65% of project costs up to the equivalent of around €100,000 p.a. Proposals for grant support could be submitted 'as and when', with assessments by the Commission done after receipt of comments on applications from CLONG's DE Working Group and, depending on the theme or issues of the proposal, from staff in relevant DGs.

In education, supported projects often focussed on work that highlighted the voice of people in developing countries, for example in Geography or History – where previously personal experiences of poverty, development or the effects of colonialism had been absent. The use and development of 'active learning' approaches, for instance using simulation games instead of 'chalk and talk', helped to make experiences and

different perspectives on development come alive to teachers and learners alike.

Projects geared towards policy change often focussed on the interdependence of Europe in respect of trade, agricultural policies, and Apartheid. Discussions between the Community and the ACP countries frequently formed a focus for such projects during the Lomé II deliberations (1981 – 1985).

By no means were the grant supported projects always complimentary of the Community's development policies, leading to sometimes fierce discussions about the value of a democratic institution funding the critical voices of its policies. The Commission however was firm in its position that, as long as NGO initiatives addressed the key issues and concerns of Community policies, Development Education was a worthwhile – and indeed necessary - expenditure to make in engaging Europeans in development issues.

In 1986 Maurice Foley, Deputy Director General for Development, summed up the work done to that date:

"The mobilization of public opinion is [...] a fundamental pillar of NGO action. Between 1978 and 1985 a total of 275 projects of Development Education were funded, with 11 million ECU [€11 million] [...] It is important to note that some of the most vociferous criticism of the Community's International Cooperation and Development policies was produced within these co-funded projects. Thematics as Apartheid, industry and trade changes, the role of women in development and [...] the problems of food and agricultural policies, reflect a common concern of both NGOs and the Commission regarding the awareness raising of European public opinion about the interdependence of our economies and those of the Third World countries.⁵

² Quote from 1981 (translated from French) taken from the 'DEAR 1.0 – the Pioneers' video with interviews of those involved in the setting up and initial implementation of the DE grants fund: <https://europa.eu/capacity4dev/dear/news/four-decades-development-education-more-relevant-ever>.
³ Respectively from: VIII/372/93-EN 'Digest of Community Resources available for Financing NGO Development Activities', 1993 and VIII/207/97 EN 'Digest of Community Resources available for Financing the Activities of NGOs and other Governmental and/or Decentralised Bodies representing Civil Society in the fields of Development Cooperation and Humanitarian Aid', April 1997. ⁴ ACP: Africa, Caribbean, Pacific – primarily former colonies of Community Member States. ⁵ Speech at the General Assembly of CLONG, 1986, translated from French.

Increasing European collaboration (1990s – 2010)

Initially there was no requirement for a project to work across different Community Member States. Partly as a result of work by CLONG's DE Working Group (with representatives from the Commission and NGOs from across the Community), and partly by NGOs finding 'natural' allies in different countries, an increasing number of projects started to develop initiatives that were jointly implemented in different Community States. During the middle of the 1990s this almost became a default position for supported projects, typically involving work in 2 to 4 countries. Cross-border collaboration became a requirement for the receipt of funds during the latter part of the 1990s.

Evaluations of the programme in the late 1980s and in 1998 indicated that NGOs were well placed and often the best initiators of DE activities. This was due to the fact that not only were they close to citizens and to citizen concerns and interests, but also because they often offered a professional service for example to teachers by facilitating relevant teacher training and resources, and to politicians by supplying them with well researched documentation and arguments. Closeness to citizens influenced the incorporation of Local Authorities (from 2007 onwards) as possible grant recipients, since they too were considered to be close to citizens as well as, in many cases, being responsible for the provision of formal and non-formal education in their localities.

To promote a wider involvement of citizens in global development concerns, and develop the capacity of smaller, community based NGOs, an 'EC mini-grants scheme' was

instituted during the 1990s. Administered at a national basis by an institution appointed by the Commission (sometimes a well-established (larger) NGO or, on some occasions, a government department), it provided one year start-up funds (up to the equivalent of approx. €10,000) for local NGOs who were new to DE. Through this scheme a variety of organisations who had previously not been involved in DE activities started to give attention to public engagement in global development issues.

The introduction of Calls for Proposals, in 2000, marked a significant change in the organisation of the DE Programme. This followed a general trend within the Commission to establish more rigorous processes to demonstrate that money was well spent. During the following decade funding for projects was



increased (initially to €1 million maximum) and application processes became more streamlined (and more complex). An evaluation of the DE programme in 2000 (as part of an evaluation of the 'Co-financing European Development NGOs' budget line) seemed to confirm earlier findings about the benefit of working with NGOs: success rates of the actions supported, in terms of immediate results, tended to be higher in DE than in most other development co-operation funding streams.

Following the accession to the EU of ten New Members States in 2004, the previous budget line that supported DE (by now known as DEAR – Development Education & Awareness Raising) was replaced with the 'Non-State Actors and Local Authorities in Development' Programme⁶. From 2007 onwards this led to involvement of a wider range of actors: not only a wider range of NGOs but also, for example, local and regional authorities, teacher training institutes, and LA managed youth and community organisations.

To get a better sense of the different actions, actors and opportunities for DEAR in EU Member States, the Commission in 2010 instituted a 'DEAR Study'.⁷ Its 700+ page reports gave detailed information about the 'state of DEAR' in the EU. Based on discussions with state and non-state actors the Study suggested a greater strategic approach to the EU's DEAR Programme: amongst others, focussing on adding value to local and national initiatives, bringing different stakeholders together at an EU level to assist in informing strategic interventions, and supporting the establishment of DEAR in New Member States.

⁶ One of the programmes funded through the Development Cooperation Instrument. ⁷ The study reports are available at <https://europa.eu/capacity4dev/dear/node/87627>

The DEAR Programme since 2010

One of the findings of the DEAR Study was that actors generally implemented one of two approaches to DEAR. One, called 'Global Learning', was primarily used in education settings: using active learning approaches to develop a critical understanding, skills and involvement of learners in global development issues. What the exact involvement would be would depend on the learners' own situation and response to what was learned. Another approach, called 'Campaigning-Advocacy', primarily used public awareness raising, campaigning and lobbying techniques to engage the public in specified policy or practice changes of political or commercial bodies.

Since 2013 these approaches have been identified too in the various DEAR Calls for Proposals. According to recent country studies initiated by the DEAR Programme these two approaches are still valid in that Global Learning gives people the understanding, skills and confidence to become actively engaged, while Campaigning-Advocacy gives those with an understanding and disposition to act an opportunity to promote specific changes in policies or behaviours.⁸

Concurrently, the EU DEAR Programme has given strategic attention to the development of Pan-European initiatives through the projects it supports, to the establishment of exchanges with Member State DEAR initiatives, to capacity development of new or nascent DEAR actors in Member States where DEAR activities are new or relatively undeveloped, and to learning from DEAR project experiences – and to dissemination of that learning.

Since 2010 the size of supported projects has increased: typically projects are implemented in some nine Member States, a larger

number of partners has become responsible for the project's implementation, co-funding available from the EU has increased to up to €10 million. There has been too a growth in the size of project lead (and partner) organisations, with an ability to support smaller organisations through a 'sub-granting' ('third party financial support') mechanism administered by individual projects.

In terms of Programme effectiveness, a calculation in 2018 concluded that during the previous three years 14.6 million Europeans had been highly actively involved in supporting and promoting the work of projects.⁹ Such activism helped to create changes in teacher training, school curricula, North-South trade and tax regulations, natural resource management and in awareness of and behaviours towards migrants and asylum seekers. At the time of writing 25 DEAR projects, at the approximate half-way stage of their three-year implementation, are estimated to already have trained some 25,000 teachers, while some 240 Local Authorities have included Agenda 2030 into their action plans in the past two years¹⁰.

All these activities make an appreciable and real difference to European citizens and to people in developing countries alike. They continue to build a European public that is understanding of, actively interested in and engaged with global development issues, building on the founding intentions of the Programme: the provision of support for citizen initiatives that make a positive, albeit sometimes critical, contribution to the EU's global development priorities.

December 2020
DEAR Support Team for the European Commission



General information about the EU DEAR Programme is available at www.dearprogramme.eu

Information that is aimed at EU DEAR practitioners can be found at www.capacity4dev.eu/dear

⁸ See country studies and the 'DEAR Projects 2020' report (both forthcoming). They will be uploaded via <https://europa.eu/capacity4dev/dear/news/dear-programme-reports> ⁹ <https://europa.eu/capacity4dev/dear/documents/dear-projects-achievement-impact-2018-report>

¹⁰ <https://europa.eu/capacity4dev/dear/documents/dear-projects-2020-projects-half-time>

The DEAR Programme current requirements: Calls for Proposals, Direct Grants¹⁰

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 formed part of the EU’s ‘Development Cooperation Instrument 2014-2020’. From January 2021 DEAR activities are funded through the ‘Neighbourhood, Development and International Cooperation Instrument 2021-2027’. Managed by the European Commission’s Directorate General for International Cooperation and Development (DG DEVCO/DG INTPA) 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.

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

	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.”
Priority themes	<ul style="list-style-type: none">• One or more of the SDG• Interdependence EU-developing countries and one or more of: <ul style="list-style-type: none">• Migration• Climate change• Gender equality	<ul style="list-style-type: none">• Migration• Climate change or broader environmental issues• EU fundamental values• Gender equality and women empowerment.
Primary Audiences	<ul style="list-style-type: none">• (From amongst) European citizens from multiple EU Member States	<ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Global Learning, or• Campaigning-Advocacy	Involving pan-European campaigns through <ul style="list-style-type: none">• Communication and public outreach• Use of a “rights-based approach”
Total grants budget	c. €85,000,000	c. €77,000,000
Supported projects nr.	25	10

¹⁰ For more information see also <https://europa.eu/capacity4dev/dear/documents/dear-projects-2020-projects-half-time>

Currently three direct grants are being implemented:

 <p>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. GENE uses the term Global Education in its work, taken from the definition in the Maastricht Declaration on Global Education in Europe (2002).¹¹ 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.¹² The current focus of the network is on strengthening quality of Global Education - this involves Roundtable discussions, Peer reviews¹³ and Policy research¹⁴;</p>	 <p>North South Centre of the Council of Europe: Support is provided to the Centre’s ‘Intercultural Learning Exchange and Dialogue programme’ (iLEGEND)¹⁵ (2019 – 2022). The programme focuses on strengthening Global Education/ Global Development Education in those European countries where it is least established;</p>	 <p>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). This first phase will be followed by a second one from July 2020 to December 2021 relating to the Presidencies of Germany (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: Sustainable Development, Human rights, Development Cooperation and Civil Society Space.</p>	<p>The European Union also provides support to networks of NGOs and Local and Regional Authorities involved in global development. Each of the, currently two, supported networks provides opportunities to its members to exchange and learn from member DEAR activities:</p>  <p>CONCORD: This network involves European NGOs working in global development. It represents its membership at international levels and supports policy changes advocated by the membership. Attention to DEAR is seen as a cross-cutting issue for the network. 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”.</p>	 <p>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’.</p>
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¹¹ <https://rm.coe.int/168070e540> ¹² <https://gene.eu/wp-content/uploads/SOGE-2019-web-version.pdf> ¹³ During 2019 such a review took place in Estonia leading to the report <https://gene.eu/wp-content/uploads/Estonia-PR-report.pdf>

¹⁴ As the support for the Academic Network on Global Education and Learning (ANGEL): <https://angel-network.net/> ¹⁵ https://www.coe.int/en/web/north-south-centre/ilegend#61316013_61315900_True ¹⁶ <https://concordeurope.org/what-we-do/global-citizenship/>

¹⁷ Such as the ‘Global Citizenship Education in Europe’ <https://concordeurope.org/resource/global-citizenship-education-how-much-do-we-care/> ¹⁸ <https://platforma-dev.eu/category/dear/>

Achievements and impact of DEAR Projects: the 2020 report¹⁹

The 'DEAR Projects 2020' report provides **a review of work done by grant recipients during 2019-2020** - and builds on earlier reports produced in 2018 and 2019.²⁰ 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. In addition, section 7 gives an overview of major characteristics of newly supported DEAR projects, following the completion of the 2018 CFP process.

The report also summarises key issues faced by EU DEAR projects **in eight EU Member States**. 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:

- a) In recent years, in most of the reviewed countries, state financial and/or policy support for DEAR has declined or has not improved.
- b) 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.
- c) 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.
- d) 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.
- e) 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.
- f) 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.
- g) Awareness of the SDGs varies from country to country but in all countries it is increasing, particularly amongst the young generation.
- h) 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.

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. 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.



¹⁹ For more information see also <https://europa.eu/capacity4dev/dear/documents/dear-projects-2020-projects-half-time> ²⁰ '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>

What processes are used by projects?

- 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.
- The most prominent tools for competence development used were capacity building workshops or training 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.
- Almost all projects, as part of their intentions for change, aspire to influence the system in which they operate:
 - a)** 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.
 - b)** Apart from engaging directly with decision-makers and drafting policy papers, a third of the projects implemented advocacy campaigns.
 - c)** Other projects actively participated and engaged in high-level international policy events, such as the UNHLPF, COP etc.

d) 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.

- Capacity building training that engages 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 - and their impact?

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:

- **Over 25,000 teachers and CSO representatives increased their global education competences and**
- **More than 13,000 CSO representatives increased their capacity to implement advocacy actions and campaigns.**

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.

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.

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.

Financial support to Third Parties (sub-granting)

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.

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

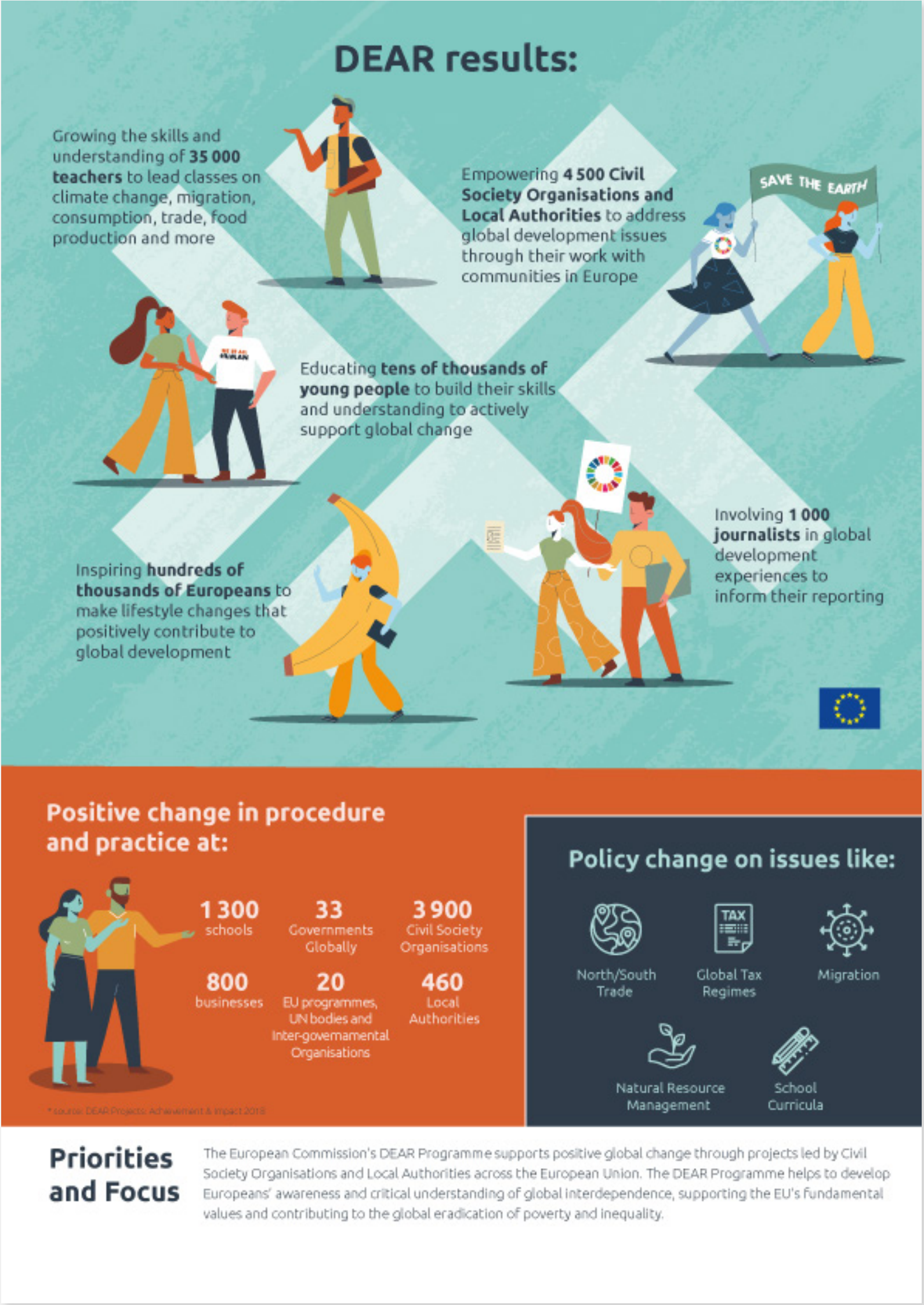
Ten projects have been awarded a grant following the 2018 DEAR Call for Proposals. Awarded to 7 CSOs and 3 LAs, the implementation of the projects is started during 2020. Six of the projects plan to focus on Climate change and related environmental issues, while four plan to focus on Migration. Attention to EU fundamental values and/or Gender equality is for virtually all projects an explicit cross-cutting concern.

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. 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.

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.





The context of DEAR in EU Member States

DEAR in national policy contexts

During 2018 both [GENE](#) (Global Education Network Europe: a network of DEAR relevant civil servants from EU Member States and the European Commission) and [CONCORD](#) (the European NGDO confederation) published reports on the state of Global (Citizenship) Education in Europe. The following paragraphs draw on those reports.

The economic crisis of 2008-09 and its consequences continue to affect DEAR in the EU, leading to reductions or at best standstill budgets for DEAR in most EU Member States. [The consequences of the 2020-21 COVID-19 pandemic are likely to only have added to this situation.]

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

The fundamental values on which the European Union is founded (respect for human dignity and human rights, freedom,

democracy, equality and the rule of law) are no-longer taken for granted in various quarters. Even where they are not explicitly questioned as giving valuable guidance to principles of societal organisation and behaviour, their meaning and application is being queried.

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

According to recent Eurobarometer surveys, the key themes of current projects (Climate Change, Migration) should resonate well with the European public and the EU DEAR Programme potentially relates well to public priorities.

However, as both GENE and CONCORD reports make clear, at a national level support for such themes is more problematic. Findings that are confirmed by recent country studies carried out by the DEAR Support Team.



Country Studies

During 2019 and 2020 the DEAR Support Team carried out a series of studies on the contexts in which DEAR takes place in various EU Member States. Reports of each study are accessible via [DEAR Programme reports | Capacity4dev \(europa.eu\)](#). A longer summary of each report is also included in the '[DEAR Projects 2019](#)' report (pp 12 -24) and in the '[DEAR Projects 2020](#)' report (pp 13 – 20).



Croatia (2020)

- Governmental support for DEAR activities is absent or limited at best.
- Interest by the state in the SDGs is largely lacking. However, a recently drafted National Youth Strategy makes reference to the need for “global solidarity and intercultural dialogue to understand global problems”.
- Political and media discourses on global development issues are typically either uninterested or viewed from an illiberal, nationalist or anti-globalisation perspective.
- A small, but active, number of NGO and community based organisations is involved in development education, typically working at local community levels including with schools and teachers. An emphasis on education work, rather than on campaigning actions, is seen as the most effective way of engaging young people and others in global development issues.



Cyprus (2020)

- No specific national policy, strategy or action plan for Global Education exists and state or other funding for DEAR in the country is limited.

- At local level CSOs have been able to raise issues relevant to the SDGs, but less so at national level where response to the SDGs appears fragmented.
- A generally well-established range of CSO initiatives involving young people exists. Although local expertise in DEAR is available, initiatives tend to be short-term, lacking the resources to give sustained attention to DEAR. Relationships of CSOs with the MoE and other education providers tends to be good.



Czech Republic (2020)

- Changes in governmental policies, during the past four or five years, have decreased attention to global connections, human rights, the SDGs and Global Development Education. Funding for DEAR activities has been reduced drastically.
- Governmental, media and public perceptions of and responses to global issues, such as Migration, tends to be negative. However, public interest in issues relating to Climate Change and Fair Trade is increasing.
- CSOs are the main actors promoting DEAR and a number of national networks, focussing on global development or environmental concerns, exist.

- Local level activities, with communities and interested LAs, and European level activities, with MEPs, have become more important, while national level activities have reduced in importance as a means to promote DEAR. Activities that are focussed on and use development education approaches, rather than campaigning, are particularly effective in engaging young people.



Estonia (2020)

- State support for DEAR involves attention to awareness raising of development cooperation, Education for Sustainable Development, and environmental education. Activities supported by EU DEAR projects (in particular GENE and Bridge 47) have led to closer exchanges and collaborations between a range of (potential) state and non-state DEAR stakeholders.
- Since 2016, CSOs in the country tend to be too small to be the lead applicant in an EU DEAR proposal
- Attention to DEAR (generally called Global Education) in the formal and non-formal education sectors relies significantly on the enthusiasm of individual educators and their institutions.
- Attention to Migration in (EU) DEAR projects is not encouraged by the



Finland (2019)

- Political, media, public and educational environments in the country tend to (strongly) supportive of DEAR (Global Education) activities and intentions. Nevertheless, little attention to DEAR or its projects is given in the media.
- A wide range of local, regional and national CSOs is active in support of DEAR relevant issues and a strong national network of development NGOs supports them in this.
- The national education curriculum requires all schools and day-care centres to give attention to themes of Global (Citizenship) Education. However, how issues are being dealt with is up to individual teachers. CSOs will tend to focus on supporting teachers in this, lobbying government for a more structured approach to educator (pre- and in-service training) and on involving young people in global development issues

current government and the issue of Climate Change is controversial in government – given its activities to develop the country’s shale oil. However, in relation to the latter activities of young people (through environmental movements and activities such as ‘Friday For Future’) are increasingly getting attention.



France (2019)

- A well-established and experienced range of CSOs operate in support of DEAR (Education for Citizenship (or Development) and International Solidarity). Many local authorities are also actively supportive of DEAR.
- However, increasing economic and social inequalities have contributed to a growing distrust of established politics and of the media, resulting in the relative success of politicians offering ‘protection’ against (real or perceived) external threats. As in other EU Member States, pluralistic public debate has become more difficult to organise.
- CSOs and, of course, LAs involved in DEAR tend to operate primarily at local levels: using peer-to-peer communication and education strategies, and focussed on building partnerships with local politicians (incl. MPs and MEPs), local media, schools and community organisations. Many of the activities focus on the development of notions and understanding of global citizenship.



Greece (2019)

- A national Global Education/DEAR strategy or plan or governmental

support mechanism for it does not exist in the country. Support from the EU has been the key driver in establishing a relatively small range of DEAR activities.

- Activities and resources to be used by CSOs in support of education work need to be approved by the government well in advance of their introduction to teachers or students. This can severely hamper the ability of EU supported DEAR projects to deliver on intentions.
- Public, media and political awareness and understanding of local-global relationships tends to be low. Which means that DEAR projects typically have to start from a low base of understanding in which a starting point for the development of a global development perspective typically has to be a local issue that affects the audience.



Hungary (2019)

- The political – and media – contexts within which DEAR operates in the country is largely negative, with severe restrictions on how certain global development themes and issues that are of concern to DEAR can be addressed.
- Government promoted discourse and state regulations mostly limit open discussions about and

engagement in a variety of global themes and actions, Migration and Human Rights being some of these.

- For CSOs significant restrictions exist on the receipt of funds for their work from sources outside the country.
- As a result of the political situation, DEAR is largely limited to occasional, one-off activities, e.g. as an extra-curricular activity in schools, with no chance of following up on this work, e.g. through regular classroom teaching.



Italy (2020)

- Government investment in education, in development cooperation and in DEAR related activities has deteriorated in the past decade. However, a collaborative approach at national level exists, involving ministries, universities, CSOs and various regional authorities.
- The collaborative, multi-stakeholder approach has recently led to the design of a national Global Citizenship Education strategy, implementation of which is now being developed in a variety of regions.

- Media, political and much of the public's discourse regarding various

aspects of the country's global relations is significantly negative, not least that which is concerned with Migration.

- Despite the largely negative media reporting on many global issues, DEAR projects have been successful in engaging journalists (and through them their publishers) in DEAR projects – successfully so particularly through the use of study visits to countries outside Europe.



The Netherlands (2020)

- Government funding for DEAR does no longer exist: it was part of cuts in development cooperation spending by the country.
- In media and public discourse expressed opinions about global development and development cooperation has become more polarised in the past decade, with a shrinking space for open, informed discussions.
- Financial pressures on NGOs have led to many of them giving less attention to constituency and public education about global development issues, reinforcing a reduction in informed public debate.
- In DEAR activities issues relating to climate change are particularly

highlighted, finding a great deal of interest particularly amongst young people.



Portugal (2019)

- Governmental support for DEAR/ Global Citizenship Education is provided both through policy documents and through grants support. In the policy arena however support for DEAR relies significantly on a number of 'champions' rather than it being an embedded part of policy thinking and discussion.
- CSOs involved in DEAR tend to be small with work typically focussed on issues of climate change – issues that are covered too by the media and polity.
- Despite the limited size and reach of DEAR activities, DEAR actors find that the effect of their work tends to be long lasting and often influences work beyond the immediate target group of a project.



Romania (2020)

- Although there is stated governmental support for DEAR activities, in practice little financial assistance is provided to CSOs or LAs.

- A decentralised education structure provides opportunities for the inclusion of DEAR themes and issues in the curriculum. For DEAR actors to gain access they rely significantly on collaboration with LAs.

- The field of DEAR actors is small in the country and attention to DEAR amongst NGOs is limited.



Spain (2020)

- State support for DEAR is highly devolved and dependent on regional governments and policy bodies. Over the past years, there has been an increase in state support for Global Citizenship Education.
- Work on GCE/DEAR is carried out through a range of local and regional organisations using a wide range of face-to-face and online approaches. At regional and national levels they are active in exchanging and learning from their experiences – a networking process that also involves academia, media representatives and those from within the arts.

Capacity4Dev platform



What can be found at Capacity4Dev platform? Information that is aimed at EU DEAR practitioners. DEAR Programme uses this page as a repository for information and learning about DEAR - here you can find a summary of all the knowledge harvested from DEAR projects, practitioners and stakeholders in the last few years.

VISIT THE WEBSITE

Relevant articles have been published about projects related to diverse thematics:

Climate Change and SDGs

- [What Makes A Good Life?](#)
- [Communicating on Climate Change for Action](#)

Sustainable supply chain

- [Informed consumers change lives for the better](#)
- [Eating Responsibly: A Model for Environmentally Conscientious Events](#)

Young people and DEAR

- [Motivating Young People to Engage in Global Development \(Youth engagement and SDGs\)](#)
- [Youth engagement for Global Action](#)

Education

- [Four Decades On, Development Education is More Relevant than Ever](#)
- [The Time is Now: New Roadmap Urges Pan-European Action on SDG 4.7](#)
- [Development Education: Some of the theory behind it all](#)

Local Authorities, DEAR and SDG

- [Empower to Change: SDG Action through Local Authorities \(LA and DEAR\)](#)
- [Grounding a More Sustainable Europe](#)

Migration

- [Counteracting negative narratives](#)

Tax Justice

- [Linking Tax Payment to Gender Equality and Sustainable Development](#)

Learning at Capacity4Dev

All the capitalisation, capacity building and networking events - from Exchange Hubs, MSG meetings to the DEAR Fair - organised by the DEAR Support Team have reports and supporting documents which can be found on the [documents](#) section at Capacity4Dev.

DEAR map



Where more information can be found about individual projects and about DEAR projects in a particular Member State.

Through the [Project Fiches](#) you can have access to the basic information about ongoing and completed projects, allowing for search criteria.

