

NOTES FROM THE DEAR MULTI-STAKEHOLDER GROUP MEETING

BRUSSELS AND ONLINE, 20 JUNE 2022



REPORT BY: MAX FRAS AND FRANCESCA VANONI | DEAR SUPPORT TEAM



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MSG meeting participants

The meeting brought together in a hybrid format **36 representatives** of:

- ❖ EU Member State departments and agencies
- ❖ Non-Governmental and youth organisations
- ❖ Scholars and academic networks
- ❖ Regional and Local Authorities and their networks
- ❖ Global Education Network Europe (GENE)
- ❖ DEAR-funded projects
- ❖ European Commission, DG INTPA - Unit G3
- ❖ DEAR Support Team (DST)

[See complete list of participants in Annex 1]

MSG meeting objectives

- ❖ To build a community committed to a shared endeavour - among MSG members as well as with DG INTPA.
- ❖ To start developing a common understanding of DEAR/GCE and acknowledge how/if that vision is reflected in DEAR Programme's policy documents.
- ❖ To set up the way forward for MSG's work.



This report contains a summary of the discussions that have taken place during the DEAR MSG meeting on 20 June 2022 (Brussels and online). The purpose of the report is to make the reflections available to other MSG members (not present), as well as the wider DEAR community. *Note: the contents of the report does not reflect the views of the European Commission.*

DEAR MULTI-STAKEHOLDER GROUP MEETING

20 JUNE 2022

Agnieszka Skuratowicz (DG INTPA, Head of Unit G3 - Youth, Education and Culture) opened the meeting and welcomed participants, inaugurating the three-year term of the new DEAR Multistakeholder Group.

❖ ROUND OF INTRODUCTIONS BY MSG PARTICIPANTS

After introducing themselves, MSG members were asked to share a term they associate with Development Education and Awareness Raising (DEAR/GCE).

The terms shared have been collected in the word cloud below.





❖ DEAR PROGRAMME STATE OF AFFAIRS

Agnieszka Skuratowicz briefly presented the current DEAR policy environment.

The DEAR Programme is implemented under the NDICI-Neighbourhood, Development and International Cooperation Instrument, that sets its political priorities. The [Global Gateway](#), a new European strategy launched by the European Commission and the EU High Representative, provides additional reference for the Programme (see infographic in Annex 4).

DEAR is funded through the 'CSO Thematic Programme' (for CSOs) and the 'Global Challenges Programme' (for LAs).

Each of the two Programmes are further defined by a MIP (Multi-Annual Indicative Programme 2021-27, defining the strategic orientation) and a MAAP (Multi-Annual Action Plan 2021-24, identifying the supported actions). These programming documents¹ have included inputs and discussions that DG INTPA had with the previous MSG, and reflect the intervention logic developed by DEAR stakeholders for the new [DEAR Monitoring Evaluation, Accountability and Learning Guide](#) (see here)

To summarise, the CSO MAAP frames DEAR as follows:

Overall Objective: A more inclusive society with a developed sense of co-responsibility for local and global sustainable development and global challenges (notably global inequalities and ecological crises).

Specific Objectives: More people in Europe, including youth, have a critical understanding of the interdependent world [...] & [...] interest to act for sustainable development.

More people in Europe are actively engaged in sustainable development on a local and global level.

Global Citizenship Education is better integrated into formal and non-formal education in EU Member States.

At the time of the meeting, **the MAAP for LAs was being finalised and could not be presented**, however it is expected it will be aligned with CSO MAAP, including on the strengthened youth focus and exchanges with youth in partner countries.

¹ Thematic Programme for **Civil Society Organisations Multiannual Indicative Programme 2021-2027**

https://international-partnerships.ec.europa.eu/system/files/2022-01/mip-2021-c2021-9158-civil-society-organisations-annex_en.pdf

Thematic Programme for **Civil Society Organisations Multiannual Action Plan 2021-2027**

File: C_2021_9633_F1_ANNEX_EN_V1_P1_1628472 (*Action Document for Development Education and Awareness Raising in Europe - DEAR*) under 'Multiannual action plan 2021-2024 for the thematic programme Civil Society Organisations' at this link: https://international-partnerships.ec.europa.eu/policies/peace-and-governance/civil-society_en

'Global Challenges' thematic programme Multiannual Indicative Programme 2021-2027

https://international-partnerships.ec.europa.eu/system/files/2022-01/mip-2021-c2021-9157-global-challenges-annex_en.pdf



❖ DEAR MULTI-STAKEHOLDER GROUP MANDATE RECAP

Markus Pirchner (DG INTPA, Unit G3) introduced the mandate of the MSG and the rationale behind the need for a fresh start of the MSG.

The previous MSG, established in 2016 and formed by 5 groups of stakeholders (CSOs, LAs, MS, donors, scholars), was not fully representative. Among stakeholders there were also different aspirations, and differing understandings of the mandate which was vaguely formulated. Also, the previous experience was sometimes criticised for being a sounding board of the European Commission instead of a consultation forum.

The MSG inaugurated with this meeting introduces some new elements:

- The mandate and selection criteria were agreed in a participatory way, involving the old MSG members
- New type of stakeholders have been included (youth organisations, DEAR implementers, stakeholders important for thematic priorities)
- The Commission opens a space for more participatory exchange, more active contribution, and involvement - therefore promotes more meaningful meetings.

The MSG mandate is to facilitate policy-relevant exchange and learning, networking and coordination.

❖ THE 2050 GLOBAL EDUCATION DECLARATION BY GENE

Liam Wegimont, Executive Director of Global Education Network Europe (see presentation [here](#))

GENE brings together Ministries and Agencies with national responsibility for funding, coordination, policy-making and support in the field of Global Education. GENE's purpose is to support national structures in their work of improving the quality and increasing the provision of Global Education in Europe. GENE achieves this purpose through networking, peer review and learning, strategy sharing, policy advice and policy research.

GENE has **recently launched a process to develop a new Declaration on Global Education in Europe to 2050**. The process is led by policymakers from Ministries and Agencies across Europe, in consultation with the European Commission, youth and civil society organisations, local and regional governments, international organisations, academia and global critical friends.

This process comes 20 years after the 2002 Maastricht Declaration on Global Education in Europe to 2015.

Global Education has evolved significantly since then, as have political, social and educational contexts in Europe and globally. New international frameworks have emerged, not least the SDGs. Agenda 2030 comes to an end in eight years, prompting questions around what is needed now and beyond 2030 to ensure Global Education for all people in Europe, in solidarity with peoples globally. The process towards a new Declaration seeks to identify the vision and the necessary commitments to achieve this.

There are **notable reasons for optimism** as GCE in Europe now enjoys:

- Better cooperation and coordination at European level;



- Stronger national structures of support recognising the need for GCE;
- More National Strategies and strategic approaches placing GCEE at the core (17 national strategies now in place across the EU)
- Strategic engagement of national ministries and agencies towards GCE mainstreaming.
- Strong results country by country and across Europe
- Better funding for GCE (increase from 178 mln EUR in 2002 to 372 mln EUR in 2022)

The **limits of DEAR/GCE** can be illustrated through a simple comparison to the world of marketing. L’Oreal, the cosmetics giant, spends over 10 billion EUR annually to promote one message (‘you can smell nicer if you use our products’) and DEAR/GCE has a budget of a few hundred million to promote complex, challenging messages.

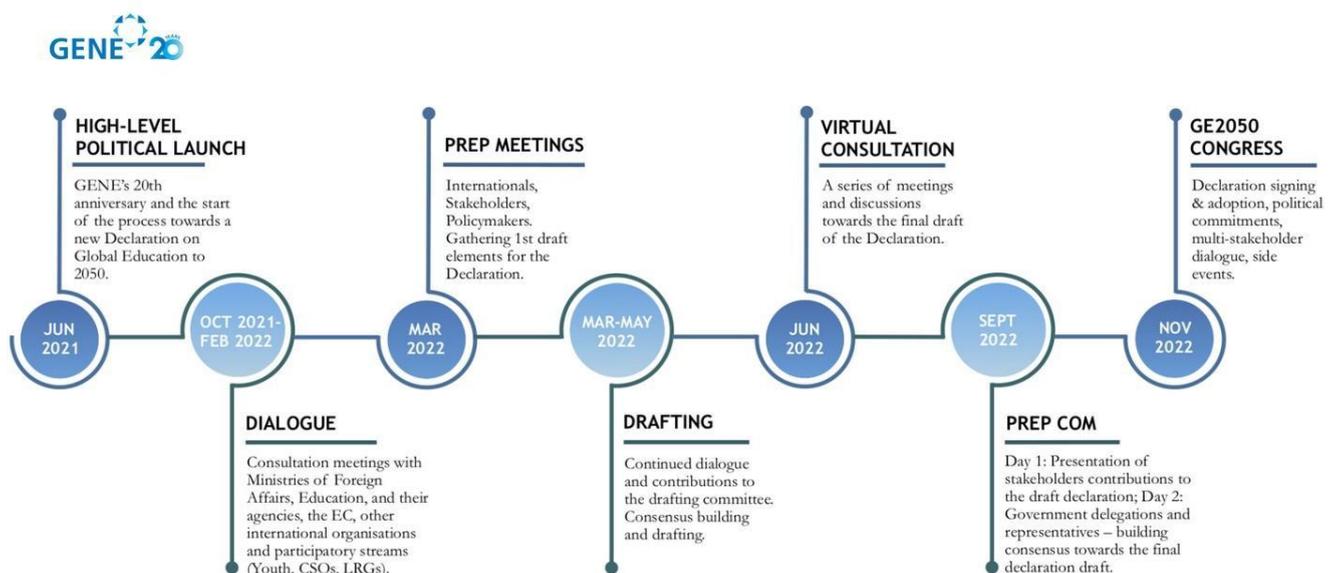
Despite numerous positive developments, many **challenges remain**, notably:

- Political context – challenges to peace, democracy, the rule of law, foundational notions such as multilateralism, human rights, solidarity, justice, truth.
- Planetary Context – destruction of biodiversity, climate change and the very real vista of humanity’s self-destruction.
- Education Context – growing integration of the concerns, issues and methods of global education into school systems at all levels; and throughout non-formal and informal education, and recognition of the centrality of these issues for the future of education, but also challenges of privatisation, commodification, etc.

GENE is leading a consultation and engagement process from June 2021 to November 2022. The process was launched with a high-level political event on 14 June 2021, opened by EU Commissioner for International Partnerships, Ms. Jutta Urpilainen.

The consultation process includes bilateral and multilateral meetings with various stakeholder groups: policymakers, international institutions, youth, CSOs, local and regional governments, researchers and experts.

A full timeline of the development process can be found below.



Although the work on the declaration is ongoing, **a number of core values and premises emerge** from the drafting process, including:



- Core values of human rights, sustainability, justice, equality, peace, international understanding.
- A focus on the interconnection between local and global dimensions of issues affecting people and planet; between generations; between cultures and between past and present and future.
- Commitment to pedagogical practices that are inclusive, participatory, inspire hope, enable critical thinking, and do justice to the primacy of the learners; while building competences and skills for informed, self-reflective, meaningful action, individual and collective.

❖ **POLICY MAPPING AND CONCEPTUAL DISCUSSION: Development, Democracy, Conflict Transformation**

Facilitated by Francesca Vanoni, DEAR Support Team

The newly formed MSG discussed the main policy orientations and key elements of the DEAR Programme emerging from relevant EU policy and programming documents such as [NDICI](#); Multiannual Indicative Programmes (MIPs); and Multiannual Action Plans (MAPs).

★ **Main takeaways from the discussion:**

The field of DEAR/GCE is multidimensional and fluid and it is therefore not always easy to denote the limits of approaches and issues at stake.

The **current policy framework provides a good background to the EU engagement with DEAR/GCE**. There is a strong focus on sustainable development, accompanied by a growing realisation that GCE should also cover issues of wider global justice.

The **evolution of the language** used by policy documents is also notable, with a move from the development paradigm to that of international partnerships and moving from 'development' education to global education and GCE.

Although **greater recognition of DEAR/GCE in policy documents** was noted with satisfaction, there are some areas where further action is needed. Among them, the integration of GCE in formal education, as well as in cross-cutting policies.

For local authorities relevant programming documents were not available at the time of the discussion, and this limited the reflection on the contribution of LAs to the promotion of GCE. However, the need to work with local institutions and communities was stressed, including fostering cooperation with local and young politicians. Specifically, PLATFORMA, the network of LAs active in development cooperation, contributed before the meeting with a position paper (see Annex 5).

The focus on youth included in the policy documents was very welcomed, while the need to further mainstream youth into DEAR and GCE, and to empower young people to be more actively involved in global citizenship education and education for sustainable development across the board was also highlighted. Several aspects of youth mainstreaming were considered in the context of DEAR/GCE policy. One is reaching out to young people as an 'age group' but also making them multipliers and agents of change. Another aspect is the need to reach out to young people outside the structures traditionally involved in DEAR/GCE (youth organisations, schools, CSOs) and try to reach out to young people who are not associated or engaged with formal structures. Finally, there is the notion of youth empowerment that is putting young people in positions of responsibility and



power, allowing them not only to voice their opinions but also to act upon the change either as facilitators, critical friends, evaluators and researchers.

The need to ensure youth's equal, full, effective and meaningful participation in all spheres of public life should also be combined with **addressing the generational gap**, an equally crucial concern for DEAR. This should be addressed through a strategic approach to intergenerational learning aimed at strengthening sustainability, global citizenship and inclusive societies.

It was also noted that programming documents in the field of DEAR/GCE present some limits such as **'gatekeeping' by larger organisations and difficult access** by smaller and less-resourced organisations. The need to have highly qualified and professional staff working on implementing DEAR/GCE projects - both in the drafting and in the implementation phase - was mentioned as a possible impediment to access.

There were also several points related to the **rapidly changing realities** requiring GCE to evolve, with Russia's invasion of Ukraine warranting a renewed focus on peace and peace education.

The issue of **impact assessment and sharing wider DEAR/GCE knowledge and impact** with European societies is of great interest to all stakeholders. Some challenges of impact measurements were highlighted, including the fleeting forms of engagement of some DEAR/GCE activities, and the need for a robust MEAL framework to capture impact and change. Being able to measure changes or impacts is among the challenges in the DEAR field. The acute need to **further disseminate DEAR/GCE messaging** also echoed the need to spread outcomes and results beyond the DEAR 'bubble', to assure greater impact and build more engagement.

❖ MSG - THE WAY FORWARD

Group work, facilitated by Max Fras, Francesca Vanoni, DEAR Support Team and Markus Pirchner, DG INTPA

MSG members discussed in groups how to strengthen the impact of GCE beyond DG INTPA, trying to identify entry points and the kind of cooperation to build with other interlocutors. Among them:

- Institutional links with other areas, sectors, DGs, at European, national, and local level
- Partnership Countries
- Smaller and specialist actors
- Research and academia

❖ *Institutional cooperation*

Several MSG members highlighted the potential and the need to collaborate across policy sectors and domains in order to strengthen DEAR/GCE.

However, all sectors are very much under pressure with their different agendas. Entry points to foster cross-sectoral cooperation should be approached both at technical level (finding 'champions' who are committed at different levels and make things happen in their own sector) and at political level.

The biggest risk is if GCE is peripheral. The DEAR Programme occupies a very particular position within DG INTPA as it is the only Programme that focuses on people in Europe (and not in partner



countries). Furthermore, DEAR policies are also implemented by other DGs such as DG EAC, DG JUST, among others. MSG members and stakeholders would wish for a more central coordination in the field of DEAR/GCE, but it is evident that the coordination between DGs needs to rely on the same coordination mechanisms that are implemented institution-wide, as in any other policy field. If the DEAR Programme is peripheral in DG INTPA that is already a risk.

MSG members would wish to see a **more central strategic prioritisation of GCE**. The DEAR Programme should attract other DGs on the basis of their own agenda and invite them under a common political strategy or political leadership with a strong active involvement of European policymakers or the European Commission. Part of the MSG responsibility is to try to make the Commissioner and political leaders aware of the fact that this could be their business.

Under this perspective, the **adaptable and open definition of Global Citizenship Education** is not necessarily a weak point because, being such a broad term, it could also be used as a way to combine and overlap different, sometimes contrasting, agendas.

There are already existing **umbrella strategies** like the Green Deal, the SDGs, the EU Global Gateway, etc. Starting from the existing assets, it is important to make other DGs and policymakers aware that GCE is an integral part of them.

The most quoted examples were: the SDGs where the EU should present itself as a global leader strengthening a whole-institution approach with room for global citizenship education; and the sphere of education with several contact points as intercultural learning and education for sustainable development. Other areas included citizenship, environment, trade, and justice.

Also good practices at the national level were mentioned, where the Ministry for Foreign Affairs, Ministry of Education, and Ministry of Environment are brought to the same table. Could we use the same logic and approaches at European level?

On the other hand, in the dialogue with other parties and actors there is also the **need to preserve DEAR/GCE's importance and uniqueness** - in some contexts, e.g. education, DEAR/GCE may be seen as a 'junior' area or less important compared to other fields of education. Some EU MS DEAR/GCE strategies have suffered some important setbacks in the past years. Under the guise of mainstreaming, policies are often so cross-cutting that they become diluted. Maybe there is an advantage in keeping an island to have at least one place where it exists? So, there is an advantage and a disadvantage in spreading it out more.

Another important element to consider when discussing how to approach other sectors is GCE **values vs. terminology** - are we ready to compromise the terminology?

In some countries, for example in Estonia, there is no space for the term Global Education. However the core values of GCE are addressed in education and are integrated into the curricula. This means that some contexts are not ready for another strategy under that terminology, because they already have the strategy for sustainable development. Even if we don't get the terminology across the whole EU, we should ensure that the values are guaranteed. Maybe that allows us easier entry points.



❖ *Third countries (extra-European perspectives)*

As DEAR/GCE are part of EU's external action policy architecture, there is a need for a **greater involvement and rebalancing of inputs from outside the EU and outside Europe**, in both policy and practice on DEAR/GCE. DG INPTA offers the chance of more intense and meaningful relations with Partnership countries and more direct interaction with the DEAR Programme could be fostered.

The need to involve non-European perspectives partially overlaps with the discussions on youth involvement in DEAR/GCE, as voices of young people and the **'youth bulge' from low-income countries** is much needed to deliver meaningful change. Furthermore, the possibility to involve organisations from non-EU countries and the possibility to act in those communities and places affected by global issues outside Europe is much needed.

Practical tools like funding possibilities for partners in partner countries help involve them, as well as inviting them in various capacities in different fora, like this one. Furthermore, experts from other continents could be invited to review relevant (programming) documents and provide feedback.

A possible entry point for non European perspectives was also identified in the production, consumption and trade sectors, through which European consumers could be exposed and know more about what happens along supply chains outside Europe. In the same way EU policymakers should be sensitised.

The methodologies and approaches of global citizenship are relevant around the world. **Post colonial approaches** and reflections should be at the forefront, as well as the interconnectedness between all issues.

❖ *Small and specialised actors*

There is universal agreement among MSG members as to the importance of opening up the field to smaller and less experienced actors. These include smaller groups such as grassroots, community-based organisations, youth groups, as well as citizens movements. For those with limited operational capacity, the funding modalities are a significant barrier.

A concern was noted in the DEAR/GCE community that some initiatives and policies may reach out to the 'converted' and to those already interested or involved with global issues, and the need to **reach out to more difficult and challenging audiences** through those small organisations.

Small and specialist organisations were defined as the **lifeblood of DEAR**: often they are where innovation within the sector is generated, with inventiveness, creativity. However, more often than not their work is not recognised.

More consideration should be given in the design of funding opportunities to enable more of those smaller organisations to be part of programmes.

Other **enabling factors to include smaller organisations** are existing networks (at regional or national level) and Local Authorities. They act as facilitators offering coordination, strategic planning, capacity development, sub-granting schemes, ect. Small organisations work on instances that are relevant in the local context - even if they do not call it Global Citizen Education.



Beside funding, **capacity development is key**: smaller organisations need competences, communication tools, but also administrative skills.

Small organisations are also key in collecting and telling small impact stories, stories of change from which we can learn. And they help us to build a bigger GCE narrative to the wider community.

This is also relevant for them, as small actors feel they have to promise miracles in order to get into the wider DEAR space. Instead, their small impacts should be valued. The DEAR Programme has a relatively small budget, when you look at the wider context, and there is no need for small and specialist organisations to deliver the earth, moon and the stars.

❖ *Academia*

The academia could be a **more active partner in DEAR projects**. And also play a role in speaking to other higher education stakeholders more directly.

Its contribution to knowledge production also helps to tackle the conceptual issues discussed in the morning session.

Research is a **space where to listen to unheard voices** and could also be a resource for expanding the network of stakeholders.

It is important to note that **not only universities, or higher education institutions are producing interesting and important research reports or relevant reflection for DEAR**. Numerous civil society organisations, local authorities, other institutions are constantly producing research papers, policy documents, policy briefs that could be relevant for all of us. Not only for the sake of learning and capacity-building but also to avoid the duplication of efforts and ensure consistency of approaches to policy and practice.

A sort of **resource centre is absolutely necessary** to share and increase the knowledge of this group, and also to empower ourselves, thanks to additional knowledge, to help create a critical mass that could also have an impact on policy makers.

Related to this point is the lack of really strong longitudinal impact evidence for this field. We have lots of evidence from smaller individual areas, but lack the bigger picture, the collective impact. So again, if there is anything that the researchers could do on this, it could fill a really important gap.

❖ **PROPOSALS FOR THE COMING MONTHS**

MSG members identified a few possible actions to focus on:

- **Producing a collection of good practices** on how to involve all partners and actors that were discussed: other institutions; third countries perspectives; small and specialised organisations; scholars and researchers.
- **DG EAC (Education, Youth, Sport and Culture)**: there are specific issues we could discuss with them such as teacher training; DEAR links to Erasmus+; alliance for climate education. Those could be three concrete tasks to tackle in view of our next meeting; we will reach out and ask DG EAC to present to us; DEAR can mainstream what DG EAC does. The MSG could



facilitate a little group of interested MSG members to facilitate this task (define the hook, entry point and results sought).

- **Strengthening the focus on youth and children** in DEAR as an ambitious and forward-looking endeavour. A working group could be created and The Scouts Movement is ready to facilitate the work. How can we map the youth and children the DEAR Programme reaches and those it is not reaching? Can the MSG engage with the INTPA [Youth Sounding Board](#) and see how they can contribute to its work?
- **Knowledge-sharing:** the need to engage with policy-makers was identified. However, MSG members need to build a proper internal network, to share knowledge, and to share documents and approaches; continuous exchange is to be set and ongoing. Coherence of the group could be built also by sharing the knowledge produced in the framework of the previous DEAR MSG & working groups.

The four streams of work were identified at the meeting, with some initial brainstorming on possible actions to be taken. A more detailed action plan, developed by the DST and DG INTPA can be found in Annex 3 of this report. Its final shape and follow-up will be agreed and further elaborated in cooperation with the MSG members.

❖ CONCLUDING REMARKS

Agnieszka Skuratowicz (DG INTPA, Head of Unit G3 - Youth, Education and Culture) shared closing remarks at the end of the meeting, thanking all participants, contributors and staff and highlighting the following issues:

This meeting provided us all with a lot of food for thought.

References to youth are more and more prominent and visible across the DEAR/GCE world. Questions of the 'global' character of GCE are also more pertinent today. We need to question ourselves about the truly 'global' character of DEAR/GCE in a context where voices from global north and global south are often separate.

We need to reflect on the specific objectives behind different levels of engagement in DEAR. One of them is reaching out to different other institutions - we need to be careful so maintain a focus on GCE which is not the same for other DGs, whilst it is a top priority for DG INTPA. We need to be clear about the objective of a given engagement, and follow this up with concrete questions to other institutions.

This MSG put down some seeds and ideas for further work, it is now upon all of us to carry this work further. DG INTPA and the DST will make sure that contact is assured between all MSG members, and that support is provided for further work together.



❖ MORE INFORMATION

- **DEAR MEAL Guide**

[The new DEAR Guide for Monitoring, Evaluation, Accountability and Learning \(MEAL\)](#), published in February 2022, was designed to help EU DEAR projects, practitioners, evaluators, future applicants, the DEAR Programme as a whole to plan their actions, assess their achievements, reflect on what works, when, how and why. The Guide offers tools for planning, monitoring, evaluation and impact assessment, approaching them as opportunities to engage in meaningful conversations with DEAR stakeholders.

- **Cap4Dev - how to use a Group as a Resource Centre**

Capacity4Development is the European Commission's knowledge-sharing platform for International Cooperation and Development.

The [DEAR Cap4Dev GROUP](#) is a different space than the [DEAR Cap4Dev SECTION](#). While the latter is an open web section managed by the DST, the former is a closed group where registered DEAR practitioners can directly share resources, documents, events of interest to the DEAR community. All (registered) members are notified of updates. Highlights are shared quarterly, via the DEAR newsletter '**Community Update**' ([Sign up here!](#))

In the GROUP, via specific tab-sections, you can share and find the following:

| | |
|--|---|
|  Library | Reports, toolkits, training material, manuals, etc. |
|  Discussions | Global Education and other DEAR relevant news and discussions |
|  Media | Upload or see pictures and videos |
|  Events | Enter and/or find the basic information and links for events in the DEAR calendar |
|  Members | Visualise all members of the group. |

See a sample from the DEAR Calendar:

Raising Awareness on Migration - Results and Best Practices from our project CHANGE

29 JUN From 29 June 2022 Brussels, Belgium
Organised by JRS Europe

Dear community, JRS Europe is organizing an event on the outcomes of the CHANGE project and the presentation of the U-CHANGE project. The goal of CHANGE is to educate young people on the positive contributions of refugees to society through 3 main components: an educational course, encounters with...

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European Development Days EDD 2022

21 JUN From 21 June 2022 to 22 June 2022
Brussels, Belgium
Organised by European Commission DG INTPA

The European Development Days (EDD) are Europe's leading forum on international partnerships. Organised by the European Commission, the forum brings key actors together to share ideas and experiences in ways that inspire new partnerships and innovative solutions to the world's most pressing...

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[Join the DEAR GROUP now!](#)



Annex 1 - Participants List

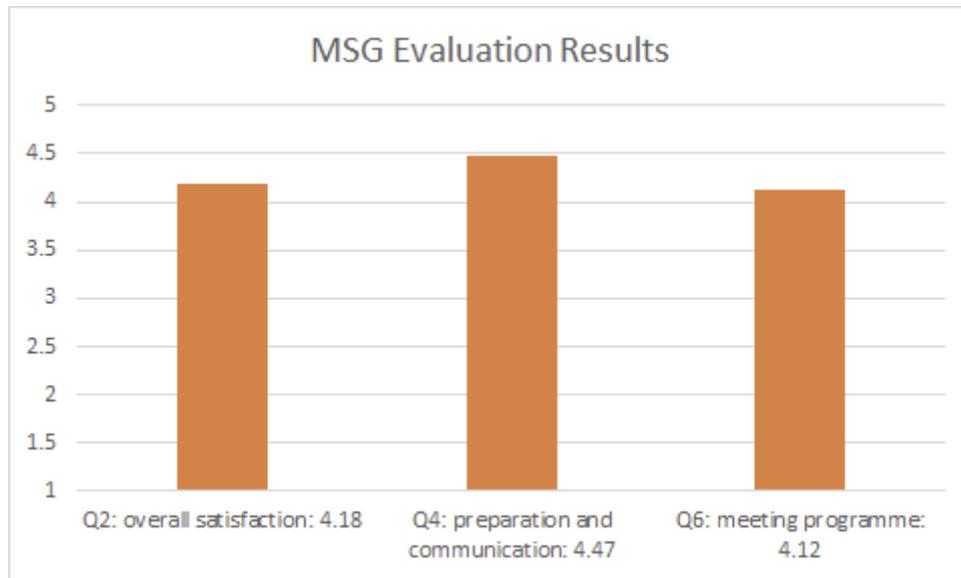
| Name | Surname | Affiliation | Country | Stakeholder type | Presence |
|----------|--------------------|---|----------------|----------------------------|-----------|
| Erik | Boerrigter | Director, Vereniging Partin | Netherlands | CSO/network | IN PERSON |
| Vanesa | Corrales Argumanez | 2030 Agenda and European Networks Technician, Fons Mallorquí de Cooperació i Solidaritat | Spain | Local Authority or network | IN PERSON |
| Colomba | Damiani | In charge of GCE and ESD area, FELCOS Umbria | Italy | Local Authority or network | IN PERSON |
| Lur | Fernandez Salinas | DEAR Officer, PLATFORMA | Belgium | Local Authority or network | IN PERSON |
| Nora | Forsbacka | Project Manager, Bridge 47, Finnish Development NGOs Fingo | Finland | CSO/network | IN PERSON |
| Alvaro | Gonzalez Perez | Policy Officer, EYF - European Youth Forum | European | Youth | IN PERSON |
| Catriona | Graham | Director of Advocacy and Partnerships, WOSM - World Organisation of the Scout Movement | European | Youth | IN PERSON |
| Agita | Kaupuzza | Head of the representation office in Brussels, LARG - Latvian Association of Local and Regional Governments | Latvia | Local Authority or network | IN PERSON |
| Sabine | Seiffert | Engagement Global | Germany | Member state | IN PERSON |
| Hana | Siskova | Diplomat, Ministry of Foreign Affairs Czechia | Czech Republic | Member state | IN PERSON |
| Areta | Sobieraj | Head of Global Citizen Education Unit, Oxfam Italy | Italy | CSO/network | IN PERSON |
| Alessio | Surian | Scholar, (working at University of Padova) | Italy | Academia | IN PERSON |
| Liam | Wegimont | Executive Director, Global Education Network Europe (GENE) | Europe-wide | MS network | IN PERSON |
| Veronica | Arduino | Lifelong Learning Platform | Belgium | CSO/network | ONLINE |
| Frank | Geary | Director, IDEA - Irish Development Education Association | Ireland | CSO/network | ONLINE |



| | | | | | |
|--------------------------|-----------------------|---|-------------|----------------------------|-----------|
| Helene | Holbeck Kannegaard | Civil Society Advisor on Public Engagement, CISU - Civil society in Development | Denmark | CSO/network | ONLINE |
| Mari-Helene | Kaber | Co-Chair, CONCORD GCE Working Group | Estonia | CSO/network | ONLINE |
| Raffaella | Kihrer | Lifelong Learning Platform | Belgium | CSO/network | ONLINE |
| Elżbieta | Krawczyk | Head of Global and Environmental Education Department, Center for Citizenship Education | Poland | DEAR implementer | ONLINE |
| Dalila | Pinto Coelho | CIIE - Centre for Research and Intervention in Education, University of Porto | Portugal | Academia | ONLINE |
| Hermínia | Ribeiro | Instituto Marquês de Valle Flôr (IMVF) | Portugal | DEAR implementer | ONLINE |
| ErnstJan | Stroes | Programme Manager, Wilde Ganzen | Netherlands | DEAR implementer | ONLINE |
| Massimiliano | Tarozzi | Professor, University of Bologna, ANGEL coordinator | Italy | Academia | ONLINE |
| Patricija | Virtič | Head of Global Education, SLOGA | Slovenia | CSO/network | ONLINE |
| Sara | Garrido Minambres | DEAR Officer, Diputació de Barcelona | Spain | Local Authority or network | ONLINE |
| Ida | Ragnarsson | Program manager EU Presidency, CONCORD Sverige/CONCORD Sweden | Sweden | EU Presidency Project | ONLINE |
| DG INTPA | | | | | |
| Agnieszka | Skuratowicz | DG INTPA | EC staff | | IN PERSON |
| Anne-Marie | Vermunt | DG INTPA | EC staff | | ONLINE |
| Markus | Pirchner | DG INTPA | EC staff | | IN PERSON |
| Maja | Biernacka | DG INTPA | EC staff | | ONLINE |
| Annica | Floren | DG INTPA | EC staff | | ONLINE |
| Viviana | Galli | DG INTPA | EC staff | | ONLINE |
| DEAR SUPPORT TEAM | | | | | |
| Francesca | Vanoni | DEAR Support Team | Consultant | | IN PERSON |
| Max | Fras | DEAR Support Team | Consultant | | IN PERSON |
| Alexandre | Foubert | DEAR Support Team back office | Consultant | | IN PERSON |
| Valentina | Bezzi | DEAR Support Team back office | Consultant | | IN PERSON |



Annex 2 - Evaluation of the meeting by participants



The final evaluation of the June 2022 MSG meeting was conducted using an online evaluation form. It consisted of nine questions related to different aspects of the MSG plus open comments and suggestions. MSG participants provided an overwhelmingly positive evaluation of the meeting - in all three quantitative questions, an average score of over 4/5 was provided.

Key feedback points can be found below:

Overall satisfaction:

- Overall very positive answers
- Some comments about the logistical challenges (strike in Brussels)
- In-person replies more positive than online attendees'

"Even though I expected it to be less fruitful than in person it was quite fruitful anyway. By the way I feel these meetings [are] a service to the larger community of DEAR implementers and I think their voice was well represented."

MSG preparation:

- Overall very positive answers
- Some challenges noted to online participation
- Some new MSG members required more introduction and information on the nature of the MSG and its work

"The communication was clear and effective and there was an effort to accommodate personal situations, which allowed several members to participate. As for the future, having the preparatory documents a little bit early would be important."



MSG programme:

- Overall very positive comments
- Some comments pertained to the intense schedule and multitude of groups/voices in a short time
- Many MSG members suggested more time for getting to know each other
- Some members suggest a review of the MSG programme at the beginning of the meeting would be in order

“This was, without doubt, the best MSG meeting to date - a real sense of wanting to develop a dialogue between participants and with the Commission.”

Suggestions:

- More small group work required
- Adding a ‘social’ element of the programme was also suggested
- Online sharing/collaboration platform was advised

“To create dynamics or groups that allow everybody to have the floor. Some participants might require more time to take the floor and to understand. Maybe dynamics allows us to interact with the same kind of stakeholders first (LA together, CSO together...) then, we can have mixed groups, and also to create dynamics to know and to better understand the colleagues, maybe LA can introduce a CSO.”



Annex 3 - MSG: A proposal for the next months

| Action area | Aim(s) | Steps to be taken | Responsibilities |
|---|--|--|--|
| <p>Collection of good practices on how to involve views/actors that were discussed: other institutions; third countries perspectives; small and specialised organisations; scholars and researchers.</p> | <p>Producing an output collecting good practices</p> <p>Sharing the output with all MSG members and INTPA</p> <p>Informing the next steps of reaching out to non DEAR-specific actors and other perspectives</p> | <p>Establish a working group (WG)?</p> <p>Identify the WG coordinator</p> <p>Set up a collaborative working space - online group/folder</p> <p>Populate with examples</p> <p>Share and discuss within MSG</p> | <p>- DST to collect inputs, availability and commitments by individual MSG members</p> <p>- MSG members on a voluntary basis to follow up and participate in the activity</p> |
| <p>DG EAC (Education, Youth, Sport and Culture): specific issues could be discussed with them such as teacher training; DEAR links to Erasmus+; alliance for climate education.</p> | <p>Full mapping of links and synergies between DG EAC's activities and the DEAR Programme and DEAR/GCE in general</p> <p>Identifying entry points in EAC's policies and programmes</p> | <p>Establish a working group (WG)?</p> <p>Identify the WG coordinator</p> <p>Reach out to DG EAC youth policy officer</p> <p>Reach out to other relevant DG EAC units/staff</p> <p>Provide feedback to MSG</p> | <p>- DST to collect inputs, availability and commitments by individual MSG members</p> <p>- MSG members to coordinate (within a working group?) about possible initiatives to be undertaken to reach out to relevant EAC contacts.</p> |
| <p>Strengthening the focus on youth and children in DEAR as an ambitious and forward-looking endeavour. How can we map the youth and children the DEAR Programme reaches and those it is not reaching?</p> | <p>Identifying ways of strengthening youth and children's inputs and participation in DEAR Programme</p> | <p>Set up a working group</p> <p>Scout Movement (WOSM) to coordinate the working group and set the approach with other interested members</p> | <p>- DST</p> <p>- Scout Movement</p> |
| <p>Knowledge-sharing: MSG members need to build a proper internal network, to rely and share documents and approaches; continuous exchange is to be set and ongoing.</p> | <p>Smooth and efficient document-sharing based on available tools</p> | <p>MSG members to use the DEAR Group on Capacity4Dev (see Paragraph 'More information' in this Report)</p> | <p>- DST</p> <p>- MSG Members</p> |



Annex 4 - Global Gateway



INTERNATIONAL PARTNERSHIPS

Objective: **Poverty Eradication, Stability and Sustainable Development**

A Geopolitical Commission: a Stronger Europe in the World

| Green Deals | Digital and Data Technologies | Alliances for Sustainable Growth and Jobs | Migration Partnerships | Governance, Peace and Security |
|---|--|---|---|--|
| <ul style="list-style-type: none"> • Circular economy • Biodiversity • Green and smart cities • Sustainable energy • Food systems: from farms to forks • Water and Oceans | <ul style="list-style-type: none"> • Governance (regulatory frameworks) • Digital connectivity, including key enabling infrastructure such as power, broadband • Digital skills and entrepreneurship • E-services, including e-governance • Data protection | <ul style="list-style-type: none"> • Sustainable investment and de-risking, including key enabling infrastructure • Creation of decent jobs • Education and skills • Business environment and investment climate • Regional economic integration, trade and connectivity | <ul style="list-style-type: none"> • Root causes of irregular migration and forced displacement, including development benefits of migration • Migration management, including border management, return, readmission and sustainable reintegration, and legal pathways • Durable solutions for refugees | <ul style="list-style-type: none"> • Human rights and democracy • Rule of law and accountability • Conflict prevention, sustaining peace and building resilience • Fight against terrorism and organised crime |
| Involving Civil Society, Public and Private Sector, Financial Institutions | | | | |
| Safeguarding Fundamental Rights, Gender Equality and Women's Empowerment | | | | |
| Increasing Human Capital such as Health, Education, Skills | | | | |
| Multilateralism and Regional Integration | | | | |

POLITICAL
Rule of law, human rights, fundamental values, do no harm

SOCIAL
Inequalities, cohesion, health, education, labour and social protection



FINANCIAL
Debt, diversification of funding, reserves, macro-economic stability

ENVIRONMENTAL
Natural capital, ecosystems, renewable resources

Methods of Implementation

- Innovative financing
- Budget support
- Projects
- Twinning
- Technical assistance



Annex 5 - PLATFORMA contribution on LA involvement in DEAR

THE NEW EU DEAR MULTI-STAKEHOLDER GROUP (MSG)

PLATFORMA contribution

Background information

The European Commission, with the assistance of the DEAR Support Team (DST), organises the DEAR MSG. The members of the new DEAR MSG have been asked to propose topics for setting up the agenda for the months ahead. Therefore, PLATFORMA would like to propose a few topics explained below. Such topics have been decided in coordination with PLATFORMA partners and with DIBA (Barcelona Provincial Council), FONS (Majorcan Fund for Solidarity and Cooperation) and LALRG (Latvian Association of Local and Regional Governments) as members of the new DEAR MSG.

The suggestions are topics where local and regional governments (LRGs) and their associations are active while the challenges and debates involve the whole DEAR community and can help to orientate policies.

Topics proposed for setting up the agenda for the months ahead

1. Working the **alliance between non-formal and formal education**: how to create synergies and engage local communities?
2. Working with **young politicians and young civil servants** as agents of change and political representatives.
3. Advancing the **international linkages of Global Citizenship Education (GCE)** and the **involvement of actors**.

Brief description per topic

1. Working the **alliance between non-formal, informal and formal education**: how to create synergies and engage local communities?

Depending on the level of decentralisation and local competencies, local and regional governments and their associations work in partnership with local libraries, schools and youth organisations in a variety of fields like arts, music and engagement of local communities in campaigns through non-formal education. Without downsizing the power of formal education systems and the whole school approach to implement GCE actions, cooperation between different approaches to education is needed to develop the full potential of GCE and complement national, regional and local policies.

Concrete examples

Storytelling helps us understand what is happening in other places of the world. In March 2022 the Basque Government ([Basque agency for development cooperation and Euskal Fonda](#) – the association of cooperating Basque local entities) organised an event to [celebrate the anniversary of the Basque education strategy for social transformation \(H\)Abian 2030](#). Cases of cooperation in GCE between [LRGs and schools in the Netherlands](#), with [libraries in Spain](#), Civil Society Organisation (CSO), and between the non-formal education sector [in different municipalities and countries in Latvia and Europe](#) through decentralised cooperation were presented.

2. Working with **young politicians and young civil servants** as agents of change and political representatives.



As introduced by the EU DEAR funded project “Mindchangers” [Europe has an active young generation eager to shape its future](#). Conclusions from previous DEAR MSG meetings included increasing the involvement of youth organisations and exploring channels to connect young people with policy-makers and political representatives to move from actions on the ground to decisions at the political level. Young elected politicians and young civil servants can also help to amplify the voices of youth, how to create a sustainable and solid bridge?

Concrete examples

As part of a pilot project on the Sustainable Development Goals (SDGs) and international partnerships, **FONS** carried out several training sessions in 2020 and 2021 addressed to staff of local governments to raise their awareness of the 2030 Agenda and more concretely on the SDG 6. Political parties also received training sessions. Dedicate training sessions to young politicians could also be tools to bridge the gap between international agendas, young people’s actions and policy.

In the framework of the European Days of Local Solidarity (EDLS) Campaign, [DIBA organised several activities with libraries in numerous municipalities](#).

3. Advancing the **international linkages of Global Citizenship Education (GCE)** and the **involvement of other actors**.

GCE is moving from a development narrative to a holistic approach where equal partnerships and international linkages are put at the forefront. This is done by raising the voices of refugees and telling diaspora stories, for instance. In parallel to this swift, GCE initiatives will continue to be a key activity sector for regional and local international relations, cooperation or solidarity departments of municipalities, regions, agencies for development and Ministries of Foreign Affairs and Education. When development cooperation and education policies act together under GCE actions, they can foster municipal development, decentralisation and complement the development of civil society. The inclusion of stakeholders like cooperatives and private sector entities from the social economy field also needs to be on the agenda.

Concrete examples

LALRG is working in development education, mostly involving municipalities and their associations from the [Eastern Partnership](#). The municipality of Jaunpils cooperates with schools and local NGOs to implement awareness-raising activities around the 2030 Agenda. The idea born in 2017 came from the need to approach the SDGs to kids through art activities.

In 2021, the network of **Associations of Local Authorities of South-East Europe (NALAS)** elaborated the handbook on decentralised cooperation which was overseen by a core group consisting of PLATFORMA partners. The handbook provides an insight into the possibilities created by decentralised cooperation to bridge development cooperation projects with the local needs, including youth projects and awareness-raising components.