





# DEAR

DEVELOPMENT EDUCATION  
AND AWARENESS RAISING  
supporting global change





**Making use of project experiences**



## N.B.

Slightly different versions of some of the following slides were used on each of the three Cluster Meeting days.






## Cluster Meetings, May 2015

### *Morning sessions:*

- Which conditions need to be met for projects to have a sustained, lasting impact?
- Which processes, approaches, activities, 'tools' are particularly useful in working towards those conditions?

### *Afternoon sessions:*

- How do you harvest learning from the projects so it becomes useful to future work?
- 



## 4. Cluster meetings: context

**Cluster Meetings provide an input into the development of annual 'EU DEAR Achievement & Impact' reports.**

**Other work that will contribute to these reports includes:**

- **Inception Seminars, Cluster Meetings 'on-site', DEAR Stakeholder Conference, DEAR Fair**
- **Studies, project reports and evaluations, and a new project reporting framework (planned to be rolled out from the Autumn of 2015 onwards)**

**First 'Achievement & Impact' report is due in early 2016**





## Global Learning projects in the formal education system

- “aiming at enhancing the **competences** of the target groups in addressing **issues of global development**;
- “using **learner-centred, participatory, dialogue-oriented and experiential** methodologies to develop such competences;
- “focussing primarily on development education in the formal education system (such as **curriculum development, teacher training**, development education programmes in **school**, work with **parent-teacher associations, etc.**)”



## Global Learning projects outside of the formal education system

- “aiming at enhancing the **competences** of the target groups in addressing **issues of global development**;
- “using **learner-centred, participatory, dialogue-oriented and experiential** methodologies to develop such competences;
- “focussing primarily on actions outside of the formal education system (such as **youth groups, adult education, informal education, etc.**)”



## Advocacy – Campaigning projects

- “aiming at concrete changes in **behaviour** at individual and collective levels, or in institutional/corporate **policies**;
- “using **results-oriented** strategies;
- “facilitating and supporting **informed citizen engagement** and **advocacy** for more just and sustainable policies, political/economic structures and individual practices;
- “producing results at **European level**, and involving **coordinated action** and a coherent approach in various Member States”

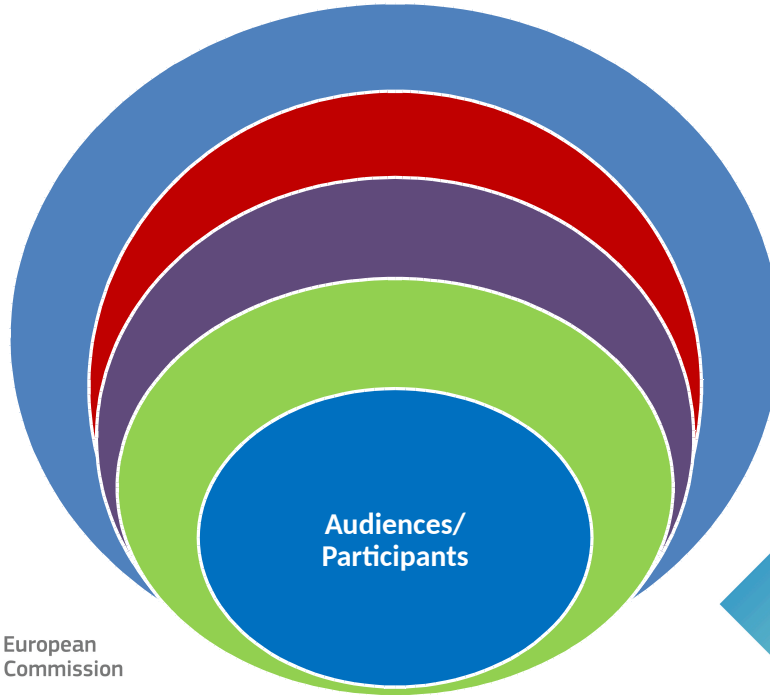


## 5. Making use of project experiences

Three steps:

- a. For DEAR projects to have sustained, lasting impact what conditions need to be in place?**
- b. Which project approaches/methods support creation of those conditions?**
- c. Which activities/'tools' are particularly helpful/not helpful?**

## a. Conditions at different levels



## Levels - examples

At the level of ...	For DEAR to have a sustained impact the following needs to be in place ...
Audiences/Participants	
Your organisation/institution or Local Authority	
Other CSOs/institutions and LAs	
Policies (national and EU)	
Society/community	

## Using your experience and understanding ...

### The question:

Based on your experience and that of your project ...

1. which conditions/circumstances/situations need to be in place for DEAR projects to have a sustained, lasting impact?
2. Which approaches/processes contribute to creating those conditions?
3. Which practical resources/'tools'/activities illustrate the identified approaches/processes?