The following provides an overview of issues raised by respondents to the questionnaire circulated to registered Conference participants. Responses received up until 20th September are considered below. This overview is not intending to provide a thorough analysis but instead aims to indicate the range of issues raised by respondents. A short presentation of key issues will be used at the Conference (5th-6th October 2015) as a stimulus for discussion.

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1. The questionnaire obtained **24 responses**, including:
    - 8 from those involved in a national platform of Civil Society Organisations (CSOs)
    - 7 from those involved in an international network or programme
    - 4 from those involved in a Local Authority (LA)
    - 3 from those involved in research and/or teaching in an Higher Education (HE) institution
    - 2 others

    Unfortunately there were no responses from those involved in an EU member state government department, agency or programme.

2. Respondents were based in **18 EU member states**

3. The following **achievements of DEAR in the past 5 – 10 years** were noted by respondents in response to an open-ended question (obviously not all of the following will be shared by all respondents):
    - Improvement in understanding of what DEAR tries to achieve amongst policy makers in some countries
    - Increasing collaboration between CSOs and Local Authorities in DEAR projects and programmes in some countries
    - Formal recognition of DEAR in a number of EU member states, including (in some cases) collaboration between CSOs, Ministry of Foreign Affairs (MFA) and Ministry of Education (MoE) in its implementation
    - Growing collaboration between academia and DEAR practitioners and the existence of (published) academic research into DEAR
    - Existence of DEAR networks of CSOs in countries where development cooperation and development funds are close to zero
    - Tenacity and skills of CSOs in promoting DEAR in adverse circumstances
    - Innovative methodologies of DEAR - in engaging teachers and young people in particular
    - Increase in the number of CSOs with dedicated DEAR projects and programmes (particularly in new EU member states) and * the accompanying increase in the number of people promoting DEAR, and * accompanying improvements in DEAR skills amongst those promoting DEAR
    - Increased recognition of the benefits of DEAR in improving the quality of education provided by schools in some countries
    - Inclusion of DEAR in school curricula and education programmes, and in teacher training
    - Reaching millions of people: e.g. through internal communications channels in trade unions

- Quality of DEAR work done and the increased complexity of issues it addresses
- Development and implementation of a Code of Conduct on the use of images (by CSOs and others)
- Reference to sustainable development and global citizenship in one of the targets of the Sustainable Development Gaols (SDGs)
- Improved awareness of human rights, particularly amongst young people

4. When asked about **positive developments in DEAR *at an EU level*** the following were noted by respondents (again, as part of an open-ended question and, as in the previous statements, not all respondents would share each of the following):
   - Dialogue between different stakeholder groups (e.g. through the previous multi-stakeholder group, DEAR Study, DE Consensus process) and an increase in EC consultations with DEAR practitioners about the development of DEAR in the EU
   - International partnerships enabling sharing of learning
   - Collaboration across the EU by means of (policy) work by CONCORD's DARE Form and DEEEP, and policy peer review processes of GENE
   - Attention given at EU level to the promotion of DEAR in EU new member states (incl. by the EC, by specific projects such as Trialog, by DARE Forum/DEEEP, and by GENE)
   - European wide campaigns e.g. leading to Fair Trade becoming mainstream
   - In (some) EU new member states a growing recognition that formal education needs a major transformation towards more open processes of exchange and knowledge development between teachers and students
   - A greater focus on the quality and impact of DEAR promoted by e.g. the DARE Forum and DEEEP
   - A gradual move from 'soft' to 'critical' global citizenship education in both discourse and practice of DEAR
   - The 'EU Development Education Consensus' process and document (2007): http://ec.europa.eu/europeaid/sites/devco/files/publication-development-education-for-the-european-consensus-200806_en.pdf
   - Increased recognition of (DEAR) issues in EC documents and activities, such as the EYD 2015
   - Recognition that DEAR is not about giving support to developing countries, but rather is a partnership where all countries have their own responsibilities and benefits (from DEAR)

5. Respondents were asked to rate a number of stated **challenges to successful implementation of DEAR**, using a scale of 1 = not at all a problem to 5 = a major problem. The number of respondents (excluding blank and 'don't know' answers), range of scores, and median results are shown:

The challenge	Number of respondents	Range of scores	Median score
a. Lack of skills and capabilities in the management of DEAR programmes and projects	22	1 to 5	2.5
b. Poor or inadequate information sharing between different stakeholders in DEAR	23	1 to 5	3.25
c. Absence of a shared understanding of DEAR	24	1 to 5	3
d. Absence of guidelines or a model to support implementation of DEAR programmes	22	1 to 5	3
e. Absence of DEAR supportive policies at national levels	22	2 to 5	4.75
f. Lack, amongst intended audiences of DEAR, of its perceived relevance	22	2 to 5	4.75
g. Lack of funds for DEAR activities	23	2 to 5	4.75
h. Inability to generate support for or agreement on DEAR actions	23	2 to 5	4
i. Lack of practical understanding of the methodologies of DEAR	23	1 to 5	3

The challenge	Number of respondents	Range of scores	Median score
j. Inadequate structures and processes to implement DEAR at EU level	23	1 to 5	3.25
k. Inadequate structures and processes to implement DEAR at national level	22	1 to 5	4.5
l. Inadequate structures and processes to implement DEAR at the level of CSOs	21	1 to 5	2.25
m. Inadequate structures and processes to implement DEAR at the level of local authorities	21	3 to 5	4.75
n. Inefficient or inadequate Call for Proposal processes at EU level	22	1 to 5	5
o. Lack of learning from previous work	22	1 to 5	3.25

6. Respondents were given the opportunity to identify **additional challenges**:
   - EU and EU members states' lack of familiarity with the notion and intention of global citizenship education/DEAR
   - DEAR being seen as an 'add-on' to the existing curriculum
   - The difficulty of introducing critical thinking and reflection skills in education systems where the prevalent way of teaching and learning is based on students being given direction by the teachers on what to know, do, or think.
   - In a large project, with a multiple partnerships operating in very different national contexts, ensuring that quality standards are the same across all partners
   - Insufficient multi-stakeholder policy and practice development and implementation (at EU level and across the EU)
   - Lack of rapid response within the DEAR community to changing events
   - Insufficient ownership of and investment in DEAR at local authority levels in many different countries: shifting responsibility to national levels
   - Lack of media understanding of, and engagement with, DEAR
   - Lack of political will and decision making regarding DEAR within Ministries of Education

7. By means of an open-ended question respondents were asked to identify what they saw as particular **opportunities for successful implementation and promotion of DEAR**.
   - The new Sustainable Development Goals and in particular target 4.7 (regarding sustainable development education and global citizenship)
   - The quality of work done in DEAR
   - Existing ownership of/belief in the importance and relevance of DEAR
   - Making access to funds for DEAR open to all (large and small CSOs and LAs)
   - DEAR relating to developments that affect the EU public directly (e.g. recent refugee crises and immigration into the EU; the EU's economic and social crises)
   - Development of national multi-stakeholder strategies for DEAR
   - The ability of the EC to engage EU member state governments

8. **Other aspects that can support successful implementation and promotion of DEAR**
   - At EU level: attention to research, capacity development of CSOs and LAs, multi-stakeholder networking - to be fostered both by the EC and by projects (such as DEEEP)
   - A strategic response to the growing number of CSOs engaged in DEAR: enabling joint work to engage increasing numbers of people
   - A funding framework that enables EU 13 countries to 'catch-up' with the capacities and capabilities of EU15 countries
   - The EC to be a change agent in the field of education - promoting transformative education
   - More DEAR stakeholder networking and events at national level

- Cross sector working: for instance development studies with development education; research with DEAR practice; exchanging learning from development education 'overseas' with DEAR practice in the EU.

9. Respondents were asked to identify particular **global or international issues** which they thought were of particular importance in the future development of DEAR in the European Union (again, suggestions may not be shared by all respondents).

Suggested issues	Suggested issues
Implementation of the SDGs	Coordinated action on SDG target 4.7
Migration	Social, economic and political inequalities
Climate change	Conflict
Critical thinking	System thinking
Sustainable resource use and food production	Growth *v* de-growth
Equity	Solidarity
The role of the EU in EU development	Diversity
Promotion of active citizenship and democracy/ participation	Extension of EC the DEAR programme in/with third countries. Cross-continental partnerships
Employment	Rights (at work and elsewhere)
Social justice and social responsibility	Dialogue
The EU's crises (e.g. in economy, lack of solidarity, political accountability, citizen engagement)	Policy Coherence for Development

10. Other suggestions on the **challenges and opportunities of DEAR, and the potential role of the European Commission in this**.
    - EC to stimulate national governments to recognise and support DEAR
    - EC's role in improving development education and how development issues are addressed
    - Support civil society mobilisation to propose an alternative political economy
    - Ensure small and medium CSOs can make use of funding streams available from the EC