European Commission DEAR Stakeholder Conference 5th & 6th October 2015

Conference Report

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1. Conference purpose and participation

The European Commission's Development Education and Awareness Raising (DEAR) programme focuses on the promotion of global learning and advocacy-campaigning on development issues amongst EU citizens. Although the programme is primarily delivered by means of grants to Civil Society Organisations (CSOs) and Local Authorities (LAs), it also involves the organisation of events, studies, and communication that engage other EU actors with an interest in DEAR.

The Stakeholder Conference intended to bring representatives of different DEAR stakeholder groups together with the purpose to:

- identify the priorities of these different groups in respect of DEAR,
- discuss the issues they face in the promotion of DEAR, and to
- explore the potential for collaborative work across and between the different stakeholder groups at a European Union level.

In addition the Conference aimed to provide opportunities for networking between participants.

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[1] This report takes into account comments received from European Commission and presenters on an earlier draft.

Invitations to the Conference were issued by the Commission to EU member state governments, to CSO national and international/EU networks and programmes engaged in DEAR, to LAs with DEAR programmes, and to DEAR engaged researchers and academics. The following were invited to and participating in the Conference:

Stakeholder group	Invited	Represented
EU member state government departments and agencies	28	4
EU member state national CSO DEAR platforms	28	20
Local Authorities engaged in DEAR	11	7
International DEAR (related) networks and programmes	13	6
Researchers and academics	19	7
European Commission	-	13
Observer	-	1
Total	**99**	**58**

A list of the networks, organisations, institutions and local authorities represented at the Conference is shown in the Appendix.

2. The Conference proceedings: summary of presentations and discussions

The programme of the Conference, power point presentations and a number of other documents referred to during the Conference (all identified below by an asterisk *) can be found on the EU's Capacity for Development website: see http://capacity4dev.ec.europa.eu/capitalisation-seminar-nsala-programme/event/dear-stakeholder-conference-0

The numbering below follows the session numbering shown in the programme*.

1. **Welcome and opening.** European Commission welcomed the participants and opened the proceedings. The intervention made reference to the importance for the Commission to get a sense of the priorities that face different stakeholder groups in the implementation and future development of DEAR, and the Commission's opportunity to bring representatives of different groups together in an exploration of what could be done collectively.

2. **Global and European development: challenges and potentials for DEAR.** *Sonia Sanz Ventin,* Senior Programme Coordinator (with a particular interest in Human Rights, Civil Society and Gender) at the CIDEAL Foundation presented a number of considerations for DEAR projects and programmes to take into account in their work in respect of issues of gender.* Although usually seen as an ongoing, cross-cutting concern it is often given little *explicit* attention in DEAR projects and programmes. Comments and questions following this introduction reiterated this point with participants suggesting that gender is generally not the main topic of DEAR projects. It should not be considered as an isolated topic but rather like a systemic question when investigating and discussing development. Some argued that, as elsewhere in Development Education, when discussing issues that relate to or exemplify gender "we [i.e. DevEd practitioners] need to check and recognize our own stereotypes before imposing our own vision". Other responses to Sonia's presentation highlighted the point that issues of gender are not only concerned with men/women, but also encompass e.g. transgender issues. Inclusion of gender perspectives in development (and in Development Education) interventions at heart is a human rights issue.
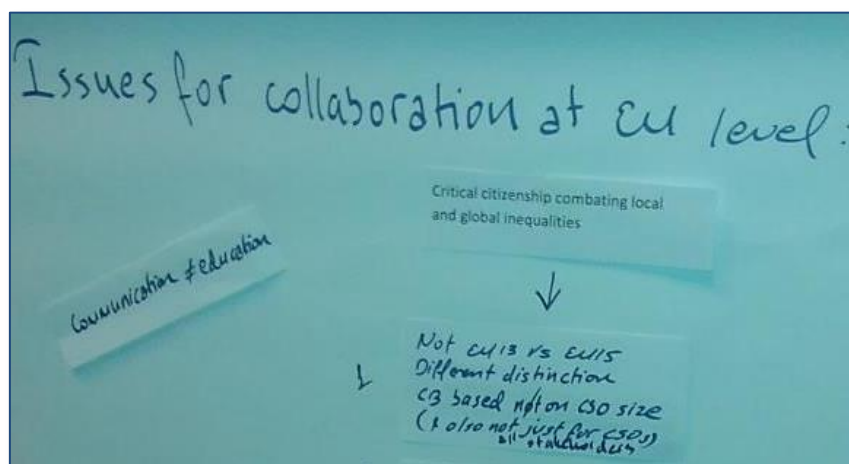
3. **Issues in DEAR in the European Union.** The presentation by Sonia introduced an issue that was largely absent from the issues raised in responses to a pre-conference questionnaire that had been circulated to registered participants. European Commission introduced the session. In commenting on the fact that a minority of participants had filled in the questionnaire a point was made to encourage those who had not yet done so to do so in the near future.[2] The purpose of the session was to act as a stimulus for discussion amongst participants about the issues they each faced in their respective fields, and the issues which they felt would be particularly worthwhile to explore for collaborative efforts between different stakeholder groups.

Harm-Jan Fricke, DEAR Support Team, outlined the main responses that were received to the questionnaire*. Amongst the issues that, according to respondents, appeared to have particular possibilities for collaboration between stakeholder groups were the following.

Education and action on the SDGs	DEAR in EU13: enabling catching up with capabilities and capacities in the EU15
Research into effective DEAR policies and practices	DEAR and EU member state education and lifelong learning needs
A new 'DE consensus' statement: a policy statement responding to the new SDGs	Critical citizenship combating local and global inequalities

These issues were used as an input into table group discussions in which each table (each with six to eight participants) was asked to identify those issues which they felt would warrant further exploration for multi-stakeholder collaboration. The composition of the tables had been arranged so that each table had a variety of stakeholder interests represented.

The outputs from the discussions in the table groups included the following:

- capies/capies between difft MS ⑥
- DE cons: SDGs, citship—action orientated
- DE objives + research into effve policies/practice

Emphasis on:
Fostering and enabling environment for partnerships between different EU partners/actors at different stages for effective exchange of good practice.

State Education/life long learning
Need to bring a new story of Education through DEAR, coordinating action across member states on global citizenship guidelines and actions to mainstream them.

- RESEARCH ⇒ DEFINITION
  ⇒ CURRICULA DEVELOPMENT
  ⇒ TOOLS
- CRITICAL CITIZENSHIP
  MUTUAL
- ACCOUNTABILITY (OF GOVERNMENT FRAMEWORK   EU or STAKEHOLDERS)

TABLE 5
1. PROMOTING CRITICAL CITZENSHIP TO COMBAT GL INEQUALITIES
   → REFOCUSING DEAR

2. applied research into effective DEAR policies & practices that feed into policies e education

GROUP 1
① ADDRESS NEW DE CONSENSUS + COLLABORATION WITH CONCERNED EDUCATION AND THEMATIC FIELDS
② ADDRESS CRITICAL CITIZENSHIP AND SYSTEM THINKING, WITH PROMOTION OF ACTIVE CITIZENSHIP FOCUS ON GOVERNANCE AND AND NEW FORMS OF GOVERNANCE PARTNERSHIPS, PAYING ATTENTION TO THE ROLE OF MIGRANT COMMUNITIES
③ PROMOTE -LONG TERM- RESEARCH

- LIFELONG LEARNING
- POLITICAL LITERACY
  ↳ LOTS OF LAYERS
    - CONSUMERS
    - VOTERS
    - CAMPAIGNERS
    - ETC
  ↳ ALSO ON GLOBAL POLITICS CONCERNING GLOBAL ISSUES

③
① Education & action on the SDG's + critical approach + questioning on the base of new consensus
② Taking in to consideration diversity within EU 28= EU 15+ EU 13
③ Involve more ms governments in support of DEAR

Looking at the top priority of each of the groups the following issues were highlighted as having particular potential for multi-stakeholder collaboration:

- Address a new DE Consensus, taking into account potential collaboration with other DGs such as Education (Erasmus, EACEA) as well as 'thematic' DGs focussing on social and economic issues and environment
- Education and action on SDGs and critical approach and questioning as the basis of a new 'consensus'
- A new EU DE Consensus based on SDG values; lifelong learning and action on SDGs; critical citizenship challenging local and global inequalities – all framed within the context of global citizenship
- Not EU13 v EU15: a different distinction is needed, e.g. based on the size of CSOs
- Capacities and capabilities (in DEAR) between different EU member states
- Emphasis on fostering an enabling environment for partnerships between different EU partners/actors at different stages of effective exchange of good practice
- Promoting critical citizenship to combat global inequalities –refocussing DEAR on wider (not primarily EU citizen) concerns
- Lifelong learning and political literacy – also on global politics concerning global issues
- Research >>> definition >>> curriculum >>> tools [i.e. a research-practitioner 'co-creative' engagement that leads to practical ideas for DEAR – and research]

The output from this work provided an input for further discussion during session 9 (see below).

4. **Networking.** After short presentations of the main suggestions from each table group, European Commission introduced the informal networking opportunities which the Conference offered during the evening.

5. **EU DEAR programme orientations.** The second day of the Conference started with European Commission's DG DevCo presenting the current reflections within the Commission about the shape and direction of the DEAR Call for Proposals.* That reflection aims to respond to concerns expressed by many CSOs, EU member state governments and LAs about the criteria that were applied in the previous Call, within the context of the overall strategic objective of the DEAR Calls.
A reference was made to the principle that guides the Commission's involvement in DEAR, namely citizen engagement as an important aspect of EU international cooperation and development policy for which DEAR can provide the tools. EC support for DEAR had grown during the past decade from approximately €19 million p.a. to circa €30 million p.a. covering projects in all EU member states. The key features of the EC's DEAR policies could be found in the EU's Development Cooperation Instrument (DCI) for 2014-2020, in the staff working document on DEAR, and in multi-annual plans of the Commission. These make clear that the DEAR programme focuses on areas of work that:

- provide added value to the efforts of governments, CSOs and LAs,
- are pan-European in their intention,
- are complementary to EU member state government policies, and
- focus on key global issues.

The Commission's experience of the DEAR Programme in previous Calls for Proposals has been that: - the added value of EC supported DEAR projects at country level has been difficult to assess, that - a multiplicity of projects makes a pan-European approach problematic, and that - there tends to be a level of competition rather than collaboration amongst respondents in the Call for Proposals process. The 2013 Call for Proposal tried to address these issues by introducing explicit criteria that addressed the pan-European angle, a requirement for larger projects involving a large number of partners, and attention to global issues and the EYD.

The future development of the DEAR programme foresees a grants expenditure of €92.7 million over three years. It also foresees the organisation of a 'CSO Forum' on 17th and 18th March 2016 which will explore how EC supported CSOs can address the new Sustainable Development Goals.

In obtaining reflections on the previous Call and in exploring plans for the future a meeting was held on 22nd September between the Commission and 22 EU member state government representatives.

In responding to the European Commission's presentation, Conference participants raised questions and made observations regarding:

- the difficulty of maintaining quality in pan-European projects, since they entail large partnerships;
- the increasing overhead and administrative costs which large partnership programmes entail;
- the notion of sub-granting, and the options being considered for promoting its use, such as the use of national platforms as administrators of 'mini-grants';
- the absence of reference to the potential role of Local Authorities in arranging sub-granting to smaller, locally based, CSOs;
- a question if the results of the survey which the European Commission had carried out amongst 2013-14 grant recipients would be made publicly available;
- a question regarding the kind of changes envisaged for the 2016 Call compared with the conditions of the 2013 Call;
- the attention to be given to the SDGs in the future DEAR Call;
- the possibility of extending partnerships (and budgets) of DEAR grants to work with partners overseas (i.e. outside the EU area);
- the length of time taken to assess and approve applications;
- the need for the approval process to take into account that formal education projects need to know well in advance if a project has been approved in order for a project to start at the beginning of the next school year (starting in the middle of the school year is often not possible and usually not very efficient).

In addressing these issues European Commission mentioned that they have listened to concerns and suggestions from stakeholders and that these were brought to the attention of the management who will take a decision to be applied starting with the next DEAR Call for Proposals, furthermore:

- information on the assessment of the outcome of the 2013 DEAR Call will be published together with other information;
- no decision had yet been made on changing the criteria used in 2013 and discussions on this were ongoing;
- CSOs and LAs were invited to submit ideas on how the SDGs should be addressed in the future Call;
- the point about the timing of approval of education projects, so they fit with school/academic year requirements was well made and would be taken into account.

6. **Recap of inputs and discussions so far**. European Commission and the DEAR Support Team, provided an overview of the key issues discussed up to that point, putting these in the context of the overall objectives of the Conference, and pointing to the following sessions and their intentions.

7. **Priorities, challenges and opportunities for multi**-stakeholder engagement in DEAR. European Commission, introduced the next session which aimed to obtain a number of personal perspectives from stakeholders engaged in different groups involved in DEAR.

    a. *Sharon Pruski*, Education Officer at [Neath Port Talbot Borough Council](#) in Wales, UK and Project Manager of the 'Developing Confident Global Learning Communities' project,

highlighted her experiences in managing an EC co-funded project.* She mentioned a number of issues which affect many of the education projects run by a local authority, such as sudden policy changes (e.g. as a result of changing national or local politics following an election) that can severely affect the support for individual projects; reorganisations (e.g. as a result of reductions in Council funds) that affect the support available from within a Council for a project; and the problems that can sometimes exist in ensuring that senior Council managers obtain or maintain an affinity with the needs and opportunities of practitioners, such as teachers.

Despite such issues Sharon suggested that, from her experience in Wales, there were significant opportunities for Local Authorities to be effective promoters of DEAR since: - LAs know the schools in their patch; - LA education staff are familiar with education policies and are able to present DEAR in a way that supports those policies; - LAs have access to schools and to teachers; - LAs have an influence on the curriculum statements issued at both national level and particularly at school level. She also, however, added that in her experience in Wales and in the UK, involvement in European projects is often seen as a risk for Local Authorities – particularly due to exchange rate fluctuations between the Euro and the UK Pound Sterling.

b. *Bobby McCormack*, Director of the Development Education NGO Development Perspectives in Ireland, and co-chair of CONCORD's DARE Forum focussed on the opportunities of multi-stakeholder collaboration for DEAR. He suggested that working in a 'mono-stakeholder' environment might encourage us making assumptions, becoming blind to what goes on in our own backyard. Collaboration with other stakeholders helps to uncover blind spots which we have in and about our own sphere of work. Developing effective, multi-stakeholder partnerships however takes time and cannot be done at short notice, e.g. as in the period available to develop an EC funding application. Intentions to develop a partnership may also not always lead to success. Bobby saw a potential danger for DEAR in the search for relatively large partnerships led by and involving large organisations, which may exclude small organisations from leading DEAR work. He argued that innovations and the drive to improve quality, in DEAR as elsewhere, are invariably coming from small organisations. If small organisations are excluded from leading DEAR projects then it is likely that the overall quality results of DEAR in the European Union will be diminished.

As particular challenges for DEAR Bobby highlighted the point that many EU Member States do not practically live up to the theoretical support they give to DEAR. Although financial support was not the be-all-and-end-all of DEAR it is important. In that context the level of financial support given to DEAR, by the Commission and by Member States, is in fact a pittance.

Despite such and other challenges there are good opportunities for the promotion of DEAR in the European Union, particularly through multi-stakeholder networks building on activities, strategies and approaches that really work (rather than giving credence to everything that calls itself DEAR).

c. In his presentation *Eddie O'Loughlin*, Coordinator of the Global Education Network Europe (GENE), focussed on issues of diversity, progress and challenges for DEAR in Europe.* He outlined the role of GENE as a network of policy makers and implementers from across Europe in supporting the progress of Global Education, taking into account the great diversity of approaches that are present. Diversity in terms of histories, concepts, funding opportunities and strategies - which all vary from country to country. The use of round table discussions of members and peer reviews of strategies and approaches where a particular member would find this helpful, all assisted in making the most of the diversities that are present.

Eddie outlined the progress that had taken place in Global Education policy formulation and

implementation since the Maastricht Congress in 2002[3], the Multi-Stakeholder 'Development Education Consensus' statement in 2007, and other events since then. Increased cooperation between GENE members has led to increased national support and the geographical spread of Global Education. That collaboration is more recently focussed on the search for conceptual clarity, relevant monitoring and evaluation approaches, research, and further curriculum development. Increasingly Global Education is seen not anymore as an 'add-on' to existing work, but instead as an approach that has to be central to education.

Challenges however remain, for instance, in the concepts and approaches used, in funding for Global Education, in policy changes affecting education policies, and in how Global Education can contribute to and make use of the Sustainable Development Goals. All that, and more, within a context that needs to identify and build on what works.

   d. *Jan van Ongevalle*, Researcher at [HIVA Catholic University of Leuven](), mentioned that much has changed in the past few years in terms of research into DEAR, with increasing attention to how e.g. children, parents and communities perceive the importance of relating to and understanding of global issues and rekationships.* He highlighted recent research into how secondary schools perceive the importance of this. This research identified that issues of diversity (in societal make-up) and issues of safety (in response to global and local diversities) are high on the agenda in schools and school communities. A feeling of insecurity often accompanies that agenda. It is in addressing that that Global Citizenship Education should (according to respondents) play a key role: in developing understanding of local issues, or rather in developing understanding of local expressions of global issues.

However, in much practice in secondary schools this development of understanding is not framed within a context of developing critical thinking. Instead it is often seen and addressed as very issue specific.

Nevertheless there is a tendency amongst teachers to 'want to go deeper'. Where this is happening issues of diversity, safety, local-global relationships are often built into ongoing work and not seen as an 'add-on'.

The key challenge for Global Citizenship Education which Jan identified in addressing such findings focussed on identifying what works in which context. Monitoring and Evaluation, involving researchers and practitioners, can help to conceptualise theories and importantly practices: clarifying our own positions in addressing the issues that face schools and communities. They can also help in being realistic about the objectives that are pursued: tailored to what we want and to the starting points of schools and communities with whom GCE practitioners work.

   e. The four presentations were added to by other Conference participants who referred to the growing interest in academia in research into DEAR (and into applying DEAR within academic institutions). Reference was also made to the work through trade unions of engaging employees and employers in issues and processes of DEAR at company levels. Another participant raised the issue of engaging Local Authorities, who in her situation (in Portugal), were not particularly interested in, let alone engaged with the promotion of DEAR.

8. **Towards a renewed EU DEAR Multi-Stakeholder Group?** European Commission, introduced this session which provided background to the EC's thinking regarding collaborative work in the future development of DEAR.* Reference was made to previous activities carried out by the CONCORD sponsored DEAR Multi-Stakeholder Group (MSG) which had assisted in improving information about the practice and policy of DEAR in EU member states and in developing a collaborative statement on the purpose of Development Education and Awareness Raising. A suggestion was made to discuss a

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[3] See for example http://www.glob-edu.net/materials/maastricht-global-education-declaration/

variety of practicalities about how such a group might function in the future.

Rilli Lappalainen, of the Finnish NGO network Kehys and co-chair of the CONCORD sponsored Multi-Stakeholder Group (MSG), and *Maarten Coertjens*, DEEEP Advocacy Officer and secretary of the MSG, both provided more details of the origin, composition and work of the MSG, referring to its origin in the Helsinki Conference on European Development Education, 2006, leading to collaborative work on the 'DE Consensus', 2007, the 'DE Watch report' in 2010, and regular meetings and exchanges on multi-stakeholder practices and issues since then. They, and other participants, expressed the sense that before the practicalities and formalities of a renewed MSG could be discussed, further work needed to be done on what the MSG could be and should be concerned with.
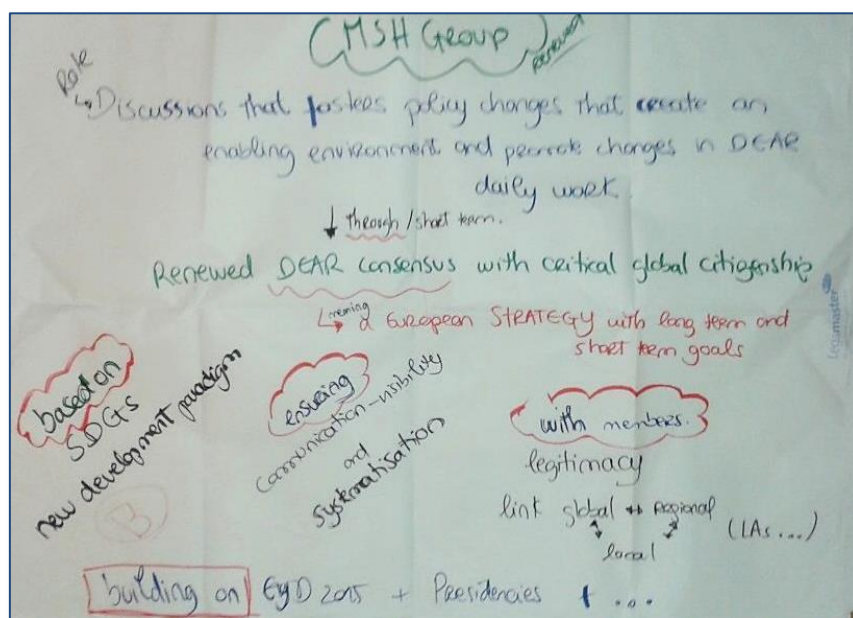
Participants also voiced that in bringing together different stakeholders from within the EU, one should not only include those who are currently engaged through or in contact with DG DevCo. Instead it would be beneficial to also engage other networks that in effect do work on and with DEAR but might not see themselves as DEAR (e.g. networks of teacher unions, adult educators, environmental educators, and networks involved with other Commission DGs, such as Education, and Environment).

The point was also made that it would be beneficial if networks engaged in DEAR or DEAR like activities from outside the EU (such as e.g. in Norway or in countries in the South) were able to engage with an EU DEAR MSG – to mutual benefit.

In responding to this discussion *Harm-Jan Fricke*, DEAR Support Team, suggested that a think piece or discussion document would be produced after the conference, and circulated to Conference participants, to take ideas and issues raised here forward.

9. **The potential of DEAR at EU level.** This session followed on from the previous one, asking participants (divided into four groups) to further discuss key issues raised by the four presentations in session 7 and the potential priorities identified in session 3.

   The following illustrations provide an indication of the range of discussions that took place:

In identifying the various issues raised the following seemed particularly rated as important by the different groups. The two columns overlap and content and procedure closely relate to each other:

Suggestions to do with the content of work of a MSG	Suggestions relevant to the set-up and organisation of a MSG
A renewed DEAR Consensus with a critical global citizenship approach - providing a European strategy/strategy focus with long and short term goals	Facilitating discussions that foster * policy changes, * an enabling environment, and * changes in DEAR daily work
Attention to SDGs and a new development paradigm (based on the universality of SDG goals and aspirations)	Ensuring communication between different stakeholders
Developing the visibility of DEAR beyond the current stakeholders	Linking local, regional, national, global experiences in DEAR
'Not consensus but dissensus': capturing the diversity of DEAR - e.g. investigating a 'full picture' of DEAR: strategies, concepts, methods, policies	Open to non-EU and non-DG DevCo stakeholders: in order to capture other EU and international development actions that use Development

	Education/Global Citizenship approaches; also to engage e.g. media networks and practitioners
Harnessing the quality of DEAR through 'learning for results'	Enable and foster 'co-creation', between different groups (e.g. research <> practice; research <>policy formulation; practice <> policy)
Multi-stakeholder advocacy on interconnections between different fields: fostering policy coherence	Rapid response (through DEAR) to new events and developments (MSG to manage funds for this)
Discussions about (development of) qualitative indicators for DEAR	
Fostering research, policy and practice collaboration e.g. in the generation of commitment to global citizenship in Europe	

10. **Next steps and concluding remarks**. European Commission brought the Conference to a close by mentioning the intended steps to be taken as a follow up to the ideas and suggestions developed. During November it is the intention to circulate a discussion-cum-proposals paper which builds on the proceedings of the conference. It will outline a suggested initial focus for a renewed Multi-Stakeholder Group and its way of working. Participants were thanked for their contributions and were encouraged to continue their contributions to collaborative efforts in the promotion of Development Education and Awareness Raising.

3. Participant feedback

After the Conference participants were invited to complete a short questionnaire to evaluate the event. The results of that evaluation are shown here:

- 13 responses were received from:-
  - o 2 EU member state government representatives, 4 EU member state national DEAR platform representatives, 2 international DEAR network or programme representatives (incl. 1 who also represented a national CSO platform), 2 Local Authority representatives, and 3 University/Research Institute representatives
- Respondents were asked to rate the Conference against various criteria using a ten-point scale in which 1 = very poor and 10 = excellent. Average scores for each of these criteria are shown below:
  - o Achievement of participant expectations   6.7
  - o Achievement of Conference objectives   6.9
  - o Quality of facilitation of the Conference by the DEAR Support Team   8.2
  - o Quality of facilitation of table groups (day 1) and workshops (day 2)   7.2
  - o Quality of (plenary) inputs provided at the Conference   7.3
  - o Quality of logistics support (participant travel and accommodation)   9.6
  - o The overall success of the Conference   7.1
- More than half of the respondents took the opportunity to respond to the question 'Which aspects of the programme could have done with better facilitation, and how?'
  - o One participant queried the value of using the pre-conference questionnaire as an input for elaboration during the conference, since it was filled in by only a minority of participants. Another thought that it would have been useful to have a series of questions to think about in advance of the Conference.

- - Four respondents mentioned the, in their opinion relatively poor, quality of facilitation of the table groups and workshops provided by EC staff with one commenting that "the person in charge for the facilitation of my roundtable and workshop was not open enough, had some prejudices and attitudes that not helped the dialogue and the participation" and the "workshop on the day 2 was not facilitated efficiently. […] We didn't know whether to focus on recommendations, or how the multi-stakeholder group should work, its mandate and so on […]"
- When asked if any significant issue had been left off the agenda various suggestions were given including:
  - to include other stakeholders in DEAR (outside the usual suspects who were represented);
  - to organise further discussions about transnational research opportunities in DEAR;
  - to discuss what is meant by 'DEAR' and its quality indicators.
- In addition,
  - the dearth of representation from EU member state governments was noted by various respondents,
  - as was the "superficiality of statements" about the next DEAR call for proposals.

… and a final quote, overheard after the Conference concluded:

"On Mars they did not have a multi-stakeholder process – see what happened there!"

Appendix:
CSOs, LAs, governments and others represented at the DEAR Stakeholder Conference, 5th & 6th October 2014

Representatives of	Representatives of
Associazione ONG Italiene	HIVA, Catholic University of Leuven, Belgium
Austrian Platform	ITUC
BOND, UK	KEHYS platform, Finland
Cercle de Cooperation, Luxembourg	LAPAS, Latvia
CIDEAL Foundation, Spain	LITDEA, Lithuania
Città di Torino, Italy	Ministry of Foreign and European Affairs of the Slovak Republic
City of Milan, Italy	Neath Port Talbot Borough Council, Wales, UK
CNCD/ACODEV/COPROGRAM/11.11.11 Belgium	Permanent Representation of the Republic of Latvia to the European Union
CONCORD Sweden	Plataforma Portuguesa ONGD, Portugal
CROSOL, Hrvatska	Platform for International Development, Bulgaria
CYINDEP, Cyprus	PLATFORMA
CONCORD DARE Forum	Polish Academy of Sciences
DEEEP	Polytechnic Institute of Viana do Castelo, Portugal
Diputación de Valladolid, Spain	Region Picardie, France
DOCHAS/IDEA, Ireland	Regione Toscana, Italy
EADI	RORG, Norway
Engagement Global, Germany	SLOGA, Slovenia
European Commission DG DEVCO	Slovak NGDO platform
FELCOS Umbria, Italy	SPF Affaires étrangères – FOD Buitenlandse Zaken, Belgium
FoRS, Czech Republic	TRIALOG
GENE	University of Padova, Italy
Grupa Zagranica, Poland	University of Pisa, Italy
HAND, Hungary	University of Porto, Portugal
Hellenic Platform for Development, Greece	