

## European Commission Exchange Hub for DEAR projects: Approaches that meet the EC's DEAR objectives, Brussels 23<sup>rd</sup> and 24<sup>th</sup> March 2017

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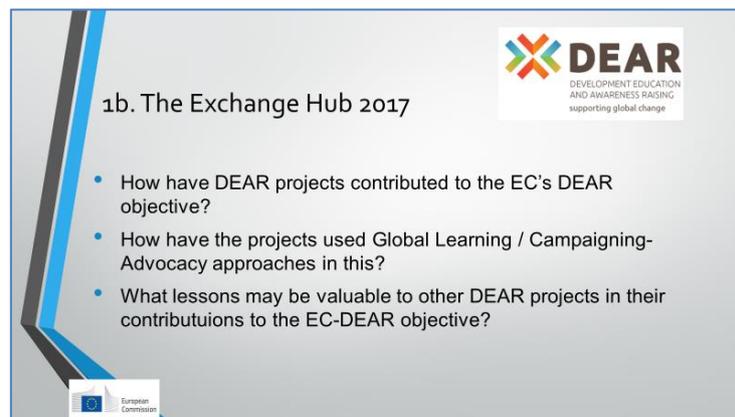
### This paper ...

... provides a *summary overview* of the discussions and outcomes of a capitalisation workshop with representatives of 19 European Commission supported DEAR projects.

### The Exchange Hub ...

... aimed to identify, discuss and learn from the main approaches that EC-DEAR projects have used in supporting achievement of the objectives of the Commission's 2013 DEAR Call for Proposals, in particular those that focus on Global Learning and on Campaigning-Advocacy.

The Hub provided an opportunity for participants to exchange views and experiences which may be valuable to all DEAR projects to consider in their work of engaging European citizens in global development issues.



## Contents

1. Hub participants.....	2
2. Major strategies in working towards the EC's DEAR objective.....	2
3. Using a Global Learning/Campaigning-Advocacy approach .....	3
4. Is there value in having separate Global Learning and campaigning-Advocacy approaches? .....	5
5. Addressing risks and complications .....	5
6. Conclusions and recommendations.....	7
Annexes.....	8

## 1. Hub participants

Staff from Local Authorities and CSOs involved in 19 EC-DEAR projects participated in this workshop style event. All represented projects had been awarded a grant as a result of the Commission's 2013 DEAR Call for Proposals. Participants also included the Commission's Head of DEAR Sector and five Commission Task Managers with responsibility for the administration of EC-DEAR projects.

## 2. Major strategies in working towards the EC's DEAR objective

**3. The Objective of the 2013 DEAR Call**

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“To develop European citizens’ awareness and critical understanding of the interdependent world and of their role, responsibility and lifestyles in relation to a globalized society; and to support their active engagement in global attempts to eradicate poverty and promote justice, human rights and sustainable ways of living.”

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In discussing their interpretations and approaches to this objective, participants focussed on three aspects in particular:

- development of citizens’ awareness and critical understanding,
- citizens’ role, responsibilities and lifestyles,
- active engagement.

The following approaches used by projects were particularly in evidence:

Developing citizens’ awareness and critical understanding	Citizens’ own role, responsibilities and lifestyles	Active engagement in global development issues
Development and dissemination of <b>publications, information and toolkits/curriculum resources</b>		
<b>Curriculum change:</b> developing and exemplifying teaching and learning styles and content in support of global learning	<b>Developing understanding</b> of (the causal) relations between lifestyles in different parts of the world	<b>Networking</b> between different actors (e.g. between different LAs): to develop common approaches
Developing understanding of the existence of different <b>social-economic models</b> , e.g. social and solidarity economy	<b>Exemplifying different models</b> of behaviour in e.g. food or energy production and consumption	<b>Public outreach</b> activities involving people through e.g. social media and public/face-to-face events
<b>Education resources:</b> design, dissemination, training and workshops on their use and adaptation in education settings	<b>Advocacy</b> towards Local Authorities about their role in implementing for instance human rights in relation to immigrants and refugees	<b>Grassroots actions:</b> involving citizens in local responses to global development issues (e.g. in their school or community)
<b>Media involvement:</b> providing different perspectives on the consequences of and alternatives for development	<b>Motivating</b> changes of behaviour, e.g. in respect of personal or ‘canteen level’ consumption of food	<b>Public campaigning</b> to obtain public and decision maker support for particular policy changes

### 3. Using a Global Learning/Campaigning-Advocacy approach

With reference to the Commission's descriptions of 'Global Learning' and of 'Campaigning-Advocacy', the workshop discussed how different projects have addressed aspects of each of these approaches.

7c. GL/CA: the use of it by projects

- 4 groups: 2 groups GL, 2 groups CA projects
- Discuss and note on a flipchart how different projects have focused on the highlighted aspects - and how did they make it work?

Global Learning approach	Campaigning-Advocacy approach
Projects aiming at enhancing the <b>competences</b> of groups of learners in addressing issues of global development. They use <b>learner-centred, participatory, dialogue-oriented and experiential</b> methodologies to develop such competences.	Projects aiming at concrete <b>changes in behaviour</b> at individual and collective levels, <b>or in institutional/corporate policies</b> . They use results oriented strategies. They facilitate and support informed <b>citizen engagement and advocacy</b> for more just and sustainable policies, political/economic structures and individual practices.

Although EC-DEAR projects will be focused on one of the two approaches, most projects will use techniques and develop aspects that relate to either of them. For example, while an education project may aim to develop teachers' or students' skills and understanding of global development issues using for instance enquiry based styles of learning, it may also affect or lead to advocacy on school or national curriculum policies or teacher training approaches. In that way the project 'embeds' such teaching and learning in the behaviour and action of a wider group of citizens (i.e. beyond the teachers and students taking part in the project).

Similarly, a Campaigning-Advocacy focussed project may use skills development for participants, for example relating to the planning and implementation of public campaigns, as an aspect of its work in the promotion of behavioural or policy changes.

In discussions about the two approaches what sets them apart is that Global Learning is an *educational* approach while Campaigning-Advocacy can be described as an approach based on *persuasion*.<sup>1</sup> In good quality Global Learning projects what learners do with their learning (if anything) is primarily up to them: the outcome, e.g. in support for a particular action or policy, is largely not pre-determined. Good quality Campaigning-Advocacy projects on the other hand are and should be focused on largely predetermined behavioural or policy changes which members of the public, policy makers and other stakeholders are encouraged to take on or support.

From the discussions amongst Hub participants the following characteristics of each approach were identified in addition to those mentioned in section 2 above.

<sup>1</sup> For a discussion about the differences between Development Education and Campaigning on Development Issues see, for example, various articles in 'Policy & Practice – the development education review': <https://www.developmenteducationreview.com/issue/issue-22/campaigning-and-development-education-era-diffused-knowledge-arenas>, <https://www.developmenteducationreview.com/issue/issue-8/development-education-and-campaigning-linkages> and <https://www.developmenteducationreview.com/issue/development-education-and-campaigning-perfect-partnership-0>

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#### KEY ASPECTS OF A GLOBAL LEARNING APPROACH:

##### Competences of learners to do with:

- critical thinking: the ability to separate facts from opinion; the ability to ask questions
- perspectives change: the ability to view and assess an issue from different points of view
- dealing with complexity: the ability to analyse and synthesise an intricate/multi-faceted issue or situation
- enquiry: the ability to apply a variety of investigation techniques to an issue
- intercultural competence: the ability to relate to people from different cultural backgrounds
- creativity: the ability to apply innovative or imaginative techniques to investigating an issue or in developing solutions to an issue
- empathy: the ability to 'put oneself in another person's shoes'
- listening skills: the ability to hear, trying to understand another person's background, needs and views
- professional development: enabling groups of teachers to work together on a theme relevant to their classroom based work

##### Learner-centred, participatory, dialogue-oriented and experiential methodologies

- engaging the learner in the learning process: drawing on their experiences and interests in exploring an issue
- enquiry: enabling learners to find out about an issue rather than telling them about it
- discussion: using debate and dialogue to find out and exchange information, different perspectives and explanations and solutions for an issue
- using role-plays and simulations to explore an issue
- joint learning: using pair and group work to find out about and exchange information, perspectives, explanations and solutions for an issue

#### KEY ASPECTS OF A CAMPAIGNING-ADVOCACY APPROACH:

##### Achieving changes in behaviour or policy

- consumer awareness: of the consequences of purchasing habits for development options in the EU and elsewhere and for the environment;
- perspectives change: changing the perspective of the public – from seeing themselves as 'consumers' to one in which they see themselves as 'decisionmakers' (in the development process)
- curriculum policy: incorporating attention to global development and to education for development
- corporate policy and practice: towards an application of social and environmental responsible behaviour that is supportive of global development efforts
- network development: bringing agencies (such as LAs or companies) with similar responsibilities together to learn from each other about respective policies and practices

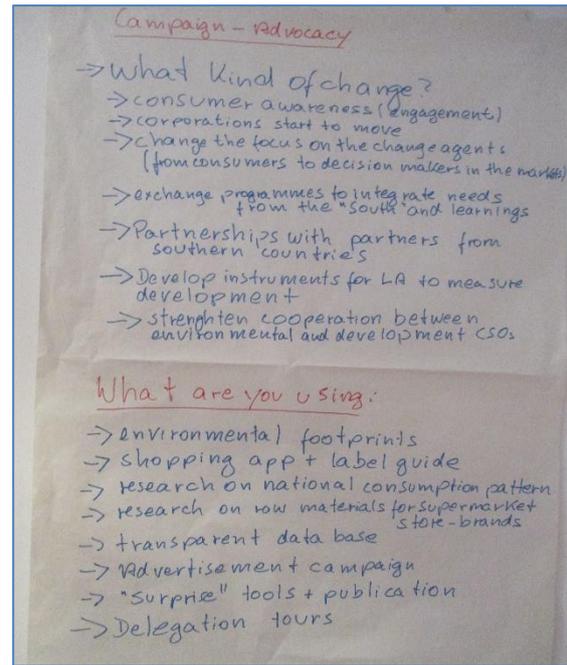
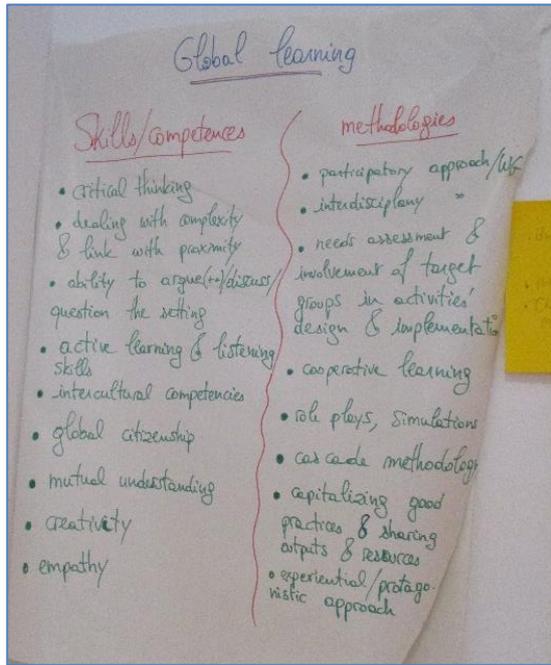
##### Facilitating and supporting informed citizen engagement and advocacy

- exchange programmes/'delegation tours' and partnerships North – South and vice versa: enabling mutual learning and joint action on issues that are of common concern
- multi-stakeholder work: to strengthen mutual understanding between e.g. environmental and development NGOs and interests
- using environmental footprints to raise awareness of our impact on the environment<sup>2</sup>
- use of a shopping app to find out about origins etc. of products<sup>3</sup>
- use research to highlight the consequences, causes, possible solutions to a particular development issue: particularly of value in discussions and lobbying activities with (corporate or political) decision makers
- using adverts and social media to inform readers/viewers of an issue
- connecting different issues, e.g. investments – human rights - poverty – environment

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<sup>2</sup> For an example of assessing environmental footprints see <http://footprint.wwf.org.uk/>

<sup>3</sup> For example, see <http://mapyourmeal.org/index.php/mobile-application/assessment-methodology>



#### 4. Is there value in having separate Global Learning and campaigning-Advocacy approaches?

The distinction between Global Learning and Campaigning-Advocacy in EC-DEAR projects was introduced following the 2010 'DEAR Study'<sup>4</sup>. After using it in Calls since 2011 the question asked at the Hub was if this distinction is valuable or would there be something better in making contributions to the EC's DEAR objective.

Participants felt that there is value in having the distinction since the two clearly distinguish between different audiences who each have their own systemic focus. For some participants too, the distinction was also in the timescale required to affect change with Campaigning-Advocacy focusing on the 'here and now' while Global Learning has a greater focus on the future

However, participants also mentioned that:

- there is a need for a mediating space between GL and CA: not in the sense that GL leads to CA ("it doesn't") but in the sense that they can mutually inform each other of issues and approaches that may be or valuable to both
- CA projects tend to give inadequate attention to the development of their participants' skills (e.g. in research, in organising lobbying or campaigning activities). To ensure sustainability and applicability of a particular project's outcome explicit attention to such skills development would be advantageous
- it would be useful to consider if successful GL projects could be continued with a further year focussed on CA in respect of curriculum policy change (i.e. a 3 + 1 year set-up)

#### 5. Addressing risks and complications

<sup>4</sup> See: [https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR\\_Final\\_report](https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR_Final_report)

Projects rarely go completely to plan and issues outside the control of the project may undermine its ability to use particular approaches or achieve the intended outcomes.<sup>5</sup>

**8. Risks and how to address them**

- In your project proposals you would have identified a series of risks that might undermine the success of your project.
- In groups
  - (1) identify what the main risks were for your project, and
  - (2) discuss how you dealt with or addressed those risks
- Please record key points on a flipchart.

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Discussion amongst participants identified the following issues that had affected their project to the extent that it could undermine the project’s ability to meet its own and the EC’s DEAR objectives, and what had been attempted to address these issues

Risks and complications	... and how they were dealt
<b>External factors that were taken into account during the proposal development stage have changed by the time the project starts</b>	At the beginning of the project (and during its life time) assess if circumstances have changed – and change plans accordingly
<b>Financial risk for the lead applicant – when partners are unable to obtain their share of required co-funding</b>	In the financial planning of the project explicitly consider this situation and indicate how it will be resolved in the MoU between the lead applicant and all partners
<b>Financial risk for the lead applicant where the target of a project lobbies other parts of the EC to have the project stopped and/or takes legal action to stop or subvert the project’s intentions</b>	In advance of targeting the target: (i) Ensure that information used by the project is based on (ideally independently) researched information about the target; and (ii) make early attempts to open communication with the target (before any public communication about the target) to increase your awareness of their likely opinions. If target takes legal action: assess if crowdfunding could fund your legal costs. If target approaches other parts of the EC:
<b>A project partner resigns from the project</b>	Either redistribute their role/task across other partners, and/or attempt to recruit another partner
<b>Lack of ownership of/commitment to the project by a partner</b>	(i) Establish working groups involving multiple partners to work on a particular task area. or if that fails to engage the partner (ii) Reduce project funds to the relevant partner
<b>Society’s interest is increasingly on local issues (increasing parochialism and nationalism distracts from interest in a global perspective)</b>	Start with such local issues and introduce a broader global systems analysis to the debate about the issues
<b>Unplanned external event stops planned action in the project</b>	Rearrange the planned action if possible, or consider how else its outcomes can be achieved
<b>Lack of local or national exemplars that can illustrate the project’s intentions (such as absence</b>	Build local/national networks with organisations that have overlapping concerns (depending on the

<sup>5</sup> Various Hubs have commented on and discussed the issue of changing original plans in response to changing circumstances. See for example ‘Asking questions about DEAR Projects’

<b>of locally/nationally available Fair Trade products while the project aims to raise issues of fair trade)</b>	concern of your project e.g. with environmental, farming, or trading associations)
<b>Inability of an overseas visitor to obtain a visa for an EU Member State</b>	Obtain Commission support via the DEAR Task Manager
<b>Change in government leads to change in policy that makes the project's plans out-of-date</b>	Assuming the project's intentions are still relevant: re-plan the project and write a new project plan (incl. logframe) that addresses the changed circumstances. Discuss early on with the EC about required changes in budget
<b>Lack of commitment to the project's intentions by a newly elected decision maker (while his/her predecessor was in support)</b>	Engage the civil servants who work with the decision maker: use them as your advocate. Develop a one minute presentation of why the project will be beneficial incl. why it will be beneficial to the decision maker to be seen to be involved

## 6. Conclusions and recommendations

The Hub aimed to gather from participants the approaches they had used in their projects in support of achieving project objectives and in support of the EC's DEAR intentions. In concluding the workshop, participants were asked to identify those aspects which they would recommend to any project (and to the Commission) for a project to be able to make successful use of Global Learning or Campaigning-Advocacy approaches.

The recommendations that came out of this exercise have been grouped around a number of themes:

### BE RESULTS FOCUS (INSTEAD OF FOCUSING ON DELIVERY OF ACTIVITIES AND OUTPUTS):

- For the Commission to develop its Theory of Change regarding DEAR and for projects to do the same for their project
- Assess at regular intervals the validity of the Theory of Change used by the Commission/the project and adjust ideas, plans, activities and outputs where necessary

### UNDERSTAND THE (LOCAL) CONTEXTS:

- Research the feasibility of your plans and take into account that the starting point for engagement is likely to be very different in different EU Member States

### ENGAGING THIRD COUNTRY PARTNERS:

- Do not rely on Eurocentric points of view or analyses: engage third/Southern country partners to provide additional/different perspectives on the issues you are dealing with

### PARTNERS' COLLECTIVE UNDERSTANDING OF INTENTIONS, PLANS AND LEARNING

- Apply the key learning points from previous DEAR projects
- At the start, establish mutual understanding of what each partner hopes to achieve through the project, including its use in the further development of DEAR and of the organisation
- Develop planning and reporting systems that are understood and agreed to by all
- Have regular face-to-face meetings of partners that exchange experiences and issues, and develop mutually agreed plans
- Do not rely on the project manager alone: use working groups (consisting of some of the partners) to take the lead in drafting and overseeing implementation of plans on particular aspects of the project

### USE MONITORING AND EVALUATION:

- Focus on monitoring results – instead of activities.

- Plan M&E as part of the project development phase: and re-assess at the start of the project

#### EUROPEAN COMMISSION:

- Enable an extension of the project for the purpose of reporting
- A three-year timescale is inadequate to achieve real change (particularly not in Global Learning focussed projects). Hence it would be beneficial if an additional grants facility to enable successful projects to disseminate and build on their results and learning beyond the current 3 year period
- Draw out, synthesize and (very important) publicize learning from completed projects: to foster learning within the DEAR community, and to inform future DEAR Calls (for at least some participants at the Hub, the current Call structure re-invents itself every time without building on achievements of previously supported projects)
- Include in the conditions of the DEAR the opportunity to carry out and financially support work by partners in Southern countries working towards the same project objective
- Set-up a structured, strategic, facility that enables (i) sharing of experiences and ideas between similar DEAR projects, and (ii) sharing learning from previous projects
- Improve the Commission's *practical* understanding of and familiarity with EC supported projects, e.g. through visits to those projects, and explicitly (timetabled) opportunities for projects to meet with their Task Manager

## Annexes

### Participant feedback on the Hub

After the event participants were asked to comment on the organisation and processes of the Hub via a web based questionnaire. The following summarises the opinions and suggestions received. 15 of the 19 participants responded to the questionnaire (a 79% response rate).

Achievement of participant expectations:	8.2 (out of a possible score of 10 maximum)
Relevance of the Hub to participants' work:	8.0
Quality of facilitation provided by DEAR Support Team:	9.3
Logistics support provided by DEAR Support Team:	9.1
Overall success of the Hub:	8.5
The value of Commission staff participation:	9.1

Ask for 'further thoughts' about issues raised during the workshop or other suggestions about the European Commission DEAR Hubs, comments included the following:

- "we need more guidance on visibility (2010 guidelines are totally out of date and is a big concern for our project regarding compliance and how to even interpret it");
- "financial project management capacity - we all know about importance of audits and financial compliance but very little attention has been paid in these workshops to prevent potential problems (typical audit problems of EC DEAR projects etc)";
- "extent the workshops by another day or half-day to enable more exchange between projects about the detail of their project, and to enable more detailed discussion about issues raised".

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## Projects participating in the Exchange Hub in March 2017:

EC project number	Summary title (GL= global learning; CA= campaigning and advocacy)	Lead CSO/(A)LA
338-383	Rural Agenda (GL)	Valladolid LA
338-309	Media for development (CA)	Mondo
353-059	Financing development (CA)	CEE Bankwatch
338-338	Map your meal (GL)	Future Worlds
352-248	SUSY / SSEDAS (GL)	COSPE
338-500	LAs for Sustainable Development (CA)	Climate Alliance ALA
338-131	Make fruit fair (CA)	Oxfam Germany
338-136	Seafood choices/Fish Forward (CA)	WWF Austria
338-120	S.A.M.E. (GL)	CIES
338-278	School of sustainability (GL)	FoE Europe
338-451	Supply Change (CA)	CIR
353-107	Change your shoes (CA)	Südwind
338-128	Scouting (GL)	NAZEMI
338-396	Food-land nexus (CA)	TNI
339-207	Eat responsibly (GL)	Glopolis
349-033	EAThink (GL)	ACRA
352-275	Time for change (CA)	CEEWeb
338-378	Global Schools (GL)	Trento LA
338-472	AMITIE Code (CA)	Bologna LA
338-493	LADDER (GL)	ALDA ALA
329-911	Do the right thing (GL)	Toscana LA
335-844	Networking for development (CA)	Loures LA
338-179	Tax justice (CA)	ActionAid UK

Hand-outs given by most projects are included in the following pages.

PREPARE / DEAR Exchange Hub // 23./24. 03 2017

Authors: Projectmanager Gertrude Klaffenböck / Project lead manager Stefan Grasgruber-Kerl

DCI-NSAED/2014/353-107: Change your Shoes: EYD 2015 – Starting point of the way to an ethical and sustainable shoe supply chain

Project's Specific Objective: Within the framework of EYD 2015 EU consumers **become more aware** that their **lifestyle choices come with responsibilities** and **through advocacy, enhanced by better and relevant information, they** can instigate **policy changes** that, in the interests of human rights, will ultimately **improve the working conditions and well-being** of those further down the **production chain in the shoe industry.**

#### **Campaigning – Advocacy approach of project “Change your shoes”:**

The project contributed to the EYD 2015 through successfully

- A) increasing the awareness of EU citizens through active involvement, an advertising campaign and the use of key online and offline communication channels and
- B) providing opportunities for EU citizens to actively contribute to the project.
- C) engaging EU citizens in a dialogue with relevant policy makers and other key stakeholders concerning EU development cooperation efforts through meetings.

The specific Objectives are related to three core demands:

- Transparency
- Healthy and safe factories
- Living wages  
in the global supply chain of shoe industry.

The advertising campaign reached out to more than 23 million European citizens. Additional 135 million citizens in 20 countries have been reached by (social) media and articles.

A survey conducted in 20 EU countries highlights the low awareness amongst EU citizens concerning the nature and implication of the EU development cooperation policies and activities. At the same time, the high level of participation of citizens in the activities and the willingness of approx. 85% of citizens to pay a supplement for environmentally produced shoes indicate their readiness to contribute to a more ethical and sustainable shoe supply chain. More than 18.000 journalists have been reached (2015) and consequently approx. 20.000 journalists (2016) had been informed on follow up activities, like peoples' meeting and virtual march.

In 2015 and 2016 in 12 countries peoples' meetings were organized. In these meetings 767 citizens expressed their expectations and views of European development policies which could/should support sustainable lifestyle choices and facilitate realisation of workers' and human rights in global production chains (of shoes).

Linked to video messages, citizens were invited to participate in a “virtual march to Brussels” via download of an app which would count steps. Approx. 16 000 citizens took action in support for improved working conditions and well-being of people working along the production chain in the shoe industry. Enhanced by advertising campaign and social media communication, this mounted in more than 63,7 million steps contributed from citizens across Europe.

The project has set up online-communication channels – including websites and social media. This supported overall media work through which up to 30 000 journalists are addressed on a regular basis. Especially the publication of research studies on shoe and leather production in India, China and Italy, the brand assessments and the toxin tests have created broad media attention. Consequently the action is reaching out to more than 174 million citizens each year in the project countries. Additionally, the project mobilised a significant amount of people through a range of public

actions and public events, the level of participation at public events and interest in campaign material are indicators for public interest in the issue the project aims to address. The setup of the complaint mechanism and the active support by citizens for the human rights of workers, trade unionists and activists has gained an increasing amount of supporters and helps to maintain the level of credibility of the action.

For an efficient lobbying strategy shoe brands in the campaign countries have been mapped (2015) and assessed (2016). The publication of research studies, the results of brand assessments and toxin tests provided well-founded background for contacts, dialogues and lobby meetings with a number of shoe companies. As a consequence of these interventions the first ethical shoe labels included social criteria and shoe companies started to improve their social and ecological standards. During the first project year a dialogue has been established with label organisations regarding the inclusion of decent social and environmental criteria for shoes. Lobby initiatives addressed MEPs and EU Reps with lobbying letters and face-to-face meetings in 2015. These lobby activities were intensified during a controversy with Italian shoe and tanning industries, its European representations on the one hand and the consortium on the other hand. In this project-phase 28 MEPs have shown their support for the projects' objectives, trade union representatives became aware of gaps in implementing decent working conditions in the global shoe supply chain and contacts with MPs in the most project countries were intensified.

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Title:

**Eat responsibly! An action-oriented global learning program for EYD 2015 and beyond**

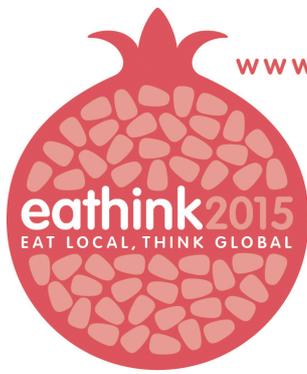
Specific objective:

To better anchor development issues into the work of new member states (NMS) educational NGOs; to help NMS teachers to integrate these issues into teaching curricula; to develop the critical thinking of pupils and students and empower them to take action and to raise the awareness of their parents and the broader community.

How the outcomes of the project illustrate the EC's Global Learning approach?

Teachers and educators are able to explain concrete links between food consumption, global challenges and impacts on developing countries and to work consistently on these issues in class.

Pupils and students have developed knowledge, skills (including critical thinking) and have been challenged to adopt new behaviour patterns through their action.



*Project title*

**EAThink2015.** Global Learning for Change in EYD2015 and Beyond: European Youth Engagement from School Gardens to Sustainable Food Systems

DCI-NSAED/2014/ 349-033

*Specific objective*

Enhanced European students and teachers critical understanding and active engagement on global development challenges, focusing on sustainable food systems and smallholder farming in Austria, Croatia, Cyprus, France, Hungary, Italy, Malta, Poland, Portugal, Romania, Slovenia and Spain.

*How the outcomes of the project illustrate the EC's Global Learning approach*

The project expected outcome is synthesized in the specific objective above. Nonetheless, examples of more detailed learning outcomes and of actually enhanced competences of learners may be read through the lens of implemented activities, as many of them are by nature outcome-oriented.

The content and quality of educational activities implemented, in fact, facilitates the achievement of learning outcomes, such as the acquisition of knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations. For example, role play games about the global food supply chains enable students to understand, inter alia, how the global food market works, the links between production and consumption countries, the global and local effects on the environment and the economy. Moreover, students can develop the sense of shared responsibility based on human rights, which can be reflected in students-driven mobilisation initiatives such as promotion of ethical food in the school canteens or change of their diet habits. The exhibitions and workshops can develop the students' critical thinking and analytical skills.

Teachers who were trained through the tutoring process but mostly the ones who developed and tested learning units have increased their knowledge about sustainable food systems. For many of them, food related topics are well known, such as seasonality, healthy food, and biological food production. However, the project has offered them the opportunity to widen their horizons and to think from the global angle, i.e. to think about the transport of food, the energy and natural resources consumed for the production of food, the global environmental effects from the cultivation of soil for industrial food production or the deforestation for the production of food ingredients. Moreover, the teachers who mentored their students in the frame of the photo competitions, the learning activities, and the school-led initiatives have increased their level of knowledge and have acquired good understanding of many aspects of the global food systems.

*(Text adapted from the Interim Evaluation Report)*

A project co-funded  
by the European Union



A project implemented by



**Project title: Financing development and developing finance for EYD2015:** a Pan-European campaign to align European investments in developing countries with the post-2015 MDG framework and the EU policies that promote sustainable growth and poverty reduction

**Specific project objectives:**

- a) To **raise awareness among the public, media and policy-makers** about the role and impacts of European public and private investments on poverty reduction in developing countries, by using the EYD2015 to highlight the interlinkages among the EU and developing countries.
- b) To **advance changes in policies and behaviours at the structural/institutional level** promoting poverty eradication and sustainable ways of living and **to advocate** for development of financial architecture that fully reflects the EU's development cooperation policies and the post-2015 MDGs framework, particularly with respect to the policies and investments of EU public agencies like the *multilateral development banks, export credit agencies as well as the private sector vis a vis tax justice for development*.
- c) To **build capacities and create synergies** among EU civil society and active citizens, in particular in the EU13, to effectively engage in a structured dialogue on development finance issues on national as well as EU and global levels.

**How the project's outcomes illustrate the Campaigning-Advocacy approach of our project:**

The project contributes to the global objective of the DEAR programme by informing and involving the EU public in wider development debates related to the impacts of various forms of finance from Europe on development. By building the capacity of key civil society actors and raising public awareness on the impacts of both European policies and finance vis a vis its impacts on developing countries, the action aims to increase society's understanding about the important and significant role of the EU for eradicating poverty in the developing world. We bring development cooperation issues closer to EU13 citizens, with the aim of challenging the attitudes of decision-makers and mobilising broad public participation in debates for more sustainable energy and infrastructure, management of natural resources and tax justice at the global level. A new perspective is being promoted among EU citizens for fairer relations with developing countries – one that safeguards human rights and ensures social quality and sustainable livelihoods.

**How risks identified by the project at its start have been addressed during implementation:**

**Logistical issues in the “Catching the train of Development” flagship campaign, delays in production of materials or underperformance:** We put experienced colleagues in charge and choose proven communication experts; we prepare Terms of Reference and production timelines and ensure that the staff have the right skills and resources; we communicate regularly and flag delays at an early stage which improves the overall coordination.

**The political situation in certain countries may prevent the attendance of speakers or fact-finding missions:** We inform relevant embassies and consulates in advance for planned visits to countries where we expect our work may be monitored; we plan missions carefully and months in advance and we share lessons learned and newly developed methods; we identify back-up speakers and mission destinations.

**CSOs, media or the public are not interested in collaboration:** We study the environment and identify key target groups; we adapt our activities to the current public media agenda and build long-term relationships with journalists and CSOs; we provide valid and reliable information; we design attractive and creative info materials with simple and logical content; we plan ahead and promote all events sufficiently.

**Decision-makers are not interested in meetings and the financial institutions we target decline to engage:** We link our requests to ongoing policy discussions; we provide convincing and reliable data; we use referrals from friendly politicians; we are continuously building a reputation of a reliable partner in policy-making; we mobilise media and public pressure; we seek high-level political support from EU institutions and make official complaints.

**Partners or sub-grantees in the project fail to fulfil their obligations:** We monitor our partners and sub-grantees and we invest time in building their capacity; we follow evaluation procedures outlined in the contracts signed by the applicant and the partners; we apply sanctions in case of non-performance of the signed contracts.



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# Fish Forward Project

Raising awareness for implications of seafood choices highlighting the global interdependencies in the context of EYD 2015

EU

Biggest Importer of Fish

1/3 from Developing Countries

+800 M Livelihoods of People depend on Seafood

Fish is most traded commodity from developing countries

**Specific Objective:** By 2017 consumers, corporate sector and relevant authorities in the target countries have a better understanding of sustainable seafood and its impact on poverty reduction in developing countries and thereby taking responsibility as active contributors to sustainable development.

<b>Ind :</b> > 50% of consumers are able to recognize sustainable seafood from developing countries and are willing to buy sustainable seafood	<b>Ind :</b> > 10 major corporates report 20% increase of relative share of sustainable seafood from developing countries	<b>Ind :</b> Authorities from at least 10 MS adopt recommendations to promote the import of legal, traceable and sustainable seafood from developing countries
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<b>Op 2:</b> 50 m consumers are aware of their impact of their seafood buying decisions	<b>Op 3:</b> 20 companies have signed a statement to commit to change their seafood sourcing policies	<b>Op 4:</b> Public procurement and other guidelines are handed over to authorities in 8 target countries
<b>Consumer engagement</b> Events, Use of seafood guide	<b>Corporate engagement</b> Sourcing of sustainable seafood, joint communication	
<b>Consumer awareness</b> Awareness campaign in all channels, Website	<b>Corporate awareness</b> Individual meetings, round tables	<b>Authorities' awareness</b> Position papers handed over, meetings
<b>Consumer tools</b> Seafood guide, campaign tools	<b>Corporate tools</b> Seafood assessments, corporate guidelines	<b>Authorities' tools</b> Procurement guidelines

**Op 1:** Info about impacts of (un)sustainable seafood from developing countries and global interdependencies of seafood supply chain is available.

Contact:  
Sabine Gisch-Boie  
Project Leader  
WWF Austria  
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[www.fishforward.eu](http://www.fishforward.eu)



**Project title**  
Global Schools

**Lead partner**  
Autonomous Province of Trento (Italy)

**Project specific objective**  
Innovating educational policies and teaching practices in 10 EU countries by integrating Global Citizenship Education (GCE) as a cross-cutting approach in primary schools curriculum

**How the project's outcomes illustrate the Global Learning approach of the project**  
Global Schools combines teaching practice, research and policy advise. Its implementation is still ongoing. In short:

- It activated multistakeholder processes in 10 EU countries to foster innovation in education policies
- It trains over 2.000 European teachers with knowledge, skills and educational resources to apply GCE in their classes and in peer trainings
- It raises awareness on the SDGs and agenda 2030 in schools and in the wider community
- It supports knowledge sharing and the exchange of good practices on GCE among European stakeholders



## Hands on the Land for Food Sovereignty (HOTL4FS)

### 1. Project's title

Spotlight on the global food, land & climate nexus

### 2. Specific objective(s)

Hands on the Land for Food Sovereignty (HOTL4FS) is a collective campaign by 16 partners, including peasants and social movements, development and environmental NGOs, human rights organisations and research activists in Europe to raise awareness on issues related to the use and governance of land, water and other natural resources and its effects on the realization of the right to food and food sovereignty.

The project works according to two overall objectives (OO) and one specific objective (SO)

- OO1: raising public awareness for the sustainable management of natural resources globally
- OO2: mobilising grater support for human-rights based approaches in European development cooperation
- SO1: enhancing European citizens awareness of and supporting active engagement for Europe's responsibility in global efforts regarding the food security, land, water and climate nexus

### 3. Outcomes

#### **Resolution by the European Parliament on the Guarani-Kaiowá in Brazil**

Within the scope of the project, HOTL partners accompanied three times a delegation of the indigenous Guarani-Kaiowá (Mato Grosso do Sul State, Brazil) to the EU institutions. The Guarani-Kaiowá people are facing harsh violence from both Brazilian authorities and big agribusiness. HOTL succeeded in pushing the European Parliament to adopt an [urgency resolution on the human rights situation of the Guarani-Kaiowá](#), also pointing out the responsibility of the EU and Member States in holding companies accountable for their human rights abuses.

#### **Land grabbing and the EU**

The European Parliament Sub-Committee on Human Rights commanded a study on [Land Grabbing and Human Rights: The Involvement of European Corporate and Financial Entities in Land Grabbing outside the European Union](#), carried out by FIAN (HOTL partner) and [ISS](#) (The Hague). This study allowed FIAN to put forward at political level numerous cases of human rights abuses by European actors involved in land grabbing. Based on this study, HOTL is currently preparing a brief as an official HOTL publication (to be published around April 2017).

Linked to the role of European actors in land grabbing outside the EU is also the question of land issues in Europe. The HOTL alliance has actively mobilised around land debates in Europe, including through the organisation of a [major conference on access to land in the European Parliament](#), lobby meetings with MEPs, and advocacy towards the Agriculture and Rural Development Committee of the European Parliament in order to have a [strong own-initiative report on land concentration in Europe](#).

#### **Connecting Smallholders to Markets**

5 HOTL partners (TNI, ECVC, FIAN, Terra Nuova and Crocevia) were involved in the publication "[Connecting Smallholders to Markets](#)", the fruit of two years of collective efforts by the Civil Society Mechanism (CSM) working group that has been specifically dedicated to following the discussions and negotiations on "Connecting Smallholders to Markets" in the Committee on World Food Security (CFS). It highlights a global learning approach on this topic and stresses the significance of linking different policymaking levels. The publication supports advocacy efforts by social movements on market issues by making the recommendations adopted at the Committee on World Food Security more understandable and accessible.



## Hands on the Land for Food Sovereignty (HOTL4FS)

### **Peasants' Rights Declaration**

HOTL has been supporting the UN Human Rights Council process on a [UN Declaration on the rights of peasants and other people working in rural areas](#) through a wide set of [factsheets and videos](#). HOTL also supported the [International Congress on Global Peasants' Rights](#) (March 2017), and organised a high-level exchange with [COHOM](#) (European Commission and EU Member States working party on human rights) on this topic so as to convince the EU to constructively support the Declaration. On 27 March 2017, HOTL will launch a [pan-European petition](#) asking EU Foreign Ministers to adopt this UN Declaration.

### **Seeds issues**

HOTL members also have been highly active on seeds issues (including GMOs, etc.) at global and European level, calling for e.g. a [united front to to prohibit patents on living organisms and to promote farmers' rights to seeds and peasant resilient seed systems](#). In addition, the [Right to Food and Nutrition Watch 2016](#) with a focus on seeds was [officially launched in the European Parliament](#).

### **Methodology outcomes**

#### **Young researchers programme**

HOTL launched a [pilot programme for young researchers](#) allowing young engaged scholars and activists to strengthen their capacities around understanding food sovereignty and the human right to food, including opportunities for peer-to-peer learning, benefiting from the experience of mentors, and the opportunity to attend two main events as part of the research process. Final publication of the research outcomes is planned for spring 2017.

#### **Social movements have the lead**

Although there are several NGOs involved in this project (environmental and human rights NGOs as well as research activists), the political lead within the HOTL project is given to social and peasant movements, represented by three partner organisations (ECVC, EHNE Bizkaia and Eco Rurales). The involved NGOs help the three peasant movements put their priorities and issues on the political agenda.

## PROJECT SUMMARY

EUROPEAN COMMISSION EXCHANGE HUB FOR  
DEAR PROJECTS, BRUSSELS 23-24 MARCH 2017

**A good life is simple**  
overdeveloped.eu



Climate Alliance

# EYD2015: The future we want – Local Authorities for Sustainable Development

## PROJECT SPECIFIC OBJECTIVES

1. Local Authorities (LAs) have an improved understanding of the importance of a political support of international development commitments and include their citizens in a post-2015 process.
2. Contribute to poverty eradication through the promotion of Sustainable Development at local, national, European and global level.
3. Contribute to a behaviour change in Europe for a more sustainable use of resources and foster a global partnership.

**Specific objective:** Enhance and mobilize greater political support of European LAs and their citizens to the post-2015 development agenda during the EYD2015 period

## PROJECT'S OUTCOMES

### Campaigning-Advocacy approach

One of the key aspects of the project to address issues of global development are the delegation tours of indigenous representatives from the Amazon Basin (Brazil, Ecuador, Peru) as Southern Counsellors for sustainable development. In the frame of three travels, five Southern Counsellors visited municipalities in ten European countries where they entered into dialogue with European Citizens and Local Authorities. One of the main aims consisted of learning from the Global South and getting to know alternative concepts of development. Through a variety of activities like (international) conferences, political events, film discussions, visits of educational institutions and local initiatives, a direct exchange of experience and mutual learning among the guests and LAs took place. Main topics constituted the sustainable management of natural resources and forests, local practices e.g. renewable energies projects, indigenous concepts like "good life" (Buen Vivir) and education for sustainable development. With the discussion of these subjects, awareness was raised regarding the role of LAs and indigenous peoples in the Agenda 2030 and a localisation of the SDGs. LAs and European Citizens were informed and could be sensitised regarding a common responsibility for sustainable development.

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Climate Alliance

Another key aspect of the project is the EYD campaign “A good life is simple”. For the development of the campaign materials (posters, post cards, video clips etc.), questions like *How do you want to live in the future? How does a “good life for all” look like?* were raised. The campaign was developed to contribute to the EYD2015. It aims to make sustainable development and climate protection more visible and participatory for citizens all over Europe. The campaign raises awareness on our (over)development patterns and inspires to get active and develop positive solutions on the ground. The approach urges people to integrate climate action into their lives and become active in the fields of mobility, nutrition, consumption and energy. The campaign materials are available in twelve languages and can be downloaded on the project website ([www.overdeveloped.eu](http://www.overdeveloped.eu)), free of charge for all interested municipalities and CSOs. In the frame of activities organised by municipalities and CSOs, the campaign is calling upon European citizens to join the dialogue, get involved and reflect on global sustainability targets. Many municipalities used and combined the campaign with (other) local activities as for example the “city cycling” campaign.

## CONTACTS

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### THE CLIMATE ALLIANCE

For more than 25 years, Climate Alliance member municipalities have been acting in partnership with indigenous rainforest peoples for the benefit of the global climate. With some 1,700 members spread across 26 European countries, Climate Alliance is the world’s largest city network dedicated to climate action and the only one to set tangible targets: each member city, town and district has committed itself to reducing greenhouse gas emissions by 10 percent every 5 years. Recognising the impact our lifestyles can have on the world’s most vulnerable people and places, Climate Alliance pairs local action with global responsibility. [www.climatealliance.org](http://www.climatealliance.org)

**Project title: Local Authorities as Drivers for Development Education and Raising awareness**

**Overall objective:** Enhance and increase the action of local authorities in DEAR, by strengthening their capacities to act as main implementers of the EU DEAR policies, with special reference to the EU neighbouring area

**Specific objective 1:** To strengthen the cooperation between LAs and CSOs and to build their internal capacities to act as “drivers for change” in DEAR

**Specific objective 2:** To inform and sensitize citizens and communities on their role and responsibility on global issues, as well as about the interdependencies between the EU and developing countries, by exploring and testing the most adequate methods of non-formal education

**Global Learning approach**

LADDER includes a variety of actions aiming at empowering and inspiring local stakeholders (LAs, CSOs etc) to become DEAR multipliers. The project includes 5 dimensions: **capacity building** (see below), **research** (DEAR mapping, DEAR perceptions, etc), **advocacy** (EYD2015 & SDGs, youth, migration, citizens participation etc), **grass-roots actions** (re-granting in EU28, citizens journalists etc) & **culture** (theatre play) as a tool to promote DEAR. The capacity building component includes the following:

**i. Trainings on DEAR:** inspiring representatives of LAs & CSOs in incorporating the DEAR dimension in their structures and working mechanisms



**ii. Focus groups** (200 experts): reflection on how DEAR can work better at national & local level, tools, practices, recommendations, networking

**iii. Job shadowings:** peer-to-peer exchanges among partners of the consortium

And many more.. :)

More information: [www.ladder-project.eu](http://www.ladder-project.eu)

2016 LADDER report is out:

[http://www.ladder-project.eu/wp-content/uploads/2016/04/LADDER\\_Annual-Report-2016\\_WEB\\_2P.pdf](http://www.ladder-project.eu/wp-content/uploads/2016/04/LADDER_Annual-Report-2016_WEB_2P.pdf)

Contact: [nikos.gamouras@aldaintranet.org](mailto:nikos.gamouras@aldaintranet.org)

## **Make Fruit Fair! A Boost for Fair Tropical Fruits: Mobilizing European citizens to take action for fair tropical fruit supply chains in the EYD2015 and beyond (MFF!) (March 2015 – February 2018)**

Contact: Mirjam Hägele, Oxfam Deutschland, mhaegele@oxfam.de

**Specific Objective:** By 2017 (end of project) the action raised the awareness of 23 million consumers and citizens in at least 20 EU Member States on the interdependencies between the EU and developing countries exporting tropical fruits and mobilized 200,000 of them to take action and urge corporate and political decision makers to ensure fair conditions in the tropical fruit sector

### **Outcome public awareness and political mobilization of EU citizens until today**

- Unexpectedly high outreach in high quality/influential media
- Far more EU citizens reached with MFF! campaign to inform them about challenges in fruit supply chains and alternative consumption options than expected
- More EU citizens activated to participate in MFF! campaign actions than expected

### **EU Policy Outcome until today**

2015/2016: Pan-European MFF! petition and advocacy work for regulation of Unfair Trading Practices (UTPs) at European level aiming at political decision-makers to introduce policies for improved treatment of small farmers and workers in the tropical fruit supply chain, at EU and/or national MS level.

#### **Commission Communication (30 January 2016):**

- Industry-led voluntary system has to improve; EC is giving them time to do so; no legislation at this stage
- **For the first time included provision on accessibility for non-EU producers**

#### **EP report (7 June 2016):**

- **Call for legislation, support for non-EU producers access to redress system**

#### **Agri Market Task Force report (14 November 2016):**

- calls for sensible framework legislation at EU level; calls for transparency

#### **Council Conclusions (12 December 2016):**

- “[voluntary initiatives] could be complemented, inter alia, by a regulatory approach at EU level”

Even though the Commission supported a voluntary system, the inclusion of farmers from the Global South in the communication due to our advocacy efforts is a milestone. Further the political atmosphere in other European institutions is clearly more and more favoring a regulation of UTPs.

## **Outcome Lidl Campaign until today (ongoing)**

May 2016: Start of LIDL campaign with publication of Oxfam report “Sweet Fruit. Bitter Truth” on working conditions in banana and pineapple plantations that are supplying LIDL and pan-European petition in 2016 that was targeting Lidl with the aim to improve working conditions in concrete supplier plantations as well as Lidl’s policies.

- Immediate reaction of Rainforest Alliance (RA) on Oxfam report, since then several meetings with Oxfam and our research counterparts in Ecuador and Costa Rica
- RA investigated relevant farms but did not agree with our main results. Anyway most of the farms are now de-certified and the certification body (external auditor) of RA in Ecuador is temporarily suspended
- Meetings with LIDL in Germany and France with European and Southern partners
- Meeting in Costa Rica with LIDL, Rainforest Alliance, owner of LIDL’s main pineapple supplier plantation, Oxfam, researchers, unions mid October 2016
- Some improvements at LIDL supplier plantations in Ecuador (improvement of reentering times after air spraying of pesticides, protective clothes) and Costa Rica (75% of workers instead of formerly only 25% are now regularly employed with social insurance, protective clothes)
- LIDL joined the World Banana Forum (multi-stakeholder process to improve sustainability of banana sector)

Conclusion: Still a long way to go in respect to LIDL’s general policies but LIDL joining the World Banana Forum is key for improvements. The concrete impact of MFF! campaign at two supplier plantations in Ecuador and Costa Rica are very important for the workers who are employed there.

Learning: A precondition for the impact in plantations was the direct link between plantations and the targeted supermarket. As supermarkets refuse to name their suppliers we are doing public crowd researches to get data about supplying plantations from the fruit boxes in supermarkets

## **Outcome Fair Trade-Petition in 6 NMS until today (ongoing)**

In 2017 six NMS partners launched a petition asking supermarkets in their home markets to introduce Fair Trade bananas as these are not available in their markets so far. The petition is aligned with advocacy work towards corporate decision makers.

In Poland, one importer and one supermarket have already announced that they are willing to import/sell FairTrade bananas.

**EYD2015: Media for Development (LEAD organization: Mondo )**

**Tereza Česká, People in Need - PIN (partner organization)**

<b>Overall objective</b>	To inform and raise the awareness of EU citizens about the global interdependencies and challenges
<b>Specific objective</b>	To engage the national media and policy makers in EU member states to better inform the citizens about the global interdependencies and challenges of the post-2015

### **How the outcomes of the project illustrate the EC's Campaigning-Advocacy approach?**

Activities of the Media4Development project have been aiming at three goals: influencing journalists, politicians and the general public. The project is carried on by 7 independent organizations (including one TV company) in 6 countries. The organizations are from various interconnected fields (development issues, environmental issues, journalism etc.) thus their scope and capacities vary and their approach differs. The main used methods are partnering with media corporations (TV and radio companies and newspaper publishers) instead of single journalists. The cooperation with media houses enables the partners to scale up the impact of the intervention. Moreover, to increase the interest and capacity of journalists to cover development themes trainings and seminars are being organized both jointly and separately with positive feedback. Although public campaigns have been jointly planned and discussed, there has been considerable freedom for Project Partners to devise their own approach, messages and design. All the partners use extensively social media for their campaigning using the joint project's hashtag. Advocacy towards policy makers is made through four channels: national and international round tables, study trips for policy makers, bulletins and social media campaigns.

So far, one of the biggest achievements of the project is creating a synergy between different media houses and nongovernmental organisations, which contributes to building long-term partnership. This project offers partnership to media corporations and journalists in the form of expertise on development issues, professional trainings and opportunities to go to the field to collect material for documentaries and articles. In the second year, the project has seen major achievement in the field of TV productions – the EER TV has produced 12 documentaries, which will be shared between different national TV companies. The campaigning advocacy approach works well in reaching the project's goals as the interventions and messages reaching to different stakeholders support and strengthen each other. As for PIN organisation, we collaborate closely with all the national media in the country and we have also developed an advocacy strategy to systematically bring changes at the policy level. The messages addressed at the policy level are often supported by the evidence of the public interest.

# NETWORKING FOR DEVELOPMENT: GLOBAL LEARNING FOR AN EFFECTIVE DEVELOPMENT COOPERATION

## Redes para o Desenvolvimento: Educação Global para uma Cooperação mais Eficiente

### SPECIFIC OBJECTIVE(S)

Contributes to the support of Portuguese, German, Spanish and Dutch Local Authorities (LA) and Associations of Local Authorities (ALA) to international development commitments.

Concurs to Global Learning: by strengthening Development Education in informal education settings, promoting the recognition of LA as major catalysts of these activities and enhancing the preparation and dissemination of quality learning materials and resources; and to

Campaigning and Advocacy, through an attempt of promoting awareness raising activities, including reflection and stimulation of the individuals' capacities and skills for a concerted action; and through political influence activities, seeking the promotion of initiatives able to facilitate and encourage the work of LA officers in the Development Education field.

### Global Learning OUTCOMES

- Promotion of closer relations and synergies between municipalities through coordinating meetings, with semi-annual frequency, among municipal technicians designated as focal points for integration and follow-up of project activities;

- Continuation of the working groups, constituted by the municipalities involved in the project. The groups became working groups of the Forum of Technicians of the RICD:

- (i) Strategic Planning
- (ii) Education for Global Citizenship
- (iii) Cape Verde
- (iv) São Tomé and Príncipe
- (v) Communication

- International Workshop on "Education Practices for Development and Decentralized Cooperation" and the International Seminar: "Local Authorities Towards 2030: Dialogues for Development"

- Organization of workshops by the municipal councils;

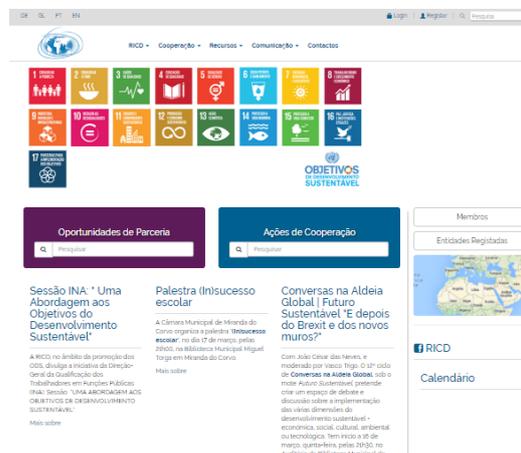
- Development of 3 ECG materials » SDG exhibitions

- Implementation of projects that won the Development Network Award

- Presentation of the project and the RICD in national and international events,

- Maintenance of the website [www.redesparaodesenvolvimento.org](http://www.redesparaodesenvolvimento.org) with frequent publication of events of the projects and of the municipalities involved.

- Holding of six partners' meetings in Lisbon, Netherlands, Germany, Galicia, Lisbon and Brussels.



**International Seminar**  
Local authorities towards 2030:  
dialogues for development



**SAVE THE DATE**  
3rd and 4th november 2016  
Lisbon  
Calouste Gulbenkian Foundation



[www.redesparaodesenvolvimento.org](http://www.redesparaodesenvolvimento.org)  
[cd.ariad@gmail.com](mailto:cd.ariad@gmail.com)  
#Networkingfordevelopment



## PARTICIPANT ENTITIES



Diputación Provincial de Valladolid  
(Provincial Council of Valladolid - Coordinator) • **Spain:**  
[www.diputaciondevalladolid.es](http://www.diputaciondevalladolid.es)



Chamber of Commerce and Industry of Vratsa • **Bulgaria:**  
[www.cci-vratsa.org](http://www.cci-vratsa.org)



Local Authority of the Municipality of Idalion • **Cyprus:**  
[www.dali.org.cy](http://www.dali.org.cy)



University of Thessaly, Volos • **Greece:**  
[www.uth.gr](http://www.uth.gr)



Regional Authority of Molise, Campobasso • **Italy:**  
[www.regione.molise.it](http://www.regione.molise.it)



FOPSIM (Foundation for the Promotion of Social Inclusion) • **Malta:**  
[www.fopsim.eu](http://www.fopsim.eu)



University of Spoleczna, Lodz • **Poland:**  
[www.spoleczna.pl](http://www.spoleczna.pl)



Universidad de Valladolid

Observatory for Development Cooperation of the University of Valladolid (responsible for methodology and research) • **Spain:**  
[www.uva.es/cooperacion](http://www.uva.es/cooperacion)

# AGENDA FOR DEVELOPMENT EDUCATION AND AWARENESS RAISING IN EUROPEAN RURAL AREAS

RURAL DEAR AGENDA – EYD 2015





***“Take every penny you plan to give to Tanzania and spend them in the UK explaining to your fellow citizens the characteristics of poverty and its causes”.***

(J. Nyerere, President of Tanzania (1967) to a British organization)

The **Rural DEAR Agenda** Project approaches 2015 as a significant year for combating poverty and inequality in the world. This year sees the completion of the deadline to assess the extent of the Millennium Development Goals (MDGs) and the approval of the *Agenda for Development 2015-2030*, which will set the priorities for international action in sustainable development. 2015 is also the year when the EU celebrates the European Year for Development (EYD 2015).

According to the Barometer 2013, EU citizens think that the fight against poverty is a priority and that Development Aid is important and should even be increased; however, they also admit they do not know what Development Aid is used for at the present time.

**Rural DEAR Agenda** aims to contribute to the European Year for Development and progress in the fight against poverty and inequality in the world through the participatory design of an **Agenda for Development Education and Awareness Raising in European rural areas**. The project will be implemented in 2015-2017 in the rural areas of seven countries: Bulgaria, Cyprus, Spain, Greece, Italy, Malta and Poland.

Development Education (DE) is key to citizens' awareness of the local and global causes of development problems and inequalities between people and countries, and to their acquiring specific commitments to participatory actions that lead to change. The Agenda for DE in rural areas aims to raise awareness of the causes of poverty and inequality in the world in rural areas and bring about changes in the minds and actions of people in said areas.

## ANTICIPATED RESULTS

The Project begins with a **Diagnosis of Education for Development** in the participating areas, compiled from a public-opinion survey, and continues with an analysis of how the local media deals with issues such as poverty and development. It then includes studies of sensitisation and awareness in schools and other analyses carried out by Development NGOs and Civil Society Organizations (CSOs) in rural areas.

Following the study, **pilot experiences** in Education for Development and Awareness will be implemented by NGOs and social organizations in the participating areas.

The reflections and analysis by **working parties** made up of representatives of local authorities, NGOs, schools and **experts** add an adequate theoretical background to the context of the proposals.

The local, European and global dimensions of these contributions are also inputs for the development of the **Rural DEAR Agenda** as a manual for implementing awareness-raising and education for development actions.

## DETAILS OF THE PROJECT

- **Organising entity:** European Commission
- **Target groups:** Local authorities and development NGOs
- **Official announcement:** Increase in public awareness of development issues and the promotion of Development Education in the European Union
- **Reference:** EuropeAid/134863/C/ACT/MULTI
- **Project Title:** Rural DEAR Agenda – EYD 2015
- **Duration:** 2015-2017
- **Budget:** €1,886,000. EU funding (DevCo): 85%
- **Contact:** [www.ruraldearagenda.eu](http://www.ruraldearagenda.eu) • [info@ruraldearagenda.eu](mailto:info@ruraldearagenda.eu)

**PROJECT: S.A.M.E. WORLD**  
**- SUSTAINABILITY. AWARENESS. MOBILIZATION. ENVIRONMENT in the global  
education for EYD 2015.**  
*DCI-NSA ED 2014/338-120*

**LOT 1: Global Learning projects within the formal education system led by an NSA or an association of NSA from EU member states and acceding countries**

**SPECIFIC OBJECTIVE:**

To encourage critical understanding and active citizenship practices relating to specific **Global learning** issues: **climate changes** and **migrations**.

The SAME world project aims to raise EU citizenships' awareness within the Formal Education System about the relationship between Global South and Global North, with a focus on Environmental Justice and on sustainable ways of living. Actions and deliverables are addressed to teachers, young people and the general public actively.

The aim is to encourage students, teachers and the general public critical understanding and active citizenship practices related to three specific learning issues – **environmental justice**, **climate change** and **environmental migrations** – taking into account innovative, technological and experiential approaches.

During the first two years, the project realized different live and digital tools to equip the target with knowledge and skills to understand the global issues and – more important – create connections among apparently isolated problems as migrations and climate change.

1) An Online Educational Kit, including more than 60 units and 40 activities realized by experts and pedagogues, on the project topics, and translated in 12 languages.

The Kit enhanced the knowledge and competences of teachers and educators by providing up-to-date data and information on the some of the most pressing challenges of our time: climate change and migrations among the others. Moreover, thanks to the class -activities detailed “step – by -step”, the glossary, the bibliography and links to external sources, it offered a concrete tool ready to be used in different educational contexts.

2) A blended course for teachers and educators, including two learning modules, 6 e-lessons and face to face lessons to merge the online tools with an experiential approach involving the use of interactive methods like Forum Theater. The course provided the interested participants with a space (both virtual and physical) to discuss the possible approaches to bring global topics in class and to create new model activities based on the ones suggested in the kit.

3) A wide range of workshops addressed directly to students and focussing on the interconnection among the most pressing global challenges.

4) A theater play “Deep Water”, translated and adapted (also in the form of Forum Theater or Puppet Theater) to different national contexts to involve the spectators (mostly students and teachers) in a lively and engaging way, on burning questions as the price to be paid for a certain type of socio-economic development, or how acceptable can be that some peoples pay a higher price for it.

The third and final year – already started – will build upon these activities by involving furtherly the target by means of a Contest for best sustainability practices realized at school and an Observatory on Environmental Injustice (whose platform is already active and ready to be used) whose contributions will be uploaded by the students themselves.

**I. Project Title:** School of Sustainability (SofS) in EYD 2015 and beyond

**II. Specific objective(s)** -Focussing on a global learning approach within non-formal education

Most Europeans have interest in knowing more & understanding better development cooperation. We have contributed to the European Year of Development 2015 (EYD2015) through informing EU citizens on EU development policy, and to mobilise greater public support for the Priority Elements set out in the European Commission's "A Decent life for all" communication, and the post-2015 strategies and actions against poverty.

The project aims to contribute in developing critical understanding among up to 4.5M European citizens in 19 EU countries, of the interdependent world and of their role in relation to globalised society, and support active engagement in informal educational activities on environmental justice issues, with the aim to eradicate poverty and promote justice and sustainable ways of living. This will be achieved by strengthening and enhancing SofS programmes of global learning.

**III. How the outcomes of the project illustrate the EC's Global Learning or Campaigning-Advocacy approach. Global Learning approach: which competences of learners did the project enhance or successfully develop?**

We have based our methodology on the experiences of informal and popular education on development issues carried out by all partners within & beyond our network over the past years, as well as the experiences of the SofS conducted over the past 7 years by FoE groups in Latin America, and sub-Saharan Africa. All 23 project partners have been actively engaged in the project, and are reporting successful events, and an increase in their ability to reach new audiences with exciting and engaging activities on global learning and campaigning on the most pressing global development issues. We have collaboratively built the capacities of with the partners and our allies in terms of participatory, empowering tools crucial in our advocacy, organising and campaigning work.

Through popular education tapping into the heads, heart and hands we have contributed in building regional identity, and created common political analyses. Our local, national and international opportunities have offered informal learning activities to our "multipliers" such as trainings, skills shares, learning-by-doing, workshops, and summercamps to mobilise, engage and transform individuals and their communities. These have created a stronger analysis of development issues, especially related to environmental justice, and empowered a range of target groups to engage in public mobilisation at local, national and international level.

We also have achieved a high reach from the broad outreach activities, due in large part to the activities around EYD2015, and the UN COP21 climate conference. In addition, activities at local and national level are contributing to reaching our objectives, in many cases engaging the participants of informal learning activities as "multipliers". During the European Year of Development 2015, partners promoted a wide range of different topics and issues to a broader public on national and local level. In the context of the UN climate talks (COP 21) in Paris the main focus was on climate justice and energy transformation. We have reached in 2015 a total number of 692,408 citizens through broad outreach activities. These engaged 6529 local group activists, 25,085 members of affected communities. 155,051 non-CSO members, 39,347 young people and 23,107 members of EU13 on local and national level. This success was thanks to the enhanced mobilisation capacities through awareness raising activities, actions & discussions.

SofS activities have built capacity on the power and impact that international solidarity gives to our issues and people affected. Through sharing of the results of a large-scale internal mapping and analysis of common campaigns and targets between countries in Europe and the Global South, we have seen a large number of international calls for solidarity circulated and responded to through petitions and actions.

We also have a website with useful resources & case studies developed from our activities! This is the repository of our common curriculum modules on addressing power & privilege, on building people power, on resource justice best practices, on connecting local to global, campaign and projects organising, and on working together sustainably. This is part of enabling our network, as well as allies to implement impactful programmes of global learning at local and national level.



## Scouting our way towards active global citizenship in EYD 2015 and beyond

**Project specific objectives:** Objective of the project is to implement non-formal education of global issues to the educational system of project target group Scouts. Scouts were chosen due to the great potential this organization have on the change. Its over 50 million members in over 216 countries of the world are a powerful strength in changing the world. Thus, they have enormous inner potential there was a lack of high quality materials they can work with. This for was in project formed an innovative formal and informal partnership between Scouts and DE civil society organisations (CSOs) in partner countries. This partnership combines both the wide movement of active youth and the substantial, award-winning DE expertise of CSOs. This enables us to implement tailor-made activities on national and local levels. Furthermore, by using existing international Scout networks and channels we are able to act on a truly pan-European scale (7 countries reached directly, more than 40 countries in Europe including all EU member states indirectly through involvement of global Scout organisations) to promote and spread the project outcomes not just between the directly reached scouts but also between scouts and guides in other countries.

### **How the project's outcomes illustrate the Global Learning or Campaigning-Advocacy approach of their project:**

For the second year now the Scouts in 7 EU countries are empowered to boost locally and globally responsible lifestyles in their communities, as well as in the European Scout movement and the world society. The action is significantly empowering Scouts in target countries to be actors of change towards sustainable and responsible attitudes amongst other Scouts, their peers and their families. They are more and more understanding global interdependencies and the role they can play in them; furthermore, they know how to recognize these opportunities and assume responsibilities. Through international Scout networks the action have organic spill-over effect into other European countries and globally.

By reaching this ambitious goal we are contributing to the overall objective of the action and strengthen the key role the global Scout movement plays in promoting a decent life for all, in enhancing the understanding of the global interdependencies especially among the young people and are preparing the next generations to act for eradication of poverty, promotion of equality and equity in the globalised world.

### **Reflect on how Risks, identified by the project at its start, have been addressed during project implementation (projects may wish to bring the relevant section of their proposal that deals with Risks).**

**Risk: Scout leaders have low motivation for engaging in DE activities. Scout leaders and Scout experts have limited capacities to engage in DE activities.** In the action was formed a group of scout experts which are now actively delivering the GE programs directly to the scout groups which are inviting them to do GE programs on their events or in their areas. Based on the experiences with scout environments, in all the action countries, we can see that there is great interest in GE themes and the GE programs and workshops are sought and attended on each event they are present. (144 realized DE programs, 304 DE seminars, 4218 leaders trained).

**Risk: Scout leaders and their groups have limited motivation and capacities to organise "informed actions" for awareness raising.** Although partners which are not directly connected to the local scout movement in their country have some problems with fulfilling this indicator other countries have uprising tendency in the number of organised actions. The advertisement campaign and connection of the informed action to the local challenges, merit badges or to personal mentoring approach of scout experts show us that the scouts are motivated to do something good for their surroundings and the planed and performed Informed actions are on a really high level. (120 Informed actions)

**Risk: Global associations have no capacities and motivation to engage in promoting the outcomes through their channels.** The really strong promotion campaign run in all 7 partner countries what can be proved by high number of articles in both paper and online magazines, Facebook posts, Twitter posts and news on the web sites of partners. (reach 402 000 trough scout media, 127 300 reached scouts on events)

**Risk: Partners in the action have different backgrounds, which complicates the communication and understanding.** Personal meetings, regular skypes and international working groups benefiting from strong site of all partners lover the problems with different approach to the themes to minimum.

**Title of the action:**

Boost for sustainable European supermarket store-brands as a key driver for the EYD 2015 and beyond.

**Applicant:** Christliche Initiative Romero (CIR)

**Specific objective** of this project is to **improve the sustainability of production and consumption patterns of European supermarkets' store-brands in the EYD2015**. Making these widely consumed store-brands more sustainable will have a huge positive impact on environmental, working and living conditions in developing countries.

**Project's outcomes to illustrate the Campaigning-Advocacy approach:** The project strives to achieve concrete changes in behaviour on an individual, corporate and institutional level and the strategy of the project has been designed result-oriented. The action focuses on awareness-campaigns, lobby and advocacy in order to achieve tangible changes in economic structures and individual practices with immediate effects on a European level.

More than 25 Million European citizens were informed about the crucial need for a non-discriminatory trading system between the supermarkets and their suppliers of raw materials and more than 600.000 were actively engaged in change. The close relation of all co-applicants to interested **journalists** is of high value in this project. More than 40.000 journalists contacts via agencies and directly were made. By showing the negative impact of the common unfair purchasing practices of supermarkets' store brands, the action raised awareness amongst European citizens on human rights issues in supermarket supply chains. The project leads to critical understanding of the interdependencies between agricultural raw materials, which are produced in developing countries, and the numerous products stocked in supermarkets across Europe in high quantities for low prices.

The **pan-European awareness raising campaigning** was based on a corporate campaign design and a common media strategy. A European photo competition took place in all EU member states with over 300 mobile exhibition events. 48 CSO-trainings – at least one in each EU member state – has been realized. By training of 400 European CSOs the action was broaden the base for campaigning and advocacy activities. With the knowledge European citizens gained through this campaign, they reflect upon their role as consumer and as actors in a global economy. They got active by demanding from decision makers fair trade regulations, sustainable and responsible corporate business practices and credible certification schemes. For that a common website is established, European action days in all member states took place with 23.000 European citizens participated in EYD2015 and 3 petitions were spread with 178.000 signatures.

The action campaign is promoting the public interest in concrete changes towards sustainability and thereby supporting capacity building and lobbying towards decision makers in supermarkets and on political level. By increasing the demand for sustainably produced products, more supermarkets will get active and include values in their purchasing policies, which are linked to decent work and the compliance with human rights, thus contributing to a more just, open and sustainable dimension of globalization. At least 320 decision makers at retailers reached via email, telephone and direct meetings. Capacity building for **decision makers in supermarkets** and deepening the ongoing dialogue with them will lead to concrete changes in their policy. The Business Forum at the World Expo 2015 in Milan involved not only the participants, but also a broader audience. By incorporating more just, open and sustainable policies, European supermarkets can provide farmers with a wage to cover basic living standards, and provide technical knowledge to smallholders, enabling them to sustainable management of natural resources.

More than 2500 lobby letters resp. contacts via mail or phone were made to national and EU decision makers. 70 meetings with political decision makers took place yet. Sustainable CSR-activities, regulation on EU- and member state level and sustainable consumption pattern will lead to more inclusive and sustainable growth and build a global partnership towards a new spirit of global solidarity. The involvement of co-applicants from developing countries guarantees that the perspective of **workers and smallholders in developing countries** is taken into account.



### **Project's title**

Social & Solidarity Economy as Development Approach for Sustainability (SSEDAS) in EYD 2015 and beyond.  
Renamed: SUSY - SUstainable and Solidarity EconomyY

### **Specific objective**

“To enhance the competences of Development Networks and Social and Solidarity Economy Networks on the role that Social and Solidarity Economy (SSE) can play in the global fight against poverty and to promote a sustainable way of living in 46 territories”

### **How the outcomes of the project illustrate the EC's Global Learning or Campaigning-Advocacy approach (Which competences of learners did the project enhance? Which behavioral or policy change did the project achieve?)**

- Principles and Tools for participation, creative learning
- Experimentation of some participatory methodologies: active listening, Open Space Tecnology, World café
- Participation and learning in group settings, Mutual learning (the stakeholders/members of a community seen as change players, not as project beneficiaries), exchange of good practices between and within Europe and Global South
- Theory of change and advocacy toolkit
- Story telling on SSE (videos, interviews)
- Analysis of territories (SSE Mapping: experiences and legislations)
- SSE as a positive model that is applicable both to Developing Countries and Europe and that allows citizens to undertake actions to change their behaviors contributing to reach poverty eradication and sustainable development.
- 55 selected Good Practices on SSE (in Europe and in Bolivia, Brazil, India, Malaysia, Mauritius, Mozambique, Palestine, Tunisia and Uruguay that promote virtuous models in various fields: agriculture, social services, energy..
- 55 videos on Good Practices
- Speakers tours from Developing Countries on SSE models in the 46 territories in Europe.
- International comparative research “*Transformative Economy: Opportunities and Challenges of the Social and Solidarity Economy*”
- active involvement of citizens through different tools (**Susy online map**, videos, local events, film festivals) to support SSE experiences
- to contribute to policy change at local level (it depend on the contest) I.e. in Italy COSPE is member of SSE local network participating in the implementation of initiatives as Forum on SSE with the Emilia Romagna Region..
- to contribute to policy change at international level: Written declaration, under Rule 136 of Parliament's Rules of Procedure, on the Social and Solidarity Economy