

DEAR Projects: Achievement & Impact 2018 – Summary

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1. This report provides information about and an analysis of Development Education & Awareness Raising (DEAR) projects supported by the European Commission. It gives information about grant supported projects following the 2013 and the 2016 Calls for Proposals and includes an analysis of achievements and impact of 16 completed DEAR projects co-funded through the 2013 Call.
2. The report draws on information provided by projects, including ‘project fiches’ and final narrative reports, and by evaluators who provided an external assessment of project processes and outcomes.

Section A: EC Supported DEAR Projects 2013 and 2016

THE EUROPEAN COMMISSION’S SUPPORT FOR DEAR (CHAPTER 3 OF THE REPORT)

3. European Commission’s DEAR Programme aims to give “Support to actions in the EU and acceding countries aiming at raising public awareness of development issues and promoting development education, to mobilise greater support for actions against poverty and for fairer relations between developed and developing countries and to change attitudes to the issues and difficulties developing countries and their peoples are facing.”
4. Support provided by the Commission is primarily organised through ‘Calls for Proposals’ (CfP) which enable Civil Society Organisations (CSOs) and Local and Regional Authorities (LAs) to apply for co-funding for projects which they implement. Each of these Calls has its own objectives that interpret the overall aim.
5. In achieving the objectives of the 2013 and the 2016 Call, projects had to identify if they were using a ‘Campaigning-Advocacy’ approach (focussed on involving the public in achieving pre-identified policy and/or practice changes) or a ‘Global Learning’ approach (focussed on involving the public in development of competences which they then apply to achievement of policy and/or practice change relevant to global development).

THE 2013 DEAR CALL FOR PROPOSALS (CHAPTERS 4 AND 5 OF THE REPORT)

6. The 2013 Call supported CSOs and LAs in awareness raising and Development Education interventions: aiming for public involvement in actions that combated poverty, promoted “fairer relations between developed and developing countries” and contributed to attitudinal change regarding the issues “faced by developing countries and their peoples”. The Call led to grant support for 23 projects, 16 of these involving consortia led by a CSO and 7 by consortia led by an LA. On average each project received a grant of €3.1 million for work to be carried out over a period of up to three years. Projects were implemented in 9 EU Member States on average. The 2013 CfP supported projects were implemented from 2015 to 2018.
7. The main themes and issues addressed by the 2013 CfP supported projects related to: Sustainable Development, Human Rights/Justice, Global Citizenship, Ecology/Biodiversity/Natural Environment, and Consumption. In addressing these and other themes and issues 11 projects used a Campaigning-Advocacy approach and 12 projects a Global Learning approach.

8. The main audiences addressed by the 2013 projects were: Other Civil Society Organisations (using them as a conduit for disseminating further attention to and involvement in the project's issues), Young people (<25 years, outside formal education), National and international policy decision makers, Pupils/students in formal education, Teachers and other Educators in formal education, and Local Authorities.

THE 2016 DEAR CALL FOR PROPOSALS (CHAPTERS 4 AND 6 OF THE REPORT)

9. The 2016 Call for Proposals focussed on support for CSO and LA interventions that aimed “to promote development education and raise public awareness of development and cooperation policies”. The Call led to support for 23 projects for projects lasting up to 3 years. Local Authorities lead 5 of these projects while the other 18 are led by a CSO. The average grant to be provided by the Commission is €3.7 million. On average each project is implemented in approximately 10 EU Member States. Projects co-funded through the 2016 CfP have started implementation in 2018.
10. The main themes addressed by the 2016 CfP projects are: Sustainable development, Migration, Global Citizenship, Human Rights/Justice, Climate, and Gender equality. In addressing these and other themes 14 projects use a Campaigning-Advocacy approach, 8 use a Global Learning approach, while 1 is intending to use both approaches.
11. The main audiences for the 2016 CfP supported projects are: Other Civil Society Organisations (using them as a conduit for disseminating further attention to and involvement in the project's issues), Local Authorities and Local policy decision-makers, National and international policy decision-makers, Formal education institutions (such as schools), and Non-formal educators (youth workers, community educators).

Section B: Review of Completed 2013 CfP Projects

ANALYSIS OF COMPLETED PROJECTS SUPPORTED BY THE 2013 CALL FOR PROPOSALS (CHAPTERS 7, 8, 11 AND 12 OF THE REPORT)

12. In pursuing the objectives of the 2013 Call, the work that completed 2013 CfP projects were primarily concerned with involved:
 - a. Capacity development of external agencies (for them to incorporate global development concerns in their work);
 - b. Competence development of individuals (for them to use acquired skills and understanding to promote or create understanding, policy and/or practice changes in their work or communities);
 - c. Creation of policy change in support of specific global development issues;
 - d. Influencing behavioural change;
 - e. Awareness raising of development issues.
13. ‘Capacity development’ involved contact with organisations and authorities, developing their motivation and ability to set-up and implement their own DEAR related policies and practices. This required development of partnerships with such organisations and authorities which involved, for example, training sessions that developed relevant skills and understanding of staff in organisations and authorities, the design of protocols, development of curriculum guidance, collations of good practice examples relating to issues such as migration, and investigations into the implementation of the Sustainable Development Goals.
14. Competence development was specifically focussed on the development of ‘multipliers’, who would disseminate the messages, concerns and approaches of a project in their work and communities. This

work particularly involved teachers and other formal sector educators, young people (both within and outside the formal education system), and journalists.

15. In respect of policy change, projects created or made a significant contribution to changes in respect of, for example:
- a. Sustainable development planning (production and consumption),
 - b. Fairer trade relations North-South,
 - c. School curriculum content (and pedagogy),
 - d. Global tax policies,
 - e. Investments in developing countries,
 - f. Migration and development,
 - g. Natural resource management and access to natural resources.

Depending on the issue at hand this involved targeting local communities, education institutions, local authorities, businesses, Member State governments and the EU Parliament and Commission.

16. All projects gave attention to public awareness raising, aiming to contribute to the creation of an environment in which the existence of the issue or project is recognised by a wide public, and through such outreach create involvement in the issue. For most projects that used a Campaigning-Advocacy approach this involved use of methods that had a broad reach (such as print and social media articles, broadcasts and events taking place in public spaces). Most Global Learning projects used methods that were specifically targeted to the (narrower) audiences they wanted to involve. Although public awareness raising exercises did successfully reach large numbers, contributing to engagement by the public, reports provide little or no evidence of the relative merits of different approaches used, nor that such approaches were successful in creating public *understanding* or directly leading to public *action*. Some external project evaluators address this issue, questioning both the efficiency and the effectiveness of awareness raising approaches that are targeted at a broad, indiscriminate range of audiences.

17. Although no project achieved all it set out to do, with one possible exception all reviewed projects appear to have made a significant difference. Within the context of the intentions of the DEAR Programme and the Call they did this for example in respect of:
- a. Contributing to poverty alleviation (through changing business practices and (inter-) governmental policies);
 - b. Affecting Local Authority practice in support of the Sustainable Development Goals;
 - c. Developing teaching and learning materials and curriculum content and teacher and student skills and understanding of global development;
 - d. Involving young people (in and out of school) in disseminating understanding of and involvement in development issues;
 - e. Supporting local communities in providing a positive response to recent immigration.

18. Where projects gave explicit attention to capacity building of networks and agencies the outcome has tended to include:

- a. better skilled and experienced network members and networks,
- b. the existence of protocols, skills development and a commitment of external agencies to DEAR issues,

thereby sustaining the attention to issues and approaches advocated by the Commission's DEAR Programme beyond the duration of the projects.

19. Attention to competence development of individuals is also providing examples of the sustainability of a project's efforts. Explicit activities in developing audiences' skills, understanding and willingness to act, thereby creating multipliers, have been successful and evidence of the application of the acquired competence is generally given by the projects (e.g. in relation to teachers, journalists and young people using their acquired skills and understanding in their work and life environments).

AUDIENCES ENGAGED BY THE 2013 CfP PROJECTS (CHAPTERS 9, 11, 12 AND APPENDIX 2 OF THE REPORT)

20. Assessing how many people were involved in the 2013 CfP supported projects can currently only be done by estimation. Project reports give attention to the numbers engaged by them, but they do so in different ways. This makes calculating numbers across all projects difficult. However, the report attempts to make a calculation by extrapolating information available from 13 projects to cover all 23 projects supported by the 2013 CfP (chapter 9 and appendix 2). The calculation comes to the (*extremely tentative*) conclusion that 14.6 million people in the EU have been *actively* engaged over a period of three years, i.e. consciously and actively supportive of one or more of the actions promoted by the projects. Of these, an estimated 11,750 acted as ‘multipliers’ or ‘innovators’, taking the ideas, messages or approaches of a project further and disseminating them within their own work and communities or building on them to suit their own contexts.
21. Leaving aside those individuals that were not specified, the most active audience groups were:
 - a. Teachers a.o. formal sector educators,
 - b. Young people (outside formal education),
 - c. National and international policy decision makers, and
 - d. Pupils/students in formal education.To these groups need to be added possibly large numbers of
 - e. Consumers – who were typically not identified or enumerated as such in the reports.
22. Amongst the groups, agencies and authorities that were active in supporting (parts of) the projects’ actions the following were particularly engaged:
 - a. Civil Society Organisations,
 - b. Formal education institutions, and
 - c. Businesses and business organisations
23. Although interest and motivation for further engagement in global development issues and actions has been developed amongst a wide range of audiences, the sustainability and lasting impact of the projects depends largely on project organisations and authorities having the resources to maintain and build on achievements, and on a social and political environment in which civil action for global justice and development is condoned and, preferably, encouraged.

SUGGESTIONS TO IMPROVE FUTURE REPORTING AND THE SUSTAINABILITY OF PROJECT EFFORTS (CHAPTER 12 OF THE REPORT)

24. Although narrative and external evaluation reports together enable an assessment of achievements, their quality is variable. To improve this, it would be helpful if projects were given guidance and support in setting up and implementing:
 - a. monitoring that is results and outcome focussed;
 - b. evaluation that is evidence based;
 - c. learning that is helpful in * improving the project, and * developing project partners’ and the wider DEAR community’s capacity and competence;
 - d. standardised reporting on quantities of people engaged at various levels of engagement;
 - e. qualitative assessment of engagement methods used.
25. Achieving sustainability of project results and outcomes after project completion is problematic. To improve the sustainability of project actions it would be worthwhile to consider setting up a grant continuation facility that:
 - a. enables successful projects to apply for e.g. one year’s funding to disseminate learning from the project: * reinforcing achievements and learning amongst already engaged audiences, and * informing a wider range of appropriate stakeholders of the project’s results and outcomes and their relevance to the concerns of those stakeholders.