



## Development Education and Awareness Raising (DEAR) - Towards a European strategy

**SUMMARY** *Development Education and Awareness Raising (DEAR) aims to generate critical understanding of development cooperation policies and efforts, and active involvement of the public in them.*

*EU policy documents stipulate that DEAR overcomes the "powerful donor-grateful receiver" logic of traditional development aid. DEAR makes the links from the global to the local clear, focusing on sharing experiences and common humanity. DEAR should be included in school curricula, and the involvement of NGOs in teacher training is seen as beneficial. The EP wants to include DEAR in all education, including lifelong learning.*

*Advice on best practice includes peer-to-peer learning, and collaboration between teachers, students and non-state actors such as trade unions.*

*In Germany, DEAR is mainly associated with Education for Sustainable Development. DEAR forms part of a cross-curricular framework. Work and study trips abroad are organised, and development is a topic in inter-school competitions. In Poland, "global education" figures in several school subjects, and funding has increased 16-fold in five years.*

*Experts favour the creation of a European DEAR strategy and the drafting of an EP report on DEAR.*

### In this briefing:

- Issue definition
- European framework
- Best practice and examples from Member States
- Academics' and stakeholders' views
- Main references

### Issue definition

Three-quarters of the EU's population have never heard of the [Millennium Development Goals](#) (MDGs).<sup>1</sup> These UN-agreed targets give direction to many European development efforts. Furthermore, development cooperation is a policy whose benefits for Europe are not always obvious for citizens. Therefore, experts consider it useful to explain the funding of this policy, and the reasons for engaging with "the South" at all, to the public, and to make clear the relevance of EU development aid for the EU population.

Raising awareness within the population about EU development policy has different names: "DEAR", Development Education and Awareness Raising, is one popular term among European experts, as is "global education". DEAR not only aims to inform different segments of the public about policies such as EU development cooperation, but seeks their active participation in shaping these policies. The EU institutions speak of "critical understanding, skills, values and attitudes" that DEAR should generate.<sup>2</sup> DEAR creates not only awareness of sustainable human development and understanding of its causes and effects, but also potential for personal involvement and informed action.<sup>3</sup>

Art. 164(4) TFEU allows the EU, using the ordinary legislative procedure, to adopt



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incentive measures (without harmonisation) in the field of education, vocational training, youth and sports. Art. 165(2) TFEU provides for encouraging young people's participation in democratic life.

## European framework

### European Consensus on Development, 2005

Section 4.3 of this [crucial policy document](#) agreed by the EP, Council and Commission stipulates that the EU, besides involving civil society in partner countries in their development, will "pay particular attention to development education and raising awareness among EU citizens."

### European Consensus on Development: the contribution of DEAR, 2007

This non-binding [document](#) was agreed by the EP, the Commission (then DG DEV), ministries and development agencies from several, but not all, Member States (MS), regional associations and civil society representatives.

It is addressed to the European public, learners as well as educators, in formal and non-formal education, to decision-makers at all levels, to academia, and to institutions which carry out, devise or fund development education activities.

The document gives few concrete explanations on how the public's "critical awareness" should be raised. Rather, it suggests criteria that development education should

fulfil and who should be involved in developing it further.

It hints nevertheless at how DEAR could be carried out in a modern way: one should not talk *about* "the South", but move towards sharing experiences and focusing on "common humanity" between North and the South. Focusing on the "doom" to which the "Third World" is subject, and that development aid can remedy, is seen as dated. Rather, Southern societies should be portrayed as as complex as our own. The expert [Matthias Fiedler](#) said at a [DEVE hearing on DEAR](#) in November 2011 that DEAR overcomes the "powerful giver-grateful receiver" aid and donor logic.

The partnership principle is stressed, as well as a diversity of viewpoints and approaches. Europeans should learn about the relevance of the causes and effects of global poverty for their own lives (global interdependence)

and sustainable development. The link from the global to the local should be made clear. Similarly, DEAR should be coordinated with education on other horizontal topics, such as anti-racist, peace, human rights, participation or gender education, and concerning other policy areas: environment, migration, culture, education, fair trade, and agriculture.

The Commission should develop further suggestions and in particular promote projects and activities in the MS that joined the EU after 2004. The EP is

### EP contributions

[Written Declaration 7/2012](#) in favour of a European DEAR strategy and supporting active global citizenship is currently open.

The 2010 Resolution [Key competences for a changing world: implementation of the education and training 2010 work programme](#) calls for the inclusion of global/ development education within all education.

In 2009, the EP opposed a draft comitology decision by the Commission in its Resolution [Non-State actors and local authorities in development](#): the changed rules as proposed by the Commission stopped direct funding for the well-established projects [DEEEP](#) and [TRIALOG](#), which work on coordinating DEAR strategies and best practice in Europe. The Commission [replied](#) that it would stop direct funding anyway. DEEEP and TRIALOG participated in a call and were awarded funding for three years.

The 2008 Report on [The challenge of EU Development Cooperation Policy for the new Member States](#) stresses the important role the EP could have in promoting the role of DEAR in formal and informal education in the newer MS.

called upon to adopt a report on DEAR.

### Relation to formal education (including schools)

Decision-makers should be engaged to embed DEAR policies and practices in education systems at (sub-)national and European level. The authors of the consensus suggest concentrating efforts on formal education (primary, secondary and tertiary education) and lifelong learning. Teachers, teaching institutions, curriculum planners, and parents should take action. Therefore MS are called upon to fund such learning and provide policy and organisational support. Civil society organisations and schools should work together.

### EU financing / programmes

The thematic programme [Non-state actors and local authorities in development](#) of the DCI (Development Cooperation Instrument) addresses civil society organisations and local authorities in the EU and in partner countries. It has a budget of €702 million for 2011-2013, of which €102 million is targeted at DEAR in the EU and acceding countries. For [2011-2013](#), the following themes receive priority for funding: MDGs, especially regarding sub-Saharan Africa and topics that link North and South, such as migration, (fair) trade, microcredit, or decent working conditions. The Commission also envisages involving the mass media to promote solidarity. Integrating the development topic in schools is also a priority, but ways to achieve this are not further specified in the strategy paper.

### Activities to foster DEAR

The Commission and the [North-South Centre of the Council of Europe](#) have developed a programme to raise awareness of development issues in all 12 newer EU MS. Meetings with the main national stakeholders have been organised, to take stock and devise national action plans.

The [Global Education Network](#) (GENE), last hosted by the Commission, is often quoted as an important platform where practitioners and policy-makers exchange ideas. It offers a renowned peer review process.

The Commission organised a Structured Dialogue with civil society, local and regional authorities and MEPs from DEVE. Participants [recognised](#) the Commission's efforts in moving DEAR forward, in line with the recommendations of the EU-funded [DEAR study](#) (see below).

### Best practice and examples from Member States

According to the DEAR study, successful DEAR projects should fulfil these criteria: project developed in partnership with NGOs and other actors from the south, careful preparation, workshops and field visits before project start, frequent correspondence between partners, more than one face-to-face meeting per year, resources invested in good relationships, and acknowledgement of cultural differences. Long-term inclusion of the project in international networks ensures common values and makes the project more sustainable. Multi-actor partnerships, for example collaboration between NGOs and trade unions to devise didactic material, help broaden horizons and increase potential for feedback. SoGes, the consultancy that carried out the study, reflects positively on peer-to-peer learning and the use of multipliers. **Teachers and students** could collaborate to create project materials. DEAR should have a participatory and empowering character, for "autonomous, responsible and actively engaged citizens".

### Germany

An orientation framework has been agreed by regional culture and education ministries as well as the federal development ministry (BMZ). "Global learning" is often seen as a

part of Education for Sustainable Development (ESD), for which a [UN Decade](#) was conceived. ESD addresses the triangle of environmental, economic and social sustainability. For **schools**, Germany agreed on a cross-curricular framework for global development education in the context of ESD in 2007, developed by education and teaching experts, academics and NGOs. The [BMZ's DEAR strategy](#) points to programmes like work and study trips to Africa, Asia and Latin America and development-related school competitions and school exchanges. In 2010, for example BMZ spent €45 million on DEAR.<sup>4</sup>

The DEAR study quotes [Peace X-change by Weltfriedensdienst](#) (taking place in Germany, Austria, the Czech Republic and Poland) as an innovative project that fulfils some important best practice criteria: theatre, rap and football are used for conflict resolution among youngsters, in all types of schools. **Experts from the South** contribute their methods, which makes clear to young people that conflicts and creative solutions can be similar across continents. The study stresses that these experts are not just used as token "third-world inhabitants" to give the project a colourful aura, but that their influence is real and Europeans can learn from them. Such an approach constitutes a step away from the dated approach that the North takes its wisdom to the South, towards understanding that people in the South have clear ideas about what their societies need.

### Poland

The Education Ministry (MfE), the Ministry of Science and Higher Education and the Ministry of Foreign Affairs (MFA, with its development branch [Polish Aid](#)) work together on DEAR. The Education Ministry focuses on global education, which it understands as a broad term that includes development, intercultural, human rights education, etc. Global education is included in the new **school curriculum** (since 2009)

in geography, history, civic education, entrepreneurship, and biology. Education on sustainable development in Poland, to date, does not address development issues much. In-service teacher training is also offered. [GENE commends](#) Poland on the progress it has achieved in the last five years. The Polish MFA increased its DEAR specific funding from ca. €50 000 in 2005 to ca. €800 000 in 2010.<sup>5</sup>

[Youth for the World Poland](#) trains youth leaders in Poland and in the South, from where they return to practise global education in **high schools**.

### Academics' and stakeholders' views

Paul Sfez and Karen Sherlock, authors of a 2008 [evaluation report](#) on the DCI thematic programme, point out that lack of dialogue between education and foreign ministries sometimes makes it difficult to progress in including DEAR in **school curricula**. They consider that advocacy efforts at EU level, towards the Council or the EP, could help strengthen the stance of DEAR in curricula. They appreciate the high mobilisation of NGOs (331 as main applicants for 690 projects) and the progress DEAR has made in newer MS. Projects are still not sustainable enough after the end of financing, because factors like addressing multipliers and inclusion of DEAR in **teacher training** are not thought of at the start.

Rilli Lappalainen, an expert involved in the regularly quoted, partly EU-funded project [DEEEP](#), [said](#) at the DEVE hearing that a European DEAR strategy is needed. It would provide conceptual clarity, legitimisation and recognition and long-term direction, including from a financial point of view (inclusion in the new Multiannual Financial Framework). For this, he is in favour of a financing instrument with fewer subdivisions, like North-South, to cover all activities in Europe and partner countries, "linking citizens and civil society "here" and "there".



## Main references

"DEAR study": DEAR in Europe - Analyses and Consultations: [Annex A](#) of the Development Education and Awareness Raising Study - final report / Soges, 24 November 2010, 133 p.

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## Endnotes

- <sup>1</sup> [Annex A](#) of the Development Education and Awareness Raising Study - final report / Soges, 24 November 2010, 133 p.
- <sup>2</sup> [The European Consensus on Development: The contribution of development education & awareness raising](#) / 2007.
- <sup>3</sup> Towards an EP report on Development Education and Awareness Raising, DEEEP/ CONCORD, 8.9.2011.
- <sup>4</sup> [European Development Education Monitoring Report "DE Watch"](#) / European Multi-Stakeholder Steering Group on Development Education/ DEEEP, May 2010, 80 p.
- <sup>5</sup> [European Development Education Monitoring Report "DE Watch"](#).