



PROJECT FOR EDUCATION FOR DEVELOPMENT IN EUROPEAN RURAL AREAS “RURAL DEAR AGENDA - EYD 2015”

Why this Project?

According to Eurobarometer 2013, European citizenship has a positive and optimistic picture of development aid:

- Over 80% of citizens believe that development aid is important and 60% think it should increase.
- Two-thirds believe that the fight against poverty in developing countries should be a key priority of the European Union.
- At the same time, 50% have no idea how European aid is used.

In a period of crisis like the one affecting the European Union at the present time, highlighting the importance of fighting poverty in poor countries and, in turn, believing that development aid is important to beat poverty leads to the supposition that the people of Europe care about these issues but do not know what aid is used for and how it is spent.

One possible reading of these figures is that people in Europe are concerned about the situation in poor countries, are willing to help or at least have their institutions help, but have no specific knowledge of what is being done or can be done.

That is why we plan to promote this project for Education for Development in European rural areas (Rural DEAR Agenda 2015). Education for Development has accumulated over forty years' work and although there have been changes in its concept and practice in the past, it remains key to sensitising and educating, understanding and analysing, taking up a stance and participating in all actions that contribute to ending poverty and promoting respect for human rights in the world.

The project was launched in 2015 and is part of the European Year for Development, dedicated to the EU's external action and the role played by Europe in the world. The context also includes the year of fulfilment of the Millennium Development Goals and the definition of the future global framework for the fight to eradicate poverty and inequality and ensure sustainable development.



How did the project come about?

In 2012, the Observatory for International Development Cooperation of the University of Valladolid analysed Education for Development in Castilla y León.¹ The notable results of that experience included the creation of a diagnosis methodology applicable to different contexts whose results make it possible to build Education for Development proposals for specific needs and characteristics.

In order to extend the methodology and the knowledge of Education for Development beyond the immediate context, the RURAL DEAR AGENDA - EYD 2015 project was proposed to six European partners: the Chamber of Commerce and Industry of Vratsa (Bulgaria); the Local Authority of the municipality of Idalion (Cyprus); the University of Thessaly in Volos (Greece); the Regional Authority of Molise, Campobasso (Italy); FOPSIM, Fundación para la Promoción de la Inclusión Social (Foundation for the Promotion of Social Inclusion, Malta); and the University of Spolecza in Lodz (Poland). The project is to be coordinated by the Diputación Provincial de Valladolid (Provincial Council of Valladolid, Spain) and the technical management is to be provided by the University of Valladolid (Spain).

The project is being carried out between 2015 and 2017 thanks to funding from the European Commission (DEVCO).

What is the aim of the Project?

The project aims to learn more about Education for Development in the different European rural areas of the partner countries in order to propose improvements to the actions that are carried out and thus contribute to changing social attitude towards sustainable development (including issues relating to responsible and ethical consumption, ethical public procurement and fair trade, etc.).

It also seeks to contribute to the European Year for Development 2015 and the debate on the Agenda after 2015.

How is it to be implemented?

The project consists of several stages: Diagnosis, pilot actions and creation of an Agenda for Education for Development in rural areas.

In each participant region, the first stage involves the different analyses in the diagnosis: a public-opinion survey to know what rural populations think of key issues of Education for Development, such as poverty, development, players and causes, proposals and experiences of change; an analysis of the view of these issues presented in local and regional media, as well as the actions taken in education, especially secondary education, and those taken by

¹[Education for development in Castilla y León: how we see the world](#). OCUVa, Valladolid, 2012



non-governmental organisations and social organizations (NGOs and CSOs). Finally, the diagnosis is completed with input from experts in the subject, which will be collected by Delphi methodology.

After the diagnosis stage and with the elements that are provided, pilot projects are implemented in a second stage for Education for Development in the rural areas participating in the project. An official announcement of subsidies for NGOs and CSOs in each selected area will provide funding for the projects. The process itself involves constant communication with the various local players involved in Education for Development, i.e. local authorities, NGOs, CSOs and teachers. These players will form working parties to analyse and propose content, methods and procedures for implementing proposals on Education for Development.

The design of the process provides intermediate products of local and global interest that will conclude with the preparation of an ***Agenda for Education for Development in European rural areas*** as a guide or manual for future action.

What will the project provide?

The project will provide a better understanding of the views of the population of European rural areas on poverty, inequality, development, political players and individual and collective responsibility.

In addition, the partial studies on which it is based (public-opinion surveys, analysis of media, texts and teaching practices and the experiences of cooperation agents) provide a new understanding of the issues in each area, which lays the foundation for new proposals in education.

Local reports on public opinion on Education for Development, how the subject is presented in the local/regional media, the actions carried out at schools and the interventions and actions taken by NGOs and CSOs in each area constitute a first product of the project, added to the overall diagnosis derived from the synthesis and comparative analysis of the local reports.

The design of the diagnosis also involves contact with various players in Education for Development and local authorities, NGOs, CSOs, teachers and social professionals. A database of players involved in Cooperation for Development in European rural areas will be created as another result of the Project.

The project also enables participation and networking. The players involved in cooperation for development play an active role in the analysis and evaluation of results, the implementation of pilot projects, the preparation of proposals and the evaluation of interventions, etc. through the working parties of local authorities, NGOs and teachers.

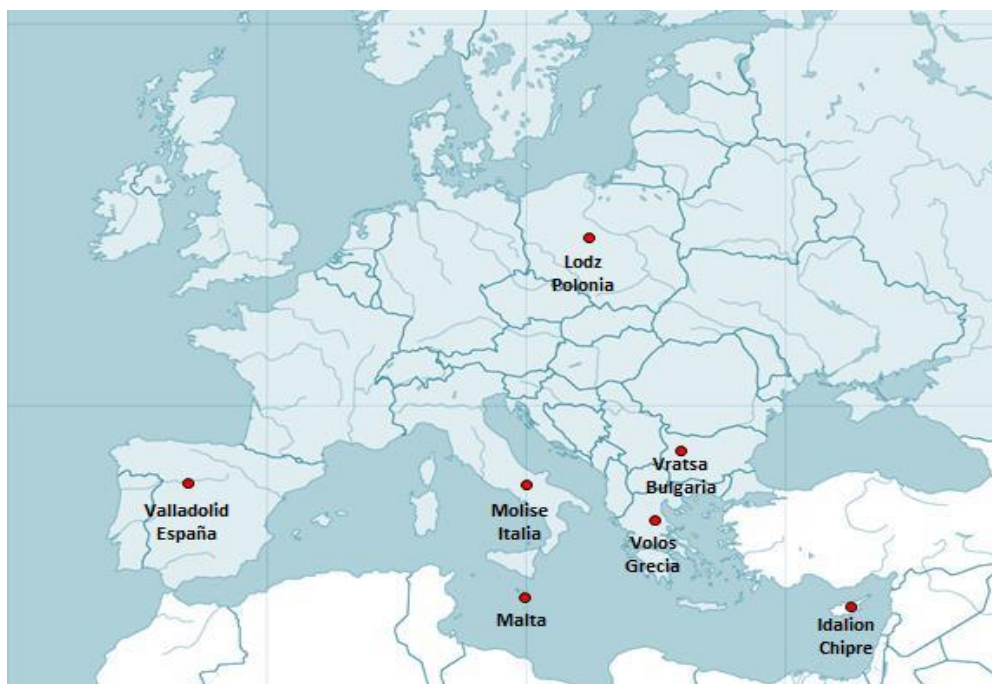
These working parties will meet throughout the project and work as an important monitoring tool. Their contributions and conclusions are intended to enrich both data analysis and practices in each region, contributing to a comprehensive study of the players involved in Education for Development.

Experts also give their opinion based on Education for Development throughout the project, using the Delphi method. These contributions and conclusions are also local and global and lead to the corresponding reports and inputs for the development of the Agenda.

The end result of the project is an Agenda for Education for Development in European rural areas that can be used as a manual for the implementation of sensitisation, awareness-raising and education for development.

Who is involved in the project?

The project will involve eight European organizations of various kinds, coordinated by the Provincial Council of Valladolid:





Chamber of Commerce and Industry of Vratsa (Bulgaria)

- Contact: Iliana Philipova
- Email: philipova.iliana@gmail.com
- Web: www.cci-vratsa.org

Local authority of the municipality of Idalion (Cyprus)

- Contact: Eleftherios Loizou
- Email: eloizou@anel.com.cy
- Web: www.dali.org.cy

Provincial Council of Valladolid (Spain)

- Contact: Ignacio Aranda
- Email: ignacio.aranda@dip-valladolid.es
- Web: www.diputaciondevalladolid.es

University of Valladolid (Spain)

- Contact: Luis Javier Miguel
- Email: observatorio.cooperacion@uva.es
- Web: www.uva.es/cooperacion

University of Thessaly in Volos (Greece)

- Contact: Constantinos Kittas
- Email: ckittas@uth.gr
- Web: www.uth.gr

Regional Authority of Molise, in Campobasso (Italy)

- Contact: Mario Ialenti
- Email: dear@regione.molise.it
- Web: www.regione.molise.it

Foundation for the Promotion of Social Inclusion Malta – FOPSIM

- Contact: Maria Limongelli
- Email: maria@fopsim.eu
- Web: www.fopsim.eu

University of Spolecza in Lodz (Poland)

- Contact: Joanna Szczecińska
- Email: jszczecinska@spoleczna.pl
- Web: www.spoleczna.pl

What do we mean by Education for Development?

The European Consensus on Education for Development argues that Education for Development and Awareness contributes to the eradication of poverty and the promotion of sustainable development through public awareness and educational approaches and activities based on the values of human rights, social responsibility, gender equality, and a sense of belonging to one world; on the ideas and understanding of the differences in human living conditions and the efforts made to overcome said differences; and on democratic participation in actions that influence social, economic, political or environmental situations that affect poverty and sustainable development.²

The aim of Education for Development and Awareness Raising is to enable all people in Europe to have ongoing opportunities to learn and understand global development concerns and the local and personal relevance of said concerns, and to enact their rights and responsibilities as inhabitants of an interdependent and changing world by influencing the change for a fair and sustainable world.³

² European Multi-Stakeholder Steering Group on Education for Development 2010 p.5
http://www.concordeurope.org/publications/item/download/81_fc2b12027b26b81a30c5f727c264fbad

³ Idem



Based on such a view and echoing other formulations, we understand Education for Development as an ongoing, dynamic and active learning process based on the values of justice, inclusion, equality and solidarity, which generates reflection, analysis and critical thought about the causes and effects of global relations, seeking to promote individual and collective citizenship committed to the eradication of poverty and exclusion and the fight for human, economic, social and environmental rights.

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 Education for Development 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