ANALYSIS OF DEVELOPMENT EDUCATION IN EUROPEAN RURAL AREAS

RURAL DEAR AGENDA PROJECT- EYD 2015

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RURAL DEAR AGENDA

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We would like to thank and dedicate this study to the people and bodies (educational institutions, NGDOs, CSOs and local organisations) across rural areas of Valladolid, Northwest Bulgaria, Idalión, Thessaly, Molise, Lodzkie, Zejtun, Rabat, Birgu, Bormla and Isla, whose support and cooperation have made this research possible.

Education is the most powerful weapon we can use to change the world
Nelson Mandela

This report and its extended version, along with the research methodology and data analysis used can be accessed here:

https://www.ruraldearagenda.eu/
http://www.uva.es/cooperacion

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PROLOGUE

Within the tangled web of human relations in which all societies today coexist, the social, political and economic uncertainties we confront are in stark contrast with the high level of scientific and technological development we have attained. The accumulation of information and knowledge does not seem to have solved the basic needs of a large portion of the global population nor has it guaranteed the sustainability of the planet on which we live. Books compile stories about past injustices of which we are ashamed but it seems we have not learnt these lessons and injustice repeats itself or remains present to some extent. Values linked to the belief in competition sweep us up in individual or collective selfishness, oblivious of this self-destructive attitude.

Intelligent cooperation is more necessary than ever for the sustainability, not only of the planet, but of humanity itself. However, the awareness that in such a complex and globalised world, our everyday attitudes contribute to the development of society on a global level is still somewhat far off for the majority. When the main factor in the purchase of our goods is the price, we contribute to prices remaining lower even if this means reducing salaries or unsustainably exploiting natural resources. When we are passive or indifferent to injustices suffered by others, we are bolstering this model of human relations, the consequences of which are foreseeable, and indeed tomorrow such injustices may impact our own lives.

In an increasingly globalised world, the main challenges in terms of global social development involve us all more directly. On the one hand, our responsibility in the face of global problems is greater than ever due to our knowledge and ability to act. On the other, the dynamics of such a complex and inter-related global society can easily make us feel victim to processes that we have set in motion and the unsustainability of the development model to which we contribute.

In this context, Development Education (DE) or Education for Global Citizenship is more essential than ever. The efforts made in several fields in this area do not appear to have been sufficient, judging by the situation we see around us. While measuring such results is indeed difficult, it is important to continue work in this direction. In recent years, DE assessments and evaluations have been and continue to be carried out, with the certainty that such Education will be the cornerstone in advancing towards a sustainable model of human development.

The research presented here contributes to such assessment focusing on the rural European environment. The unique nature of this segment of the population and the belief that it can play an essential role in the construction of a new model of sustainable human development has been the motivation for this study, which will be further developed through the "Rural DEAR Agenda" which constitutes the main objective of this project.

Despite the limitations of this study, a consequence of the difficulties facing any such endeavour, the results it presents are an element of vital support for the design of DE programmes, plans and interventions in rural European areas and will be the starting point for the design of a DE Agenda in rural Europe.

This work is the fruit of the efforts of a large research team and faculty from the University of Valladolid and it is based on prior fieldwork carried out by other participating bodies in the project, coordinated by the Valladolid Provincial Authority, without whose close collaboration the following study would not have been possible.

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I. Introductory Framework

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Luis Pérez Miguel

Rural DEAR Agenda – EYD 2015 is the title of the Project presented to the European Commission, within the framework of the Call directed to Non State Actors and Local Authorities in development responding to the objective of increasing public awareness on problems relating to development and Development Education in the European Union.

The Rural DEAR Agenda hopes to contribute to the European Year for Development and the fight against poverty and global inequality through the participatory design of an Agenda for Development Education and Awareness Raising in rural European areas.

Development education is a fundamental tool for citizens to understand the local and global causes of development problems and inequalities between peoples and nations and to reach a clear commitment to participatory and transformative action.

This Development Education (DE) Agenda project in rural areas hopes to initiate awareness-raising actions focused on the causes of the main crises the world currently faces, such as poverty and inequality and the problems they generate: migration, war, the impact on the population and the environment, human rights violations, etc. It also intends to provoke a transformative, aware and collective response in such areas.

The Valladolid Provincial Council (Spain), a local authority with significant responsibility for rural affairs, is the project coordinator working alongside the following agencies:

- Chamber of Commerce and Industry Vratsa (Bulgaria)

- Idalion Municipality (Cyprus)

- Thessaly University (Volos, Greece)

- Region of Molise (Campobasso, Italy)

- Foundation for the Promotion of Social Inclusion (FOPSIM) (Malta)

- University of Social Sciences (Lodz, Poland)

In addition, the University of Valladolid, through the Department of International Development Cooperation with responsibility for methodology and research.

The project will be implemented from 2015 to 2017 in European rural areas within the sphere of influence of the participating countries.

The project sees its development unfolding over different Stages, beginning with an **Analysis of Development Education** in participating rural areas, developed by means of a _Public Opinion Survey_, analysis of _local media (press) discussion of issues_ relating to DE such as inequality, cultural diversity, gender equality, displacement of peoples, economic solidarity etc., _action within regulated Educational Institutions_ and developed by _Non Governmental Development Organisations_ (NGDO) and other _Civil Society Organisations_ (OSC) relating to awareness-raising in such rural areas.

To accompany this analysis, two methodological strategies have been developed serving as a reflective framework and theoretical basis for development education practice: Working Groups and specialist DELPHI consultations, complementing local analyses and consolidating the development education report in rural areas participating in the project.

Following this analysis, pilot DE projects will be implemented in rural areas, facilitated by teachers, NGOs, local government and other social agents. Such implementation will include mentoring and any necessary technical advice allowing the implementation of responsible DE practice.

With the support of and shared learning amongst colleagues, the next phase of developing the rural DE Agenda Model will begin. This model will be shared and enriched by those who have participated in the project as well as facilitators and other professionals.

Once it has been defined and agreed upon, the development education agenda in rural areas will be published and disseminated at an International Conference.

The following table draws together the thought process behind the project and the main stages and activities proposed for the three-year period of the project.

ANALYSIS PHASE

Local DE analysis (1)

Local DE analysis (2)

Local DE analysis (n)

General analysis of the state of development education in areas studied

ACCOMPANIMENT PHASE

Local Working Groups

DELPHI Local Specialist Groups

Local experiences of development education

Publishing of analytical report

Reflection and support in relation to development education in a rural context

EXPERIMENTAL PHASE - PILOT

Training

Local Pilot Projects (1)

Local Pilot Projects (2)

Local Pilot Projects (n)

DE AGENDA EDITING

FINAL local DE Agenda (1)

FINAL local DE Agenda (2)

FINAL local DE Agenda (n)

AGENDA EDITING

AGENDA MODEL

SHARING OF FINDINGS PHASE

INTERNATIONAL CONFERENCE

I. INTRODUCTORY FRAMEWORK

Provincial and regional authorities organise development education and awareness-raising activities targeted towards the rural population. These interventions are carried out directly, by their own education teams, young people, social action groups or by funding projects from other DE proponents, such as Non-Governmental Development Organisations (NGDOs).

Underpinning all such efforts, the expressed aim is to promote greater public awareness, increased participation in development and a broader and more supportive perspective on alternative views. However, analysis of experiences in rural areas, particularly in small localities, shows that such development education activities tend not be as successful in reaching these communities as has been the case in urban areas.

This is also an outlook shared by both development education proponents and those living in rural areas, who participate in other types of leisure, cultural or educational programmes, neither of whom consider international cooperation to be a central or especially relevant feature of their daily lives in their local setting. This is precisely due to such proximity to rural communities, despite what development education, in the context of decentralised cooperation, could potentially offer.

Escudero and Mesa (2011),[1] referring to development education at the level of local government within the Spanish state suggest that, while cooperation and development education are part of a long trajectory beginning in the 1980s, it is also clear that from the outset, the underlying concept was one of an assistance-based or 'handout' model. This is further evidenced in the political decision to reduce and -even in moments of crisis- annual budgetary provisions intended for such purposes, despite *"the importance of cooperation and development education in local government, not only demonstrated by the level of available financial resources but also the ability of local government to generate a new culture of solidarity amongst citizens".*

From this assessment, we can see that in order for development education activities to increase efficiency, reach, quality and impact, what is needed are development education programmes specifically designed to suit the needs and realities of small rural towns across Europe.

A development education strategy targeted at small towns that could connect with attentive and interested citizens, approachable and willing to participate, open-minded and determined Rural Europeans who understand the need for solidarity, support networks, shared responsibility in a new project in a different Europe.

The European Consensus on Development Education maintains that Development Education and awareness-raising contribute to the eradication of poverty and the promotion of sustainable development through public awareness-raising, adopting an educational approach and using activities based on the importance of human rights, social responsibility, gender equality and a sense of belonging in the world; in the ideas and understanding of the extreme disparities in quality of life and efforts being made to address such disparities and in the democratic participation in actions that influence

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[1] Escudero, J. and Mesa, M: *Diagnóstico de la Educación para el Desarrollo en España*. Centro de educación e investigación para la paz, CEIPAZ, 2011

social, economic, political or environmental situations that affect poverty and sustainable development.[2]

It suggests that the objective of development education and awareness-raising is *"to enable every person in Europe to have lifelong access to opportunities to be aware of and to understand global development concerns and the local and personal relevance of those concerns, and to enact their rights and responsibilities as inhabitants of an interdependent and changing world by affecting change for a just and sustainable world".*

It is within this framework that we find the "RURAL DEAR AGENDA - EYD 2015", whose objectives are:

1) To contribute to a change in social attitudes towards sustainable development (including issues relating to responsible and ethical consumption, ethical recruitment practices and fair trade) and to support the Strategy beyond 2015 in rural European areas.

2) To improve the quality and efficacy of development education initiatives and increase their scope and impact in rural areas.

3) To develop, trial and promote a participatory model of development education for rural areas with inclusive, innovative and efficient strategies with future lines of action.

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[2] European Multi-Stakeholder Steering Group on Development Education (2010): *European Development Education Monitoring Report, "DE watch".* DEEEP
https://webgate.ec.europa.eu/fpfis/mwikis/aidco/images/c/c9/DE_Watch.pdf

II. Methodology

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The methodology used in the implementation of the different phases of this project was devised by a team of education specialists from the Department of International Development Cooperation of University of Valladolid in conjunction with Valladolid Provincial Council (Spain). The different methods used, the identification of areas of impact, the profile of individuals and groups selected, as well as the analysis tools will be published in both Spanish and English, in order for work to be translated and adapted to the native languages of participating countries and regions.

The methodology implemented in the project can be examined in greater detail in each of the report's chapters. In this section we shall look at an overview.

1   Analysis Phase

The analysis stage of the project materialised through the publishing of an Analysis of Development Education in Rural Areas which included:

La etapa de Análisis se concreta en la elaboración de un Diagnóstico de la realidad de la Educación para el Desarrollo en el ámbito rural y se ha llevado a cabo a través de:

1.1   Opinion polls focusing on the general public in the target regions.

Work was carried out on 3,026 valid questionnaires: 1,589 correspond to female interviewees and 1,437 male. Ages ranged between 16 and 74.

1.2   Questionnaire for educational institutions in rural areas.

214 questionnaires were distributed by primary and secondary educational institutions in participating regions. These 9-item questionnaires included 7 closed-ended and 2 open-ended questions.

1.3   Questionnaire for Non-Governmental Organisations (NGOs) and Civil Society Organisations (CSOs) carrying out development education and awareness-raising work in rural areas.

This questionnaire, containing 11 closed-ended and 5 open-ended questions, was completed by a total of 81 NGOs/CSOs which implement development education and awareness-raising projects in rural areas.

1.4   Content analysis for Development Education in the Media.

The analysis included a total of 743 journalistic pieces; it studied the headlines of 14 print media, two for each participating nation, over a period of four non-consecutive months.

2   Accompaniment Phase

The Accompaniment Phase of the DEAR Project has been implemented through three activities:

2.1   The setting up of Working Groups (WG), with the objective of studying different types of understanding, interpretations and proposals by individuals and groups directly involved in the implementation of interventions regarding Development Education; local entities, educational institutions and NGOs/CSOs.

Every year, three WGs are organised in each participating nation; between 7 and 10 individuals take part in each of them.

2.2   A consultation involving a panel of experts using the Delphi Method; the objective is to generate a structured theoretical reflection about Development Education by specialists in the sector.

A group of specialists has been set up in each country, with an average of 6 experts taking part, representing the local government and NGO/CSO sectors, as well as representatives of formal education.

2.3   Compilation of examples of best practice in Development Education carried out in the target regions in participating countries. The objective is to use local examples of good practice as a starting point, in order to integrate the most significant development education experiences into the Agenda proposal.

The activities above as part of this phase are still ongoing at the time of drafting this report.

3   Experimental Phase - Pilot

Stemming from a call for funding proposals for education projects, this stage seeks to support innovative and/or successful proposals in the area of Development Education. It targets rural communities, through activities involving both formal and informal education for both young people and adult groups, as long as these activities meet Development Education criteria. Such activities are carried out by development education agents featured in this project: local government, educational institutions and NGDOs. This phase also includes technical mentoring for the pilot projects in receipt of funding at three points in their implementation, through a guidance programme and also bespoke training.

4   Publication of an Agenda for Development Education

All input gathered from the activities carried out in each phase will culminate in the drafting and publishing of a relevant Agenda for Development Education. The aim of this publication is the implementation of the programme by different groups within civil society committed to development education, such as educational institutions, Non-Governmental Development Organisations and local organisations.

The Agenda will be the result of a permanent dialogue between all participating countries and the different development education agents which have participated in the development of project. It is imperative that the Agenda explicitly put forward the fundamental criteria underpinning good practice in Development Education, with the general aim of generating spaces for reflection and critical thinking within all groups involved and which encourage proposals for change integrating individual, collective, local and global spheres.

5   Sharing Findings Phase

At an International Convention, attended by all countries participating in the project, as well as other individuals and organisations, particularly interested in development education, an outline of the work carried out over three years, as well as the opinions on and evaluation of the programme by those participating in different phases of the project will be presented. The final output, the Agenda for Development Education in Rural Areas will also be launched at the event, in order to share the project findings and to make them known within a European context.

This international convention will also mark an official end to the project, understood as a process of formulation of a proposal for education which has the full endorsement of all participants, with a period of practical engagement on the ground and with appropriate mentoring and follow up. As a conclusion is reached, the project's main goal will become evident to all: to encourage the establishment of European communities living in the rural world, whose active, engaged and supportive participation is essential in Europe today.

III. Status of Development Education in European rural areas within the Rural DEAR Agenda Project

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Development Education in a national context

The status of development education at a national level in each of the participating countries in the project varies greatly from one country to another, due in part to recent historical developments. It is important to note for example, that recently some of the countries in the consortium stopped receiving Official Development Assistance (ODA), upon officially entering the EU. Such is the case of Bulgaria and Poland, while countries like Greece and Italy are long-standing EU members. The above explains why countries such as Spain have a national strategy for development education, while others do not yet have any guidelines in this area.

Fig.1: Regions included in the study

Bulgaria

From the moment it joined the European Union (EU) on the 1st of January 2007, Bulgaria transitioned from being a recipient to becoming a donor in the Official Development Assistance (ODA) programme. This also resulted in Bulgaria's commitment to and participation in EU Development Cooperation policy. A significant development was the 2007 implementation of the *Sustainable Development Strategy*, which includes a section on *Education for Sustainable Development*. [3]

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[3] North-South Centre of the Council of Europe: *Key Findings and Recommendations from the Country Reports on Global Education Bulgaria, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia, Slovenia*. European Commission–EuropeAid Co-operation Office and the North-South Centre of the Council of Europe, 2011. p. 6
https://www.coe.int/t/dg4/nscentre/Resources/Publications/Summary_Country_Reports_GE_Seminars2011.pdf

The Ministry of Foreign Affairs is responsible for Development Cooperation activities, while the Ministry of Finance oversees planning and implementation of ODA and also determines relevant financial tools and processes. Bulgaria's international development cooperation activities are guided by the 'Policy Framework of Bulgaria for participation in the international development cooperation' adopted by the Council of Ministers in 2007.

In early August 2011, the Council of Ministers adopted a Government Decree for Bulgarian Policy on Participation in the International Cooperation for Development. This decree defined the objectives, activities and tools of international policy for development; recipient groups and guidelines for planning, execution, follow-up, monitoring and evaluation of ODA.

This strategy defines Education for Sustainable Development and sets out the following objectives:

• To determine and define interconnections and elements of interdependency in economic, social and environmental processes and events.

• To ensure a critical outlook and greater awareness on social, economic and environmental processes.

• To support respect and understanding of different cultures and to acknowledge their contributions.

• To motivate people of all ages to take responsibility for shaping a sustainable future.

• To strengthen civil society

The most developed aspects of Global Education (GE) are intercultural education, human rights education and citizenship education, while the least well-developed aspects are development education (DE), education for peace and education for sustainability.[4]

The official term for DE/GE activities in Bulgaria is *Education for Sustainable Development* (ESD). ESD is defined as education that promotes (a) understanding and critical awareness of interrelations and interdependencies between economic, social and environmental processes; (b) respect towards different cultures; (c) responsibility for shaping a sustainable future; and (d) an active civil society. In In order to implement these objectives, the ESD strategy suggests the development of new educational materials, modern teacher training programmes, an environmental project and networks for exchanging information and experience.[5]

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[4] Dolejsiova, Ditta: ibid, p. 14

[5] North-South Centre of the Council of Europe: ibid, p. 6

At the NSC GE/DE Seminar it was stated that "*there are not enough systematic attempts to conceptualize DE/GE, clarify ideas, define the scope of content; revisit the whole structure of Social Education curriculum from this new point of view.*" In addition, there seems to be a lack of public awareness of GE/DE issues and little media coverage in this field. At the NSC Seminar it was stated that this might be linked to a general sense of isolation from global processes and distrust towards attempts of reintroducing concepts and ideas of social solidarity in society and education.[6]

Cyprus

There has been a programme for development cooperation in Cyprus since 1994, the Technical Assistance Scheme for Foreign Countries, with a focus on training scholarships for tertiary academic institutions in Cyprus. From 2006, the Cypriot Government also offered grants, for development projects, humanitarian assistance and to civil society organisations. After its accession to the EU in 2004, Cyprus redefined its development cooperation policy and the Council of Ministers established the development cooperation agency CyprusAid in 2005.

The Cypriot ODA is summarised in a "*2006-2010 Medium Term Strategy*",[7] and according to CyprusAid, the '*Medium Term Strategy' for the period 2006-2010*, will remain valid for the period 2011-2015 also."[8] However, there is no national strategy for GE/DE in Cyprus, nor is there an action plan. The Ministry of Foreign Affairs and CyprusAid have expressed strong support for GE/DE activities, those promoting the Millennium Development Goals in particular, but so far there is no specific budget allocated to GE/DE[9] by the current Ministry of Education.[10]

The *National Seminar on Global Education* held in 2009/10 with support from the North-South Centre of the Council of Europe and the European Commission resulted in the initiation of an informal multi-stakeholder group that will coordinate and exchange information, with the aim of developing a strategy for promoting GE/DE in Cyprus, a *"Joint Vision Map".* This particular initiative also includes a number of events which will build up joint action among the Ministry of Education, the Ministry of Labour, the Pan Cyprian Volunteerism Coordinative Council and the Cyprus Youth Council.

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[6] North-South Centre of the Council of Europe, ibid p. 6

[7] *Medium Term Strategy For Official Development Assistance 2006-2010* http://www.cyprusaid.gov.cy/planning/cyprusaid.nsf/all/ACD30B2200A98B00C2257A0600337FEC/$file/%CE%9CEDIUM%20TERM%20STRATEGY.pdf?openelement

[8] CyprusAid: *Medium Term Strategy for Development Assistance.* http://www.cyprusaid.gov.cy/planning/cyprusaid.nsf/page06_en/page06_en?OpenDocument

[9] North-South Centre of the Council of Europe: *Key Findings and Recommendations from the Country Reports on Global Education Bulgaria, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia, Slovenia.* European Commission–EuropeAid Co-operation Office and the North-South Centre of the Council of Europe, 2011. p. 7

[10] Rajacic, A. et al: *DEAR in Europe ~ Fieldwork Data. Annex B of the Development Education & Awareness Raising Study Final Report. November, 2010.* p. 57
https://webgate.ec.europa.eu/fpfis/mwikis/aidco/images/4/4e/Final_Report_Annex_B_241110.pdf

There are various terms employed in Cyprus for GE/DE, such as *"Education for Sustainable Development, "Human Rights Education", "European Citizenship"* and *"Education for Global Citizenship"*. *"Intercultural Education"* has been frequently used in the aftermath of the *European Year of Intercultural Dialogue* and efforts by the Ministry of Education and Culture to promote intercultural dialogue in recent years.

Racism and xenophobia are issues of contention, because immigration is a relatively recent phenomenon. In order to support the social integration of migrants, specifically designed guidebooks are being produced in foreign languages, and priorities in the educational curriculum now include initiatives in linguistic mediation. More recently the Cypriot government and general public appear to show a stronger level of interest in Development Cooperation, even though, according to the national chapter of NGO CYNDEP, studies suggest a negative attitude in general.[11]

Currently Cyprus is in deep economic crisis and in March 2013 a rescue package was agreed between the Cypriot government and the troika of international lenders (European Central Bank, European Commission and International Monetary Fund). This has deeply impacted on the Cypriot people, especially the poorest. This has resulted in the economy emerging as the number one priority, while the focus on national problems and the reconciliation process became less important.   Only recently new local initiatives and alternative responses to the crisis have emerged.[12]

Spain

In early documents published by Cooperación Española, DE was a means to encourage the population to engage with joint responsibility in Development Cooperation activities. For instance, the *Report on Objectives and General Guidelines in Spanish Policy concerning Development Cooperation and Assistance (1992)*, drafted by the Congress of Deputies, stated that cooperation policy needed to be organised around a basic national and social consensus, which required, among other things, a *"Development Education policy"*. (Congreso de los Diputados, 1992: 2).[13]

Two years later, in the *Report on the Study on Spanish Development Cooperation Policy (*1994), the Spanish NGDOs national coordinating body (CONGDE) introduced an

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[11] Rajacic, A. et al: *DEAR in Europe ~ Fieldwork Data. Annex B of the Development Education & Awareness Raising Study Final Report. November, 2010.* p. 55
http://www.kehys.fi/julkaisut/eu-instituutioiden-julkaisut/dear-in-europe-final-report-2010/files/final_report_annex_b_241110.pdf/attachment_download/attachedFile

[12] Skinner, A., Oliveira, S., Wittig-Fergeson, K. and Kouvaras, G. (2014) *Journeys to Citizen Engagement: Action Research with Development Education Practitioners in Portugal, Cyprus and Greece*. Brussels: DEEEP. P. 16

[13] Congreso de los diputados (1992): *Enmiendas presentadas al Informe de la Ponencia encargada de elaborar un Informe sobre los objetivos y líneas generales de la política española de cooperación y ayuda al desarrollo, así como participar en las tareas de seguimiento del Plan Anual de Cooperación Internacional (PACI)*. Boletín Oficial de las Cortes Generales, No. 223, 5 October 1992. p. 2
http://www.congreso.es/public_oficiales/L4/CONG/BOCG/E/E_223.PDF

understanding of awareness-raising where the task is not only to encourage support for activities organised by the Development Cooperation organisation, but it must also promote solidarity amongst the population. It also urged the drafting of a strategic plan which focused on the need for people to engage with DE in different ways: there is a need to integrate Development Education within informal education systems; funding available to awareness-raising must increase through co-funding calls; awareness-raising campaigns must include state logistical sponsorship; support for research, publishing and documenting developments, training, etc. must be included as core elements within an awareness-raising strategy.[14]

This change in the perception of the objective of DE was brought about by Law No 23/1998 on 7th July by International Cooperation and Development (ICD). Article 9 identifies DE as one of the mechanisms through which Spanish policy on international cooperation is implemented. However, Article 13 defines DE in a wider sense as *"the collective activities implemented by civil service structures, either directly or in conjunction with non-governmental organisations, in order to champion actions which advance a better social perception of the problems impacting on developing countries, and which encourage solidarity and active cooperation with these nations"*. Furthermore, Article 39 positions DE in a direct connection with the development of solidarity and social participation in development cooperation and it determines the levels of responsibility by governmental structures in this respect. Finally, the law stipulates that the development of DE shall be moved forward by the planning components within the structures; that is to say, Strategic Plans and Yearly Plans.

The dynamic development of DE in the 1990s resulted in a series of pieces of research on DE, around which a discussion document by a panel of experts was released. This exercise in turn culminated in contributions for the DE section of the Strategic Plan 2005-2008. This plan widened the legal definition of DE, describing it as: "*an ongoing educational process which encourages an understanding of the interconnected relationships of an economic, political, social and cultural nature between the global North and South; it champions values and attitudes intrinsically connected to solidarity and social justice, and it seeks ways forward towards a form of development which is human and sustainable It is socio-political education, the axis of which is social justice, undertaken in formal and nonformal contexts. It involves a process to be carried out in the medium-long term, where the cognitive dimension and that of attitudes and values cannot be separated.*"[15]

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[14] (Senate, 1994): *The Institutional Framework of Development Cooperation*. Boletín Oficial de las Cortes Generales, No. 196, 22 November 1994. p. 32 http://www.senado.es/legis5/publicaciones/pdf/senado/bocg/I0196.PDF

[15] Ministerio de Asuntos Exteriores y Cooperación. Secretaría de Estado de Cooperación Internacional (2005): *Plan Director de la Cooperación Española, 2005-2008*. p. 101
http://www.aecid.es/Centro-Documentacion/Documentos/Planificaci%C3%B3n/Plan_Director0508_Esp.pdf

The same strategic direction can be observed in *Cooperación Española's Development Education Strategy* (2007),[16] and subsequent Annual Plans of Spanish International Cooperation (PACI), which highlights the importance of *"a well-informed civic population, actively committed to a human, sustainable form of development, in the present time and towards the future"* (PACI 2008: 49). This understanding moves further forward *"in the drafting of an Action Plan for Development Education, advocating for work processes which are well coordinated and complemented, in terms of all agents involved in Development Education"* (PACI 2010).[17] However, in 2012 the publication of Cooperación Española's IV Strategic Plan represented a step backwards in understanding of DE, since it formulates it as merely an instrument of international development cooperation.

Greece

Greece's transition from being exclusively a recipient of development assistance to becoming a donor began in 1996, and it joined the Development Assistance Committee (DAC) in 1999. The Ministry of Foreign Affairs, through the Directorate General of Hellenic Aid has a legal mandate to define strategy, planning, implementation, monitoring and evaluation of development cooperation policy. However, this body does not have authority or influence over programmes funded by budgets of the other 14 Greek ministries. Even though there is currently a bill in the legislature which seeks to strengthen Hellenic Aid's role in the area of development cooperation, it does not invest Hellenic Aid with the authority to ensure other ministries seek to achieve the same objectives and policies.[18]

According to some reports, Greece lacks a modern legal and strategic framework to develop a solid foundation for its development cooperation, minimise fragmentation and increase the efficiency of its assistance. In order to address these problems, Greece has prepared new legislation and a five-year programme.[19]

The reform proposals concerning Development Cooperation focus principally on (i) a bill to update the legal framework and general objectives of Development Cooperation in Greece; and (ii) a Presidential Decree proposal which seeks to overhaul the organisation and administration of the General Directorate of International Development Cooperation (Hellenic Aid) in the Ministry of Foreign Affairs (MFA). Hellenic Aid is also drafting a five-year plan (2011-2015) which will guide the planning and implementation of its policies and commitment to Development Cooperation. The five-year plan will be confirmed as soon as

[16] M.ª Luz Ortega Carpio (2007), Estrategia de Educación para el desarrollo de la Cooperación Española. DGPOLDE, 2007. http://www.aecid.es/Centro-Documentacion/Documentos/Planificaci%C3%B3n%20estrat%C3%A9gica%20por%20sectores/estrategia_educacion_desarr.pdf

[17] Manuela Mesa & José Escudero (2011): ibid

[18] Overseas Development Institute, (2015): *Do organisational and political models for development cooperation matter for development effectiveness?* p. 23
https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9611.pdf.

[19] Development Assistance Committee (DAC) (2011), *Peer Review 2011. Greece*. p. 9
http://www.oecd.org/dac/peer-reviews/49235273.pdf.

new legislation is passed. This will be an opportunity to incorporate the recommendations made by a 2011 peer review into the draft proposals. Once implemented, the proposed reform must also put into effect the peer review recommendations of 2006. [20]

There is no strategic plan of legal framework for Development Education and Awareness-raising (DEAR), and there is no specific budget being allocated either. Commonly this budget line corresponds to a percentage within the Official Development Assistance budget.

DEAR is not a priority. Development education policy is organised around the fulfilment of the objectives of the Millennium Development Goals (MDGs), and its efforts focus on keeping the public informed on topics such as: famine, climate change, fair trade, child trafficking, security and intercultural understanding, especially concerning refugees.[21]

Italy

In Italy, according to Social Watch Coalizione Italiana in its report *The Dismantling of Development Cooperation*, the latest budget of the Italian State enforced the dismantling of the ODA. [...] In January 2010 the first OECD report in six years on ODA in Italy was launched in Rome[22] (the so-called peer review reports). In 2004 the Development Assistance Committee suggested 13 essential recommendations for reform, to be implemented by 2009. Regrettably, the 2004 recommendations were widely ignored and the list expanded. The recommendations increased to 19, including the persistent need for a new law. [23]

This new Italian law on International Cooperation for Development (Law 11 of August 2014 number 125) entered into force on 29th August 2014. It defines cooperation as an integral and distinctive component of Italy's foreign policy and it seeks to update the old development cooperation law number 49 of 1987, organising the key players, themes, tools and the terms of reference established in the last decades by the international community. A significant recent development is the establishment of the Italian Agency for Cooperation, which will have organising and administrative autonomy, as well as responsibility for assets and budgets (law article 17 and subsequent articles).

It is apparent that the core of this new law focuses on advocating for business and cooperation to go hand in hand, and it states that the business enterprise world and

[20]   DAC (2011), ibid

[21]   Rajacic, A. et al: *DEAR in Europe ~ Fieldwork Data. Annex B of the Development Education & Awareness Raising Study Final Report. November, 2010.* p. 123
https://webgate.ec.europa.eu/fpfis/mwikis/aidco/images/4/4e/Final_Report_Annex_B_241110.pdf

[22]   Organisation for Economic Co-Operation and Development (OECD, 2010): Italy. Development Assistance Committee (DAC) Peer Review.
www.oecd.org/dataoecd/54/59/44403908.pdf

[23]   Social Watch coalizione italiana (2010), *Italia. El desmantelamiento de la cooperación para el desarrollo*, http://www.socialwatch.org/sites/default/files/italia2010_esp.pdf

that of cooperation partners can and must increase their collaboration for the sake of economic and social development in disadvantaged nations.[24]

In relation to DE, the only reference in the new law is found in Article 1.4: *"Italy advocates for the education, awareness and participation of all citizens in international solidarity, international cooperation and sustainable development."*[25]

However, Development Education is part of a long-standing tradition. It began in the late 1960s in the wake of the anti-colonial movements and support for the anti apartheid struggle in South Africa. The first large NGOs which became most firmly committed to developing awareness-raising programmes, especially in schools, were both Catholic and secular.

In the 1980s and 1990s, the most relevant issues connected to DE emerged from programmes funded as a direct result of the Italian Law on Development Cooperation (49/87), which gave special attention to issues of poverty, foreign debt and the immigration flow. Especially concerned by the latter, the participation of teachers and private citizens increased considerably, as a consequence of the challenge that the arrival of immigrant minors represented. NGOs organised a significant number of training sessions for teachers; their main objective being to raise awareness in order to capitalise on economic and human resources.

NGOs developed two main ways to present DE:

1) With a "curricular" approach, which states that development education needs to become part of the school's programme of studies.

2) A "non curricular" non-formal approach, which directs educators to implement activities outside school hours.

Currently in Italy, DE is the responsibility of the Ministry of Education, but it does not benefit from a national strategy. This is why local and regional sectors have developed prominent roles, mainly through the work of NGDOs, CSOs and local government, which also funds DE programmes.

In 2009 a project called "Towards a National DE/AR System" was implemented and co-funded by the ministry. In March 2010 the DE Platform organised a seminar on a "General Plan" for DEAR which included the participation of the Ministry of Education, the EC and local assemblies; it also proposed the creation of a national group of multiple interested parties.

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[24] Calogero Massimiliano Caputo (2014): *La nueva Ley sobre la Cooperación italiana para el Desarrollo. Más oportunidades para las empresas privadas internacionales*. La Gazzeta. El periódico del sistema Italia en Guatemala. Guatemala, September 2014

[25] Disciplina generale sulla cooperazione internazionale per lo sviluppo. Legge 11 agosto 2014 , n. 125 Gazzetta Ufficiale Della Repubblica Italiana, 28-8-2014, *Serie generale* - n. 199. P. 1

The term "Development Education" is currently subject to debate amongst educators, due to the "need to deconstruct the concept of development, in order to redefine it within the framework of "Global Citizenship".

Malta

Malta joined the European Council in 1965 and the EU on 1st May 2004. Malta's engagement in development policy mainly emerged after its accession to the EU, although the country had already carried out several development activities in the past, including some GE/DE projects in co-operation with European organisations.

In 2007, the Maltese Ministry of Foreign Affairs published the Overseas Development Policy. The policy also refers to GE/DE, stating that "Malta will strive to allocate a specific yearly budget for NGDO activities dealing with their own capacity-building as well as local development education, awareness-raising and international project implementation." Furthermore, the importance of development education is recognised by saying that "[a development unit within in the MFA] will also be responsible for raising local awareness through Development Education."

However, there is still no action plan to implement the Policy. Also, a national strategy for GE/DE does not exist so far but there are ongoing discussions about it between the NGO platform SKOP and the Ministry of Foreign Affairs.

In the National Report, GE/DE is defined according to the DE Forum 2004 definition: "Development education (…) enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues to personal involvement and informed actions. Development education fosters the full participation of all citizens in world-wide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, human rights based national and international policies." Development Education is the term employed in the Overseas Development Policy, the definition from the DE Forum, as well as throughout the Maltese report.

According to the national report, the main challenges that Malta faces when it comes to GE/DE is "both a weak commitment from institutions and a civil society sector that is not strong enough to lead such initiatives."

Further obstacles include a lack of continuity of GE/DE activities as well as a lack of training opportunities and funding. Regardless of this, GE/DE in Malta has been growing for the past number of years in both the formal and non-formal education sector due to the commitment of educators and NGOs.

Poland

Polish development assistance increased dramatically after the country's accession to the EU. A Strategy for Poland's Development Cooperation was adopted in 2003 and the Ministry of Environment is currently developing a strategy on Education for Sustainable Development. A special strategy on GE/DE does not yet exist.

The Ministry of Foreign Affairs considers development education as part of its ODA programme. The Development of Development Cooperation has implemented two initiatives to support global education projects, however due to budgetary cuts, results are scarce.

The Polish MFA definition states that "*Development education (…) helps to understand how international development is shaped and what factors influence the process. Development education brings the problems of poorer countries closer to Polish society and indicates the relations between Poles and inhabitants of development countries. It should also stimulate a critical conscious thought regarding our own lifestyle and everyday decisions which in the global context influences positively or negatively the life of people abroad. As a result, development education should lead to personal involvement (…) in the process of creating a global society based on principles such as solidarity, equality and cooperation.*"[26].

Public Opinion on World/Development Issues

The 2015 Eurobarometer suggested that Rural DEAR Agenda 2015 participating countries are a very diverse group in terms of perception and of the evaluation of Development Cooperation. This group includes nations with some of the most positive attitudes within the EU towards Development Cooperation, such as Spain, and others with less positive opinions, such as Bulgaria. In general, the degree of approval within this group of countries towards development assistance is lower than the EU average.

For example, while 89% of the population in the EU believes it is important to assist people in developing countries, this opinion is shared by 87% of the participating countries in the DEAR Agenda project. However, this average takes into account significant differences between countries like Bulgaria (72%) and Spain (93%). Italy (90%), Cyprus (91%) and Malta (92%) are above the European average. Also 49% of citizens in participating countries surveyed do not agree with poverty alleviation in developing countries being one of the national government's priorities; this level of disagreement is higher than the European average of 46%. Nevertheless, these respondents are slightly more in agreement (70%) than the European average (69%) with this issue being one of the priorities of the EU.

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[26]   GENE- GLOBAL EDUCATION NETWORK EUROPE: *The European Global Education Peer Review Process National Report on Global Education in Poland. (*2009)
http://gene.eu/wp-content/uploads/Gene_NationalReport-Poland.pdf
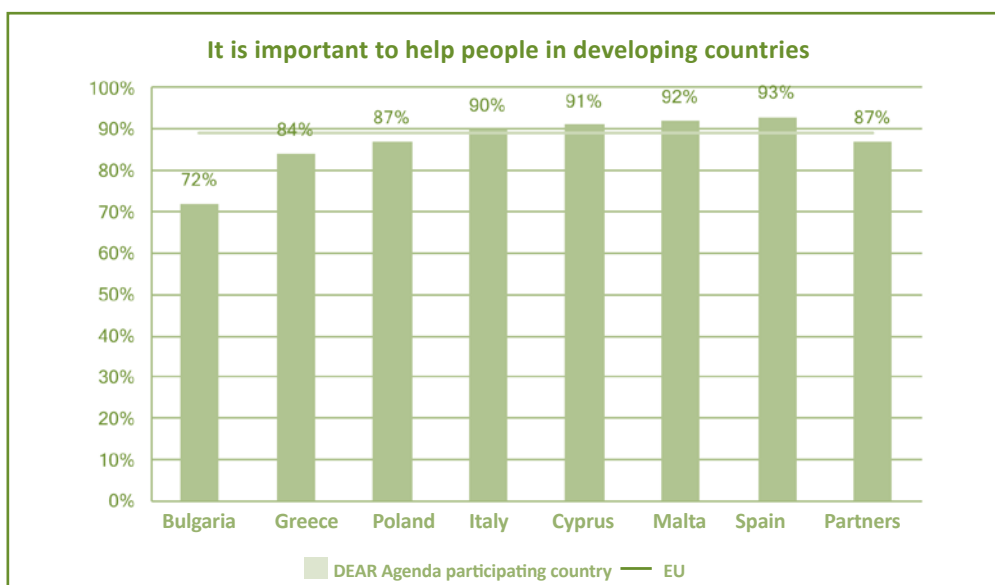
It is important to help people in developing countries

Source: original chart interpretation extracted from Eurobarometer Special Survery 441

Similar results were obtained with a question on whether the EU should increase, keep or decrease its development cooperation commitments. In participating countries, 35% of the population think that promises of assistance should be either maintained or decreased, which represents a higher percentage than that of the EU average (28%). In the EU, 14% of the population thinks that the levels of promised assistance should be reduced.
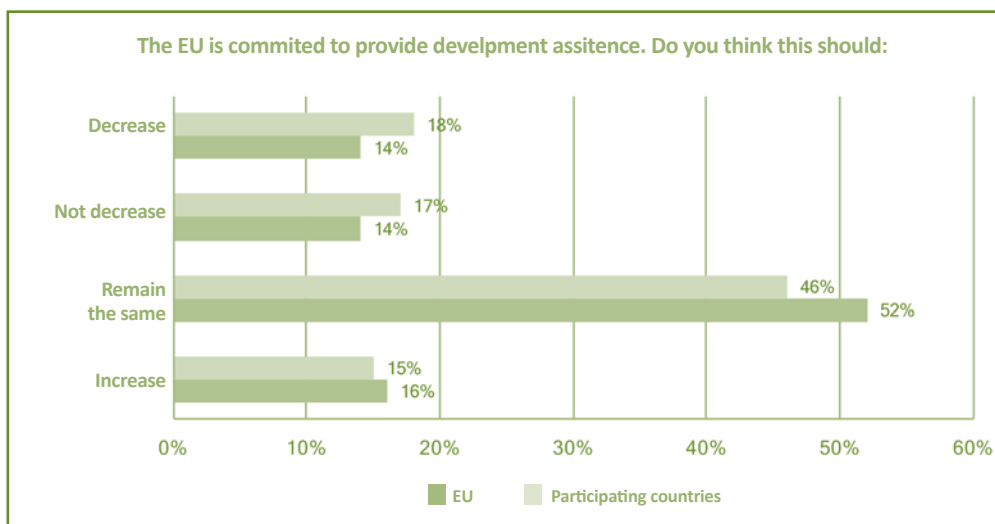
The EU is commited to provide develment assitence. Do you think this should:

Source: original chart interpretation extracted from Eurobarometer Special Survery 441

In general, public opinion amongst the nations included in the survey follows the same trends as the European average. Hence, peace and security are believed to be the main challenges in developing countries, which the ODA should address -both for the population of participating countries as well as in the EU average (42% vs 41% of respondents)-, followed by health (36% vs 34%). It is worth noting the significant difference between participating countries and the rest of the EU in terms of education (29% DEAR countries vs 34% EU average) and in food security (17% vs 24%).
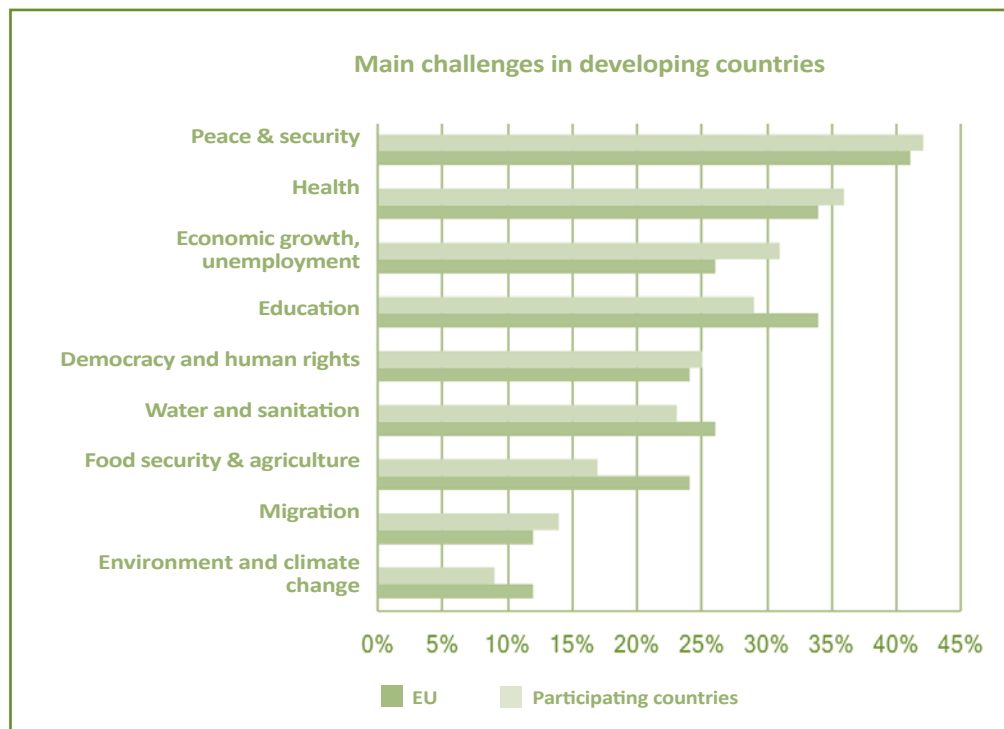
Main challenges in developing countries

Source: original chart interpretation extracted from Eurobarometer Special Survery 441

It could be said that people in the participating countries can be divided into those who agree completely with the idea that individuals can play a role in the fight against poverty in developing countries (47%) and those who disagree (48%). However, we also find significant differences between countries, from Bulgaria with 77% of people feeling there is nothing they can do as individuals, to Malta, with only 28% expressing the same opinion.

Key stakeholders in Development Education

The key stakeholders in DE can be identified along the following categories:

• State institutions: ministries, institutes or government agencies.

• Civil society organisations and NGDOs.

• DE platforms and coordinating fora.

• Teaching professionals and educational institutions.

In each of the participating countries, the level of visibility and development of DE with respect to each of the above key stakeholders is very inconsistent, making generalisation difficult. This is why we will present only a brief description of relevant agents in each country.

In **Bulgaria**, DE receives little state support. However, there is a NGO platform which includes organisations with different objectives. There are 20 member organisations in this platform which focus on DE, gender mainstreaming, environmental issues and sustainability. They have an official connection with ODA policy through their recommendations to the Ministry of Foreign Affairs. These recommendations include both the development of institutional capacity to improve the levels of participation of NGOs in the International Development Council -since their involvement has so far been ad-hoc and mostly in one-off interventions-, as well as the drafting of a legal framework for ODA and the approval of the mid-term programme for international cooperation.

In 2009, a National Forum for Sustainable Development Education was set up, with the support of the Prime Minister and sponsorship from the EU. There is an increasing number of local coalitions, including NGOs and local authorities. These developments are "positive signs for the future", but nevertheless interactions and collaboration between the main education agents and other key stakeholders are still infrequent: *"the problem nowadays is how to coordinate the activities of educational NGOs, how to develop sustainable ways to foster cooperation between NGOs and the local authorities"*.[27]

In **Cyprus**, the key stakeholder is the Ministry of Finance: The Planning Bureau includes development assistance in its remit. Development assistance activities are publicised through flyers distributed by Cyprus Aid in all schools in order to communicate relevant initiatives overseas. The Ministry of Education is responsible for education policy and many DE issues are implicitly present in its educational strategy.

From the 1990s onwards, NGOs have played an increasingly important and influential role. Currently there is a group of NGOs which is very active in matters involving global education, active citizenship, training, MDGs, gender equality, human rights and environmental sustainability. Some NGOs are bi-communal and focus on the resolution of the current political problem in the island in order to advocate for reconciliation between Cyprus' two communities.

The Cyprus NGO Development Platform is based on a Memorandum of Understanding and a Foundation Charter, signed in 2009 between its two constituent member platforms, the Cyprus NGO Network in the Turkish Cypriot community and the Cyprus NGO Platform 'the Development' in the Greek Cypriot community.

It is made up by 25 organisations from all over the island. This agreement, along with its Foundation Charter, are the foundation of CYINDEP, which seeks to bring together all NGDOs working on international development and global active citizenship, in order to assist them in increasing their capacity, improving the efficiency of their work and advocacy initiatives, as well as help them to make their work in the network -locally as

[27] North-South Centre of the Council of Europe (2011): *Key Findings and Recommendations from the Country Reports on Global Education Bulgaria, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia, Slovenia*. European Commission–EuropeAid Co-operation Office and the North-South Centre of the Council of Europe, 2011
https://www.coe.int/t/dg4/nscentre/Resources/Publications/Summary_Country_Reports_GE_Seminars2011.pdf

well as globally- more efficient. CYINDEP is a member of the European NGO Confederation for Relief and Development (CONCORD) and an associate member of TRIALOG V.

In **Spain** the passing of the International Cooperation Law (Law No 23/1998 of 7th July), provided a general legal framework for development cooperation, in which development education is considered one of its components. From that date on, the Ministry of Foreign Affairs, has through different programmes developed initiatives which have resulted in the consolidation of development education as a key focus of action for Spanish cooperation. The most significant ones include the integration of DE in the General Strategy for Spanish Cooperation 2004-2008 and the procedural effort involved in the establishing of its remit. Subsequently, the Spanish Cooperation Strategic Plan 2009-2012 introduced development education as one of its strategic areas, thus increasing its relevance further. At the same time, this plan put forward a series of proposals (i.e. the setting up of a trans-territorial DE working group which advocates for coordination between statutory, regional and local stakeholders, supports research and evaluation within DE, and the creation of a specific unit within the Spanish Agency for International Development Cooperation, AECID), which, if implemented, will represent significant progress in development education.

In Spain there are a number of NGDOs which focus their work on DE. The NGDO Statutory Coordinating Committee is a NGDO network which has been in existence since 1986, bringing together 76 development NGOs and 17 autonomous NGOs; in total about 400 organisations are members of the central committee. The Coordinating Committee includes a *social advocacy and citizenship education committee* which operates in three areas: communications, social campaigning and global citizenship education.

The status of the DEAR Agenda in **Greece** is relatively underdeveloped in comparison with other European countries. At the level of institutions, DEAR has only been officially recognised by the Ministry of Foreign Affairs and, before the crisis, NGOs used to receive a small amount of funding support from Hellenic Aid as part of the national ODA budget. Since 2009, this funding has practically stopped altogether.

In the formal education system, Global Education is lagging behind, and far from being incorporated into the curriculum alongside conventional subjects. There is neither a formal national strategy for DE/GE nor a budget available to support non-formal initiatives; therefore, the role of the Ministry of Education is limited to authorising extracurricular educational materials prepared by other DE stakeholders relevant to the formal studies sector.

Among Civil Society Organisations (CSOs), there are three categories of DEAR stakeholders: NGDOs, other non-governmental organisations working in Global Education (whether they identify themselves as such or not), and grassroots organisations that implement DE activities without necessarily identifying them as such.

NGDOs are members of the Greek NGDO Platform and have set up a DE working group. This working group has not developed very successfully, due to a lack of resources and clear, common objectives and interests. In 2007 a strategy was drafted and priorities

for 2008-2009 were set, but no follow up was completed. There is currently renewed interest by CSOs (both traditional NGDOs as well as non-traditional ones) in reviving a working group which can go beyond the main issues currently at the centre of each organisation's work.

The Ministry of Foreign Affairs and International Cooperation in **Italy** is the structure responsible for DE in Italy and it allocates a budget to DE as well as to awareness-raising, even though the level of funding is very low. On the other hand, Italy does have an Education Platform for Global Education, which has in the past few years highlighted a lack of understanding on the part of the government. Involvement in voluntary organisations is strong and dynamic across regions; in addition to regional NGO platforms there are regional working groups and the NGDOs have considerable experience in the work of coalitions at a grassroots level (in which they are involved with universities, unions and local authorities).

Different regions and local municipal districts implement a number of DE activities, but there is no coordination between the Ministry and these municipal districts around policy and funding for DE.

Universities are also currently integrating topics connected to international cooperation and peace culture into their programmes. However, in this case there is no adequate coordination between educators and NGOs either; which, in addition to the lack of shared work spaces, limits the possibilities for joint reflection and for developing joint activities.

According to the National Report[28,] there is still a lack of support by governmental structures in **Malta** in connection with GE/DE. Even though development education is specifically mentioned in Malta's Foreign Development Policy (MAE, 2007), it is Malta's Ministry of Education (EM) which has really been involved in DE/GE activities since its Director for educational curriculum and development was appointed as national coordinator for the North-South Centre of the European Council in the European Week of the School in 1999. The ME acknowledges the importance of GE/DE and, having been represented at a national seminar, it took an important step to draw government agencies closer to an initiative towards the development of a national strategy for DE.

SKOP, the NGDO network in Malta, has also organised for the past five years a yearly seminar on development education. There are also several NGOs that implement GE/DE projects within both official and unofficial educational structures. Among them, KOPIN addresses the issue of North-South cooperation, development education and global citizenship and the promotion of everything that involves development issues. There are also NGO programmes which have a particular focus on young people. Collaboration among the different GE/DE stakeholders does not take place regularly, but only in the joint organising of particular activities. The role of local authorities in GR/DE has been acknowledged, although for the time being their support has not come forward in a practical manner.

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[28] North-South Centre of the Council of Europe (2011): p. 12

In **Poland** the Ministry of Foreign Affairs plays a central role at governmental level, as it includes development education in its assistance programme. With the creation of the Department of Development Cooperation, it has introduced a special support scheme for development education projects, specifically through a subsidy programme.

One of the DE priorities of the Ministry of Foreign Affairs is the Formal Education System. This involves not only ad-hoc activities, but also interventions at the structural level of education and methodology: teacher training, design of resources, etc. Another priority are activities targeting students, universities and academic circles. The Ministry also advocates for cooperation among schools and NGOs that have an understanding of GE.

The participation of the Ministry of Education in development education is also increasing. The most significant form of progress has been made in the integration of development education into the school educational programme as a cross-curriculum theme. This was accomplished as a result of close cooperation with the NGO sector and the Ministry of foreign Affairs. Other stakeholders that demonstrate an interest in advancing development education in Poland are the Ministry of the Environment, which manages a Strategy on Education for Sustainable Development and the Ministry of Finance, which is addressing issues around Corporate Social Responsibility.

The Zagranica Group is the national NGDO network in Poland, in existence since 2001. This platform has played a key role in the mainstreaming of development education and policies of awareness-raising and organisation in Poland. On the other hand, Polish universities are slowly opening their doors to development issues, such as the "Peace and Development Studies" programme in the Tischner European University in Krakow. There have also been early discussions with local authority representatives, who could potentially play a significant role in the implementation of development education.[29]

Development Education in Formal Education

In general, DE is seldom included in formal education programmes in the countries surveyed in this study. It is not included in formal educational curricula either, even though many of these countries express an intention on behalf of their formal institutions to integrate DE into their study programmes. In the best case scenario we find DE present as a cross-curricular theme, or being part of a subject such as citizenship education or social sciences. Development education is usually implemented by NGDOs in a non-formal way, mostly addressing the general public and only in some cases focusing on school-age audiences.

In the formal education sector in **Bulgaria** GE/DE is not part of the curriculum. Citizenship education, as a collection of different curricular subjects, does include some of the thematic units part of GE/DE, such as human rights, active citizenship, etc. While other subjects, such as Geography, Economics, Philosophy, History, etc., integrate DE into

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[29] North-South Centre of the Council of Europe (2011): p. 20-21

their study programme, although through sporadic attempts carried out mostly by open-minded, innovative teaching staff and managers. Recently, along with Citizenship Education, Health Education, Sustainable Development Education and Intercultural Education are also included in the text of a bill draft for a new Education Law still under discussion. There is still some work to be done by CSOs and the Ministry before GE/DE are included in such new legislation.[30]

In the tertiary education sector, development and global issues are part of the university curriculum in different courses, although until now there is no specific course or Master's degree in GE/DE [31.] The aspects of GE/DE which have been best developed in Bulgarian universities are intercultural education, human rights education and citizenship education and the least developed are development education, peace education and sustainable education.

GE/DE-specific programmes and materials are not common in teacher training. Normally GE/DE is In this sense, the situation in **Cyprus** is similar. There is a general lack of training and resources in DE for schools and teachers. However, GE is beginning to receive support from policy makers in the education sector. For instance, the values statement in the curriculum makes reference to the importance of educating young people in democratic values, a respect for the dignity and individuality of each person and the respect for the opinion of the majority. It also encourages the development of skills fostering active participation in decision-making processes, as well as cooperation and personal responsibility.

The curriculum in Cyprus offers many opportunities for the promotion of principles and values of global citizenship. For instance, within the curriculum for civic education, there is a direct reference to social justice and human rights at a global scale, with a special focus on the following:

> *"in order to understand relationships between individuals and local communities with the global community...in order to adopt a responsible attitude in front of global issues such as poverty, unemployment, social exclusion, environmental, social and racial destruction, racism, social inequality, educational inequalities, etc. In order to critically assess issues pertaining freedom, peace, equality, justice, human rights, and the obligations of society. To strengthen national and cultural identity, through awareness and respect for diversity".* [32]

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[30] North-South Centre of the Council of Europe (2013): *South-East Europe & Mediterranean Regional Seminar on Global Development Education. CONCEPT PAPER*. Ljubljana, Slovenia , 4th – 5th December 2013
http://www.nscglobaleducation.org/images/Resource_center/2013_SEE-Med-regional-seminar-concept-paper.pdf

[31] North-South Centre of the Council of Europe (2011): p. 25

[32] Bourn, D. (2015): *Global Citizenship & Youth Participation In Europe*. European Commission, Project Number: 2014-1-UK01-KA200-001841 p. 31-32
http://discovery.ucl.ac.uk/1475443/1/SFYouth_Transnational%20Report_final%20docx%20(002).pdf

The Ministry of Education has a policy on environmental education and sustainable development. In 2015, one of the main national educational objectives was the study and protection of the natural environment. Each school was asked to design and implement its own plan of action to promote sustainable development education.

Sustainable development education has also recently been integrated into pre-primary and primary education, and it is expected to be integrated into the secondary education curriculum at a later stage. The themes included in SDE (sustainable development education) are nutrition (agricultural production, use of land resources, food handling), energy issues, lack of access to water, deforestation, climate change, waste disposal, production and consumerism, the use of natural resources, sustainable tourism and urban development.[33]

In **Spain,** DE and the continuity of its strategy at a formal level is challenged by the transitory nature of education legislation, which changes with successive governmental administrations. For instance, the Constitutional Law 2/2006 of 3rd May in Education (LOE) generated an opportunity to begin addressing DE from the perspective of Citizenship Education, in some primary, secondary and tertiary education courses. This subject, as well as those subjects involving ethics and civics, disappeared from the curriculum with the revoking of the law, in favour of Constitutional Law No. 8/2013 of 9th December, for improvements in the quality of education (LOMCE).

In terms of university education, the Conference of Rectors of Spanish Universities (CRUE) has pushed forward the development cooperation agenda in the last few years. A report by the Spanish Commission of International Relations (CEURI), ratified in Cordoba on 3rd of March 2000, identifies amongst its directives the promotion of development education in the university education sector. There are several Masters-level courses on development education or citizenship education available at different Spanish universities.

In **Greece**, global issues, particularly global citizenship, are part of the UN/UNESCO Decade Education for Sustainable Development (ESD) programme and it has a specific unit within the Ministry of Education. ESD includes three main areas of focus: environment, health and cultural education. In each of the 56 education districts this programme is implemented through one unit (generally there is one member of staff hired for 4 years, two people in the three largest districts) who implement a yearly theme (energy and quality of life for the 2009-2010 period, human resources in 2010-2011), promoting relevant topics (in primary schools) and cross-curricular themes (1-2 hours per week).

The Ministry of Education offers teacher training carried out by NGOs such as WWF, Action Aid and SOS Mediterranee, via the ESD unit of the Ministry of Education. Each unit identifies the teachers' needs through questionnaires and then plans accordingly.

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[33] Bourn, D. (2015): ibid p. 35

Once the unit has a general understanding of the different ideas for projects, assistance is provided to teachers by grouping their suggestions and ideas by themes and matching them with training opportunities. The resulting projects are then presented at the different schools and sometimes in public venues.

In **Italy** the Ministerial Decree 139/20073 states that key citizenship competencies must be acquired by the time pupils reach the end of compulsory schooling. Circular 86/20104 sets directives for citizenship education in Italy. Citizenship and the constitution are defined as essential learning objectives for all schools. It communicates an integrated dimension involving subjects such as history, geography and social sciences, and a cross-curricular dimension in all other subjects and disciplines.

The Chamber of Deputies recently approved "Buona Scuola", a new reform of the decree law involving schools (23th July 2015, No. 107). Its objectives include "*the development of skills in connection with active and democratic citizenship, the upholding of intercultural education and peace, respect for difference and intercultural dialogue; taking responsibility and care for common goods; to be respectful of rights and duties; to strengthen knowledge of economic, legal and financial agents, and education with an entrepreneurial spirit"*. However, even though the objectives centre on participation and global citizenship education, there is no clear guideline as to how to integrate this into teaching practice or about its inclusion in the curriculum.

In addition, in Italy national guidelines for pre-primary, primary and secondary education issues by the Ministry of Education, University and Research (MIUR) in 2007 addressed the need to include "global education" in the Geography and History curriculum, yet DE is not officially recognised.

At present, GE/DE is not officially included in the education curriculum in **Malta**. However, the New Curricular Framework (NCF) includes a series of key concepts, among which Sustainable Development Education is present as a cross-curricular topic and Citizenship Education is a specific learning topic.

Development Education in the formal education sector including schools, universities and institutes is limited to NGO projects and teaching staff who are highly motivated. In general, these courses are short in length and, although they do present positive outcomes, these are merely isolated experiences. Unfortunately, the education system is still far from "preparing citizens for today's challenges".

On the other hand, the Ministry of Education collaborates with the Council of Europe and especially with the Education for Democratic Citizenship programme, in teacher training, including 2-3 days of training on citizenship every year.

The Ministry of Education spends its most significant efforts in tackling xenophobia. It therefore has developed a programme of social and European studies which includes subjects to combat racism and xenophobia. Its Humanities section provides guidelines for the media to address racist propaganda.

In **Poland** the Ministry of Education, in collaboration with the Ministry of Foreign Affairs and the NGO sector have integrated Global Education (GE) into the school programme as a cross-curricular subject in the context of the education reform. Global Education (GE) has been driven forward since 2004 and is now well integrated into the curriculum and the whole education system. GE is seen mainly as part of citizenship education:

Global Education is part of civic education; it expands its reach through raising awareness about the existence of global interdependence. Its main objective is to prepare students to address the challenges faced by humankind. (Memorandum of understanding on the strengthening of Global Education, 2011).

Notwithstanding the above, Poland's report reminds us that "the new study programme does not immediately change the attitudes of the school towards development education or its implementation."[34] Even though GE has been integrated into the curriculum at a general level, there is a significant lack of understanding, knowledge and competencies among teachers in relation to the implementation of a high-standard GE in the education system.

The Development Education Centre (formerly National Centre of Active Educators) is an organisation under the remit of the Ministry of Education which delivers a teacher training project on GE/DE. In addition, the Ministry of Education organises an annual "Open Doors" competition which encourages schools to carry out projects in collaboration with NGOs.

Main Development Education Activities

Development education activities in participating countries are usually one-off events implemented by NGDOs and in the majority of cases these are awareness-raising activities. It is precisely this lack of continuity and planning within a timeline which becomes an obstacle for these activities to ever form part of an education process proportionate to development education or global citizenship.

In addition, some CSOs carry out activities which can be considered DE, even though they may not use this term, and their stakeholders may not identify them as such. This is common among civil society movements, youth groups, communal groups, and other civil society initiatives (such as communal allotments, exchange networks, community radio, consumer cooperatives, etc.), which often have better continuity than formal DE interventions by NGDOs.

DE projects and activities usually have limited funding opportunities in participating countries; it is more common for these to access low-level yearly funding support through a tender call organised by the Ministry of Foreign Affairs (i.e. Spain, Poland) or the Ministry of Education in their country. The call organised by Europeaid for non-statutory stakeholders is another source of funding for DE projects which had experienced very good results, but this is not accessible for many smaller organisations.

[34] North-South Centre of the Council of Europe (2011): p.24

Another common phenomenon amongst participating countries is that the majority of NGDOs focus their work around urban centres, which has as a direct consequence in that the bulk of programmes are implemented in cities and not in rural areas. In these areas, however, there are smaller organisations which often encounter difficulties to source funding, precisely due to their size and financial capacity.

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IV. Analysis of findings

4.1. PUBLIC OPINION SURVEY

José María Marbán Prieto

Luis Torrego Egido

One of the guiding principles of the Rural DEAR Agenda project is that of shifting our perspective towards the active participation of citizens, specifically those living in or near small and medium-sized rural areas, in social transformation through development activity.

Such participation should be based on commitment, commitment which is only possible to achieve from a starting point of an awareness of need, usefulness, relevance and responsibility: the need for the participation of everyone in a common project, the usefulness of all contributions - big or small - from large urban areas or smaller rural ones, the relevance of every initiative, every action, every positive contribution to a more supportive world and the responsibility we have as citizens as caretakers of our collective resources.

In this context and with this purpose in mind, the DEAR project establishes as one of its two general objective the following:

> *To contribute to a change in social attitudes towards sustainable development (including issues relating to responsible and ethical consumption, ethical recruitment practices and fair trade) and to support the Strategy beyond 2015 in rural European areas.*

To speak of change suggests both an initial and final state in which the latter will of course be different from the former. Therefore, it is essential to begin working on this general objective from a starting point of a clear analysis of the current condition, an analysis that takes shape in this project in Activity 1.1, designed to enable a detailed analysis of development education (DE) in order to learn from practice and discover possible successes and failures in DE methods along with their impact in each of the contexts which make up the project. This assessment counts upon first, a specific analysis of public opinion on key issues related to DE, analysis supported by data from a questionnaire distributed in rural areas within the networks of projects collaborators and considers four main areas:

1.- Perception of global condition: main causes and problems, focus of interest and concern.

2.- Understanding and appreciation of international cooperation as a tool to fight poverty and promote global development; self-perception and understanding, prioritising of key areas and actions, conceptualisation of international cooperation and action to be undertaken to reduce problems in impoverished countries.

3.- Personal attitudes, commitment to and participation in development activity; type of activity and frequency, influence on decisions.

4.- Socio-demographic data: sex, nationality, age, occupation and level of education.

Methodology

The complex social phenomenon being observed, and the conditions in which such study must be carried out, just as the type of tools used to gather information laid out *a priori* for the treatment of a large scale sample, places us at a methodological starting point which can be framed in the context of non-experimental or "ex post facto" study and more specifically, it amounts to a descriptive study of the survey.

This type of study, on the one hand, gathers information from responses to discrete questions which have been developed *a priori specifically for target audiences, and on the other, the answers allows the outlining of response patterns or behaviours for a wider simple of the population, of which respondents constitute just one significant sample.*

Once the methodology has been decided upon, based on the end goal and the contextual conditions, including relatives in terms of technical feasibility, the next step focuses on the selection of the instrument type for gathering data for the analysis envisaged in Activity 1.1. In this case, we chose a questionnaire, an instrument defined by Sierra[35] (1995, p. 305) as "a combination of questions, carefully prepared, about the facts and issues of interest in a sociological investigation to be answered by the population or a sample thereof to which the study has been extended". In this sense, the associated questionnaire has been conceived to gauge the pulse of public opinion with regards to Development Education (DE) in rural areas, following in the footsteps of Fondevila and del Olmo (2013, p. 117) for whom a questionnaire "is an instrument for obtaining information consisting of a collection of questions or items drawn up by its creators and which serves to gather necessary information: facts, opinions, attitudes, motives, trends, knowledge, etc."

As with any such instrument, the questionnaire presents advantages and disadvantages, indicating among others, what McKernan [36] (1996, p. 149) establishes:

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[35] Sierra, S. (1995). *Técnicas de investigación social. Teoría y ejercicios*. Madrid: Paraninfo.

[36] McKernan, J. (1996). *Curriculum Action Research: A Handbook of Methods and Resources for the Reflective Practitioner.* London: Routledge.

ADVANTAGES	DISADVANTAGES
1.- Easy and quick to complete. 2.- Provides direct responses. 3.- Information is quantifiable. 4.- Can quickly tap responses of large numbers of people.	1.- Takes time to analyse. 2.- Responses may not be truthful. 3.- Respondents try to produce the 'correct response'. 4.- Time-consuming to prepare good items. 5.- Completion depends on literacy.

Table 1: Advantages and disadvantages of the questionnaire. Source: McKernan (1996, p. 149)

The questionnaire designed is based on the principles of parsimony and simplicity, maintaining the four advantages outlined by McKernan and minimising such disadvantages. Thus, questions have been formulated to reduce time for tabulation and analysis without affecting the collection of relevant information. Questions and answers have been outlined trying to avoid the phenomenon of aquiesence as well as social desirability, instead using items from previous local, regional, national or international studies –with necessary adaptations- and language which is sensitive to the communicative competencies of those potentially participating in the study.

In terms of the type of questionnaire chosen, Sierra (1995, p. 305) distinguishes between three types of questionnaire: a simple questionnaire, interview and sociometric scales. In the first, questions are written and must be read by the respondent in order to provide a written response. Apart from the respondent, nobody else intervenes. In interviews, people are prepared to deliver questions to respondents, taking note of answers given. In sociometric scales, a numeric value is attributed to questions or answers, allowing quantitative coding and to a certain extent a measurement of the level reached in each case the attitude or aspect investigated.

In our case, we opted for a mixed questionnaire, in which all questions were already outlined and the respondent did not need to write but rather tick or select from options provided, some of which corresponded to values of a scale and others identifying which option(s) best matched the respondent's point of view.

McKernan (1996, p. 146) presents the following types of questionnaire: mail (postal) questionnaire, the group administered questionnaire and the personal contact questionnaire. In the first type, a pre-determined set of written questions are sent, which the respondent completes and returns. In the second type, a group of respondents are brought together in one place to complete (the inquiring researcher may or may not be present). The third type is where the researcher contacts the respondents and has them complete the questionnaire, or where the research situation is treated as an interview in which the researcher asks questions and records answers in the presence of respondents.

In our case, given the complex geographical distribution of the populations under study and the diversity in terms of available resources in each of the participating countries to carry out the proces of distributing questionnaires, the second option was chosen, having taken the following measures:

1.- The questionnaire was translated into each of the official languages of the project participating countries, beginning initially in English and a joint discussion on the terminology used to avoid different interpretations.

2.- The questionnaire was prepared both in print form as well as an online version allowing respondents to choose their preferred method depending on their individual circumstances in each context. For those opting to complete printed questionnaires, each participating country was responsible for subsequently compiling data with tabulation being automatic in the electronic version.

With the style of questionnaire decided upon, we move to briefly describe the developmental phases undertaken, which perfectly match those outlined by McKernan (1996, p. 147):

1. Deciding what the problem really is and what information is required to provide answers.

2. Deciding what type of questions to use.

3. Writing a first draft of the questionnaire.

4. Piloting the draft questionnaire with a sample of respondents.

5. Revising the questionnaire on the basis of criticism.

6. Administerign the questionnaire.

7. Analysing and interpretinf the returned questionnaires.

8. Writing the final report of the inquiry.

Phase 1 was initially predetermined by the scope of the project itself and the attainment of such objectives, even though there were various meetings between expert members of the project to clearly define the direction for the instrument to be designed.

Phase 2 has already been partially described in relation to the principles of parsimony and simplicity, just as decisions taken to minimise any inherent disadvantages or obstacles in a questionnaire. Phases 3 and 4 were carried out in a small group of experts and in a large group of project members during a gathering held in Fuensaldaña in May 2015 respectively, establishing in the same meeting that the period of action for Phase 6 would need to take place between June and July 2015. This phase would clearly need a sample procedure to be carried out, bearing in mind both the objectives to be covered in the

questionnaire as well as the environmental conditions in terms of accessibility to the target population. Thus, the conditions making up the fact sheet of the public opinion survey were fixed and are described below:

Fact Sheet

Universe:

The selection of people surveyed (sample) was taken from a population consisting of citizens of 16 years of age and older, registered or included in censuses in the rural European áreas below.

Population:

Citizens from the selected universo restricted to the following areas:

Bulgaria: Northwest Region NUTS III BG31

Cyprus: Idalion Municipality

Greece: Thessaly Region

Italy: Molise Region

Malta: Zejtun, Rabat, Birgu, Bormia and Isla

Poland: Lodzkie Region

Spain: Province of Valladolid (excluding urban areas)

Size of the sample (designed or theoretical): 2800

Sample design: Mixed method multi-stage sampling: a convenience sample to determine primary units (conglomerates/council areas) and a quota sample to select final units (individuals). Quotas were primarily defined on the basis of representative criteria based on age, the main distinguishing variable, using weighting coefficients which gave the a greater weight to younger sectors or strata. Age strata identified varied between 16 and 74 years of age and are as follows: 16-24, 25-34, 45-54, 55-64 and 65-74.

Sample error: For a level of certainty of 90% and P = Q, the error is ±5% for each country and ±1.8% for the combination of an entire town (as simple random sampling has not been used, the size of the estimated theoretical sample for that eventuality was increased by one factor to 1.5 to compensate for the effect of quota sampling).

Date of execution: 15 June 2015 - 30 July 2015[37]

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[37] As will be explained later, it was necessary to establish a second period to complete quotas in time-limited situations.

TABLE 1 – NUMBER OF QUESTIONNAIRES TO BE COMPLETED IN EACH COUNTRY AND FOR EACH AGE INTERVAL			
(the red column to the left indicates proposed deliberation coefficients for each age range)			
		SAMPLE UNITS (PEOPLE TO BE INTERVIEWED)	OBSERVATIONS
1.8	16-24	120	For each country to bear in mind: The values to the left should be equitably distributed between local areas selected to participate in the project, so that a similar number of questionnaires for each age interval should be given to each of these areas, also bearing in mind that these final quotas should be balanced in terms of the gender variable.
1.2	25-34	80	
1	35-44	66	
0.8	45-54	54	
0.6	55-64	40	
0.6	65-74	40	
Total		400	

The complexity and diversity of individual contexts in each participating country to administer questionnaires, as previously mentioned, provoked some minor incidences in Phase 6. These were brought about by lack of access to the requisite simple units, primarily to younger people, which necessitated a prolonged period of distribution of questionnaires and gathering of data. As such, the month of September was included to maximise the beginning of the new school year as a means of reaching sample subjects in the aforementioned age range.

Once the process of gathering information and the data obtained has been checked for errors, the final result, which constitutes the actual or reached sample, does not differ greatly from the theoretical sample and is described in the following form:

NUMBER OF PLANNED QUESTIONNAIRES		TOTAL COMPLETED				
Age	N	N	Men	Women	Men	Women
16-24	840	797	359	438	45,0%	55,0%
25-34	560	568	252	316	44,4%	55,6%
35-44	462	493	247	246	50,1%	49,9%
45-54	378	460	219	241	47,6%	52,4%
55-64	280	356	177	179	49,7%	50,3%
65-74	280	352	183	169	52,0%	48,0%
	2800	3026	1437	1589	47,49%	52,51%

As can be seen above the total number of questionnaires analysed exceeded the number originally anticipated, which accommodates the compensatory effect that the sample size exerts on quota sampling and on that previously discussed, thus maintaining the established sample margin of error for global analysis. At the same time a reasonable balance can be seen in terms of the sex of participating subjects across all age ranges as well as a weight in each of these ranges close to that which was established in the original design with a level of discrepancy which by its magnitude does not distort the original goal of the representation analysed of the various age intervals. Thus, taking the interval 35-44 as a reference for weight 1, the remaining intervals present the following relative weights:

INTERVAL	INITAL ANTICIPATED WEIGHT	ACTUAL SAMPLE WEIGHT
16-24	1.8	1.6
25-34	1.2	1.2
35-44	1.0	1.0
45-54	0.8	0.9
55-64	0.6	0.7
65-74	0.6	0.7

In relation to the actual sample for each country, the results are as follows:

BULGARIA						
Number of planned questionnaires		Total completed				
Age	N	N	Men	Women	Men	Women
16-24	120	110	59	51	53,6%	46,4%
25-34	80	84	38	46	45,2%	54,8%
35-44	66	80	35	45	43,8%	56,3%
45-54	54	78	26	52	33,3%	66,7%
55-64	40	41	20	21	48,8%	51,2%
65-74	40	55	34	21	61,8%	38,2%
	400	448	212	236	47,32%	52,68%

CYPRUS						
Number of planned questionnaires		Total completed				
Age	N	N	Men	Women	Men	Women
16-24	120	142	60	82	42,3%	57,7%
25-34	80	98	40	58	40,8%	59,2%
35-44	66	71	33	38	46,5%	53,5%
45-54	54	61	28	33	45,9%	54,1%
55-64	40	45	20	25	44,4%	55,6%
65-74	40	40	20	20	50,0%	50,0%
	400	457	201	256	43,98%	56,02%

SPAIN						
Number of planned questionnaires		Total completed				
Age	N	N	Men	Women	Men	Women
16-24	120	132	53	79	40,2%	59,8%
25-34	80	77	34	43	44,2%	55,8%
35-44	66	70	40	30	57,1%	42,9%
45-54	54	58	28	30	48,3%	51,7%
55-64	40	51	23	28	45,1%	54,9%
65-74	40	41	21	20	51,2%	48,8%
	400	429	199	230	46,39%	53,61%

GREECE						
Number of planned questionnaires		Total completed				
Age	N	N	Men	Women	Men	Women
16-24	120	120	48	72	40,0%	60,0%
25-34	80	84	35	49	41,7%	58,3%
35-44	66	69	32	37	46,4%	53,6%
45-54	54	55	29	26	52,7%	47,3%
55-64	40	40	24	16	60,0%	40,0%
65-74	40	43	24	19	55,8%	44,2%
	400	411	192	219	46,72%	53,28%

ITALY						
Number of planned questionnaires		**Total completed**				
Age	N	N	Men	Women	Men	Women
16-24	120	128	65	63	50,8%	49,2%
25-34	80	94	47	47	50,0%	50,0%
35-44	66	79	46	33	58,2%	41,8%
45-54	54	64	39	25	60,9%	39,1%
55-64	40	52	33	19	63,5%	36,5%
65-74	40	49	26	23	53,1%	46,9%
	400	**466**	**256**	**210**	**54,94%**	**45,06%**

MALTA						
Number of planned questionnaires		**Total completed**				
Age	N	N	Men	Women	Men	Women
16-24	120	60	30	30	50,0%	50,0%
25-34	80	63	32	31	50,8%	49,2%
35-44	66	54	27	27	50,0%	50,0%
45-54	54	75	38	37	50,7%	49,3%
55-64	40	86	41	45	47,7%	52,3%
65-74	40	95	42	53	44,2%	55,8%
	400	**433**	**210**	**223**	**48,50%**	**51,50%**

POLAND						
Number of planned questionnaires		**Total completed**				
Age	N	N	Men	Women	Men	Women
16-24	120	105	44	61	41,9%	58,1%
25-34	80	68	26	42	38,2%	61,8%
35-44	66	70	34	36	48,6%	51,4%
45-54	54	69	31	38	44,9%	55,1%
55-64	40	41	16	25	39,0%	61,0%
65-74	40	29	16	13	55,2%	44,8%
	400	**382**	**167**	**215**	**43,72%**	**56,28%**

As we can see, the level of adjustment between the theoretical sample and the final or actual sample obtained varies between countries, indicating represententativeness above 10% of some age ranges in the case of Bulgaria, Cyprus and Italy and of underrepresentation of the highest age range in Poland. In any case, this data does not essentially alter the analysis, the purpose or the precision of the estimates that can be undertaken by countries but, rather, highlights the level of representation of each age group in the local sample which should be kept in mind when interpreting results and drawing conclusions in regard to the design of policies or intervention.

Analysis of findings

Phase 7 involves the analysis of findings, analysis which was carried out using three different approaches and techniques in according to the purpose and anticipated scope of each of them. Moreover, in this report we will only show the analysis carried out on the total sample and not that of each country, although this differentiating variable should be taken into account in the second of the proposed analyses.

Descriptive analyses

This first type of analysis grants us a first overview of the reality being studied supported by elements of graphic representation, in tables and values of centralisation and dispersion. It is undoubtedly a fundamental element of an exploratory nature with regards to a survey of public opinion.

Socio-demographic data

As can be seen in the graph below, there is a very even sample distribution in relation to the gender variable, just as was hoped for and outlined in instructions for the carrying out quota sampling, while presenting a ratio of men/women equal to 0.9, very close to the ratio of 0.96 established by IndexMundi on the European population.

Distribution by Gender

Men 47%

Women 53%
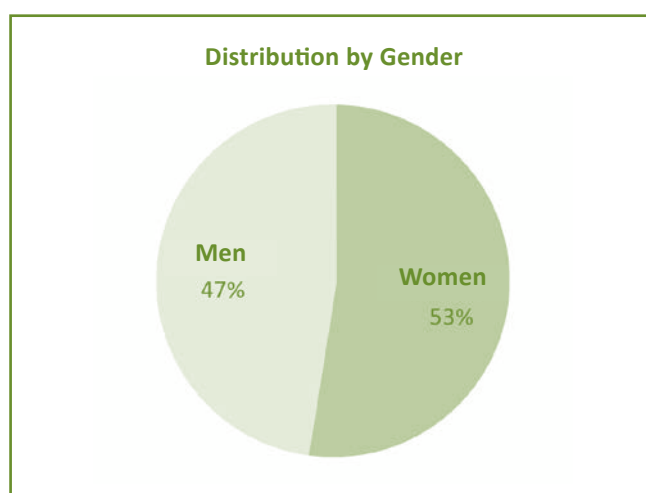
Source: Original compliation

In terms of the highest level of studies attained by questionnaire respondents, this can be considered to be quite high, in that more tan 80% have reached higher education or above, while just 6% had only completed primary education or below.

Educational Attainment

- Pre-School Education
- Secondary Education
- High School Graduate
- Primary Education
- Higher Education (>16 years)
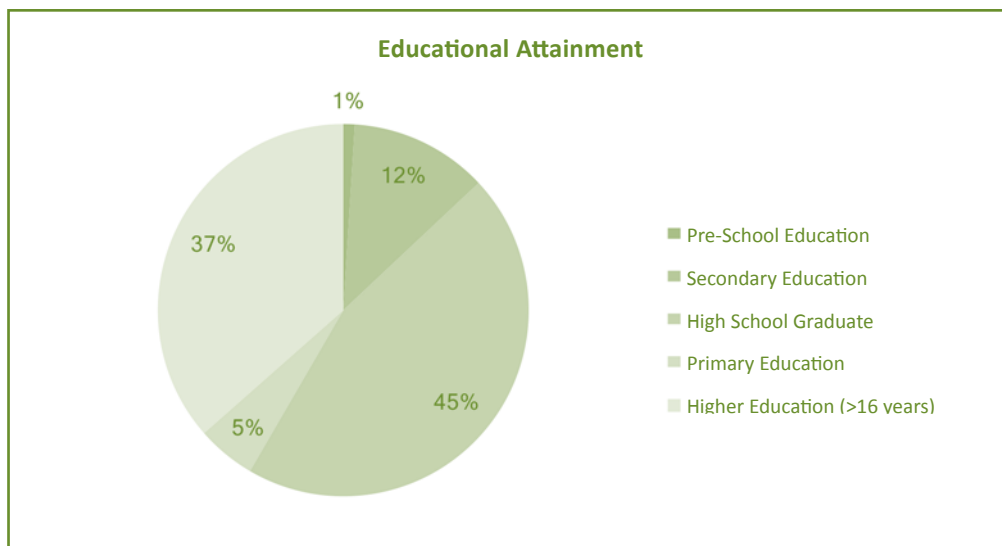
Source: Original compliation

Such data is striking bearing in mind the established span of age ranges and the geographical distribution of the participating group in rural areas, although it is necesary to take into account the most recent Eurostat data on education in Europe and in particular, that compiled in the following table, which demonstrates that these values do not differ from the global reality in intermediate age ranges:

Population with secondary education or above, by age and gender EU-28, 2015

Women　Total　Men
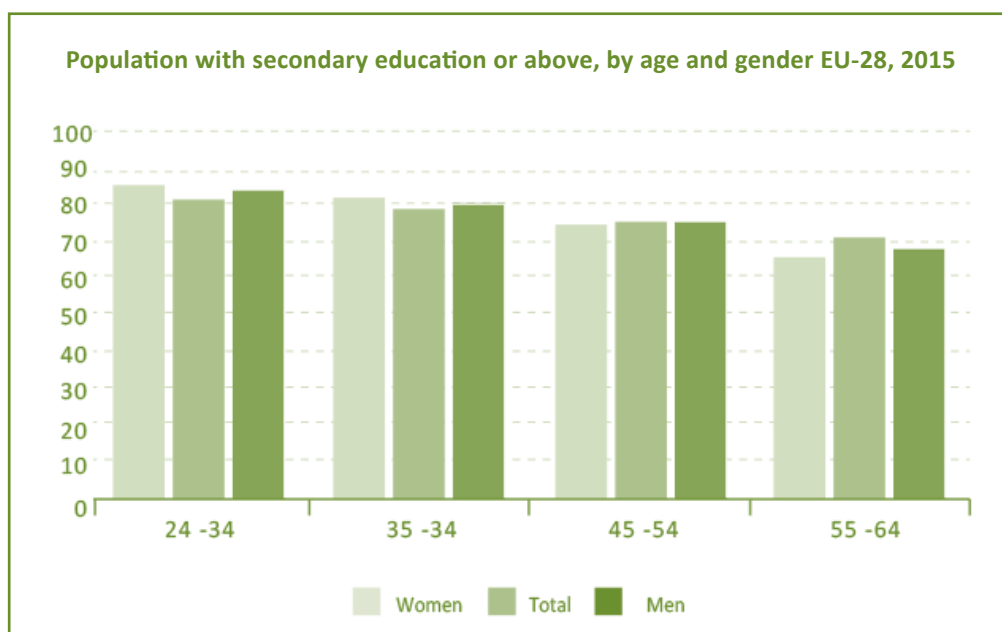
Source: Eurostat online database

Finally, the third diagram provides information about the type of areas in which questionnaires have been distributed and completed, presenting quite a coherent distribution both in terms of the aims of the study as well as the sampling technique employed.

Town size

- Large (>10,000 inhabitants)
- Medium (>2,500 & <10,000 inhabitants)
- Small (<2,500 inhabitants)
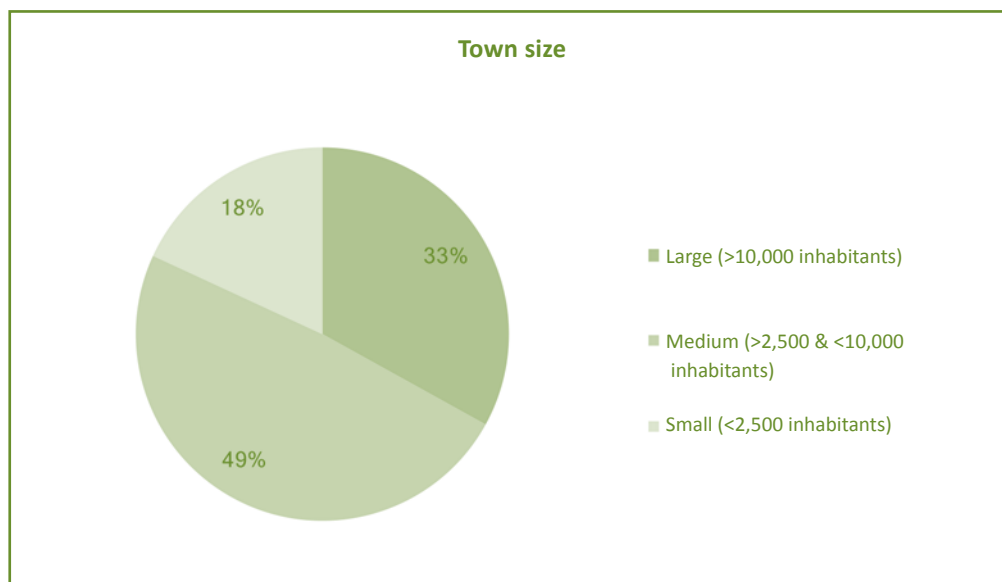
Source: Original compilation

Question 1.1. – To what extent do you follow…?

The values recorded show a neutral or moderate response pattern (3 on a Likert scale of 5 points) with partial or occasional informative interest in each of the issues outlined, although the average level of monitoring is actually higher, although not significantly so. In the case of news reports on human rights, with an average value of 3.22 and a typical deviation of 1.16, and a greater disinterest or attention to the development of news related to United Nations reports (average = 2.50, typical deviation = 1.09), Millennium goals[38] (average = 2.44, typical deviation = 1.13) and to the work of non-governmental organisations (average = 2.67, typical deviation = 1.14)

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[38] At the time of developing the survey, these objectives were still in effect, which have now been substituted by the Sustainable Development Goals (United Nations). In addition, it was also deemed appropriate to keep the Millennium Development Goals in the questionnaire given that potential awareness amongst the population on the issue could already be expcted to very low due to the limited life span of the MGDs.

To what extent do you follow...?

Legend:
- News and information about world affairs, issues and politics in other countries around the world
- News and information about human development
- Global situation reports from the United Nations
- The development of Millenium Development Goals
- International non-profit organisations activities
- News on human rights around the world

X-axis: Do not care — A little — Somewhat — A lot — Very closely

Source: Original compilation

Question 1.2.- In your opinion, which of the following are the three greatest problems in the world (in order of seriousness and by extension – the population affected) and the three main causes of the current situation of global poverty?

In the case of problems, all present invalid frequencies which vary among the 117 people who consider limited access to sanitation one of the three greatest problems, which suggests 4% of total respondents, and the 1,298 people who selected armed conflicts as one the three main problems, suggesting 43% of total participating subjects. Along with the problem linked to war, public perception of economic crisis and unemployment is also striking, on the one hand, with a percentage of identification of 39% and of terrorism and governmental corruption, with percentages of 30% and 29% respectively. Particularly striking are the low frequencies attributed to lack of access to food and basic services as well as the corresponding crisis of values that nags at current society.

Problems
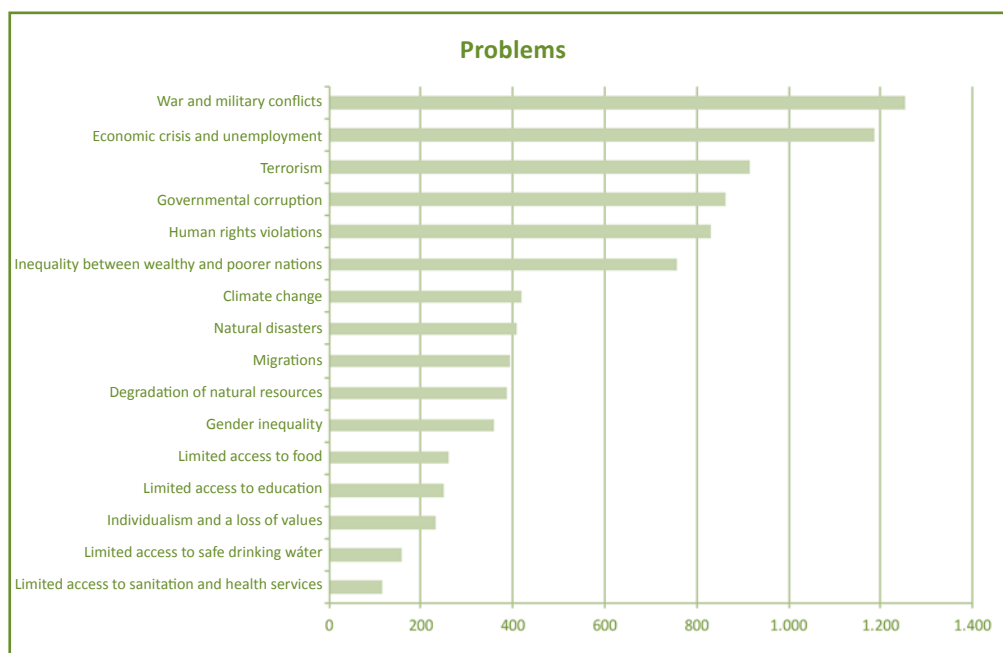
Source: Original compilation

In relation to causes, the behaviour pattern of responses essentially matches that of the previous question, to the point that the causes chosen at the highest frequency by respondents are those linked to war and political instability (40% of subjects), corruption (40%) and unemployment (29%).

On the other hand, issues related to economic and labour policies, the behaviour of large companies and lobbies and once again, limited access to education (10%) are also to be found.

Causes
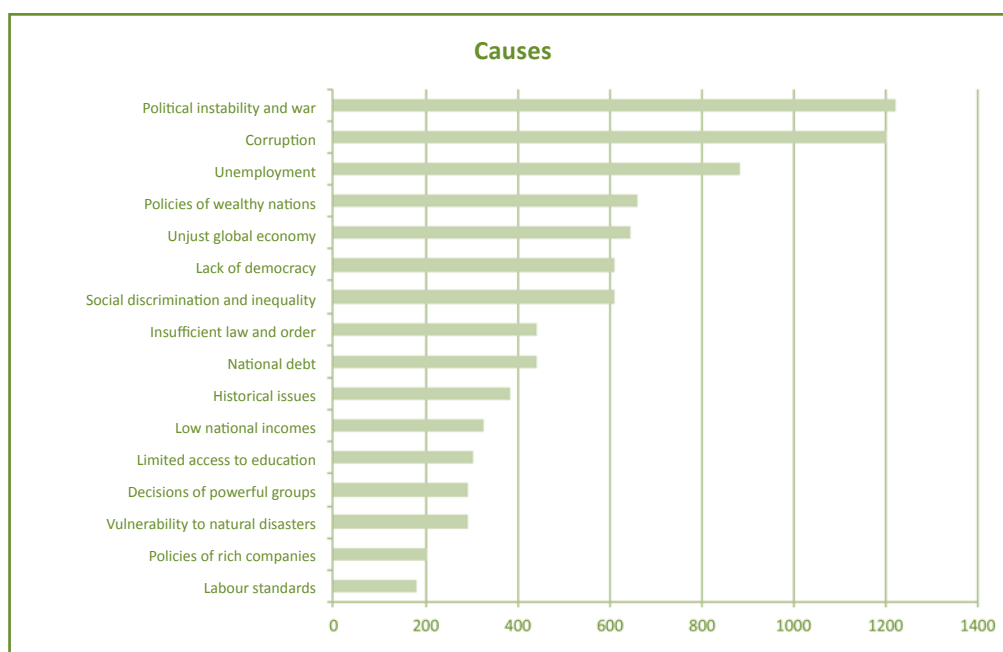
Source: Original compilation

Question 2.1.- Assess your knowledge of…

Members of the population acknowledge –or interpret- a level of understanding about all issues raised that does not on average reach the baseline value, being espacially low in technical issues such as Millennium Development Goals (average = 2.19 and typical deviation = 1.02) but also in terms of issues which, in principle, seem more relevant to people such as the goals of development education projects (average = 2.42 and typical deviation = 1.02). The highest value was obtained in relation to perception of undersatnding of links between education and development, with an average of 2.9 and typical deviation of 1.16).
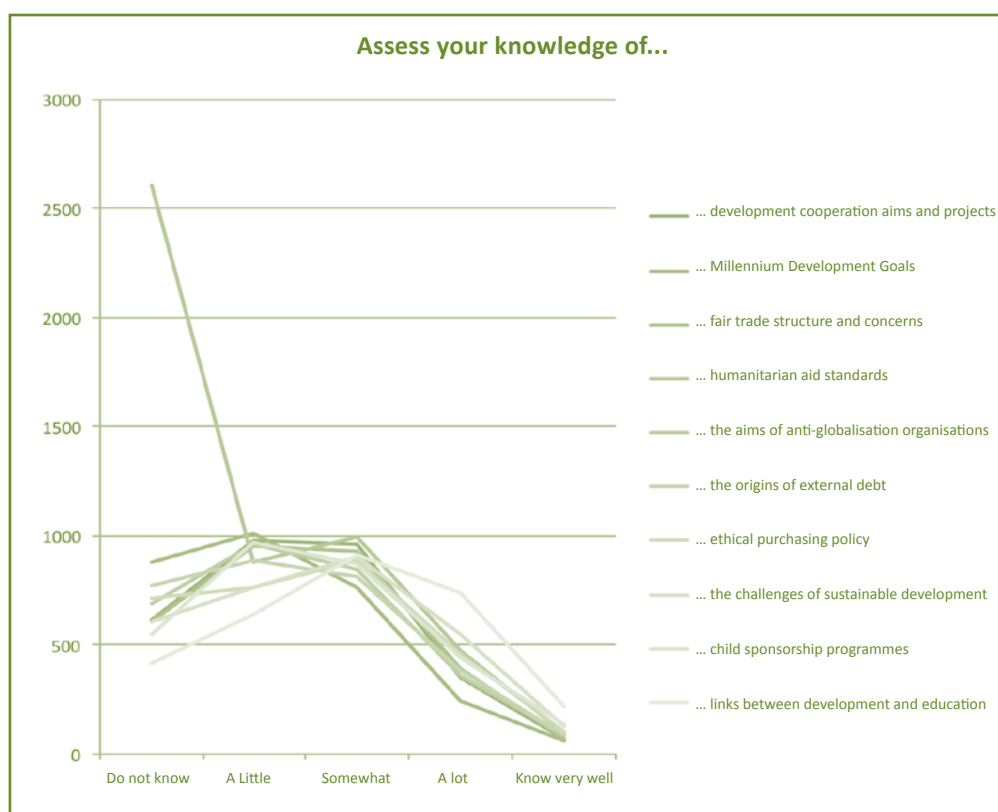
Source: Original compilation

Question 2.2.- Which of the following areas of cooperation are the three most relevant?

In this question, there is one response that stands out above all the rest. 55% of respondents indicated as one of the three most relevant areas that which focuses its efforts on the eradication of poverty. Lagging far behind, there is a group of very diverse actions that range from the search for social cohesion and employment to alternative and sustainable energy right through to the protection of humand rights and the environment and attending to the basic needs of the population, all actions marked in at least one in four surveys. What is particularly striking is the fact that action linked to migration and asylum are considered as especially relevant by a mere 9% bearing in mind the context of Europe during the time in which this study was being developed.

Most relevant cooperation areas
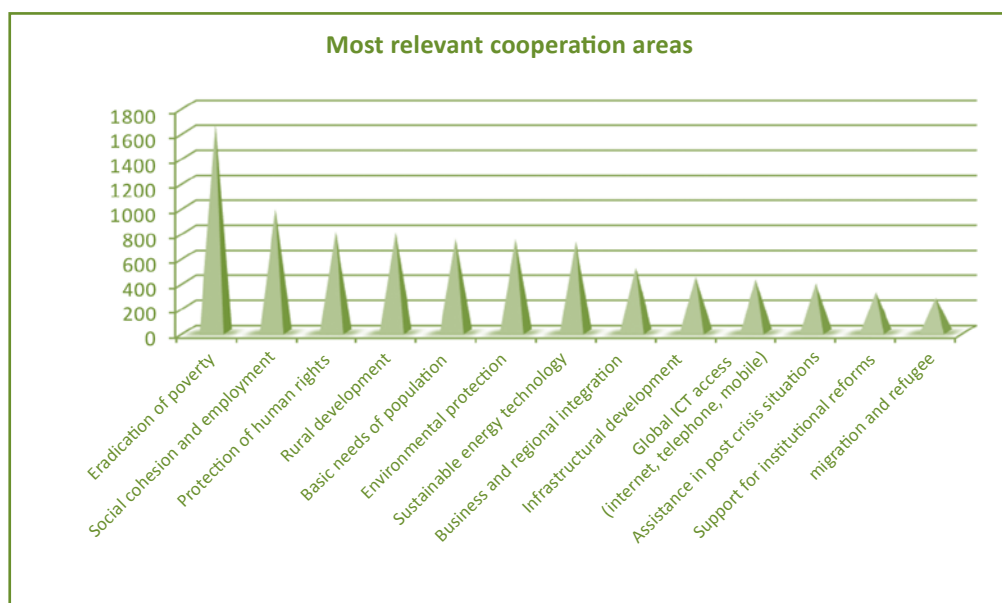
Source: Original compilation

Question 2.3.- To reduce the problems of poorer countries…

Responses to this question neatly show that the five available options are accepted with a narrow margin for doubt by the members of the public consulted, placing the average of all responses just above 3.6, with the exception of the last ítem, which offers more doubt and maintains an average of 2.9. Thus, people believe there should be structural, political and cultural change on a global scale in which both government and ordinary people are involved through supportive external interventions as well as from within poorer nations themselves.

To reduce the problems of poorer countries…

… international aid should increase

… the current global economic system should be changed

… our consumption habits should change

… political, social and economic changes should be promoted in poorer countries

… there should be no external intervention
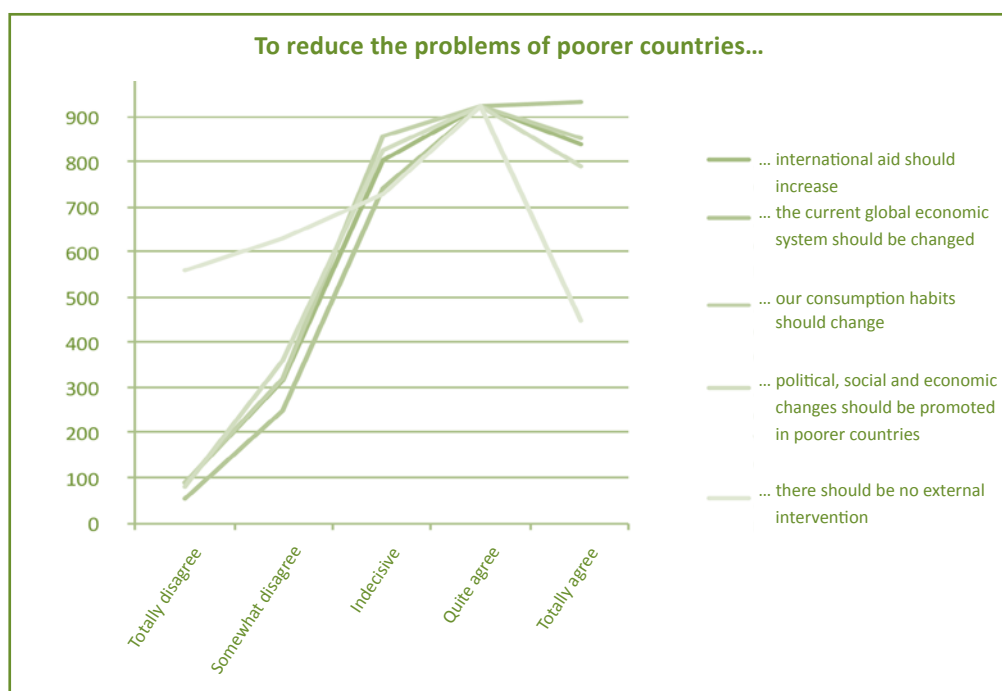
Source: Original compilation

Question 3.1.- As a citizen, do you believe your actions can contribute to change in the situation of poorer countries?

The graph below details the responses gathered for this question, showing an almost equal split between those who consider that, in their role as an individual, they can contribute something of value in terms of effecting change in poorer countries and those who believe that they cannot do anything or rather, it is not their responsibility.

Clearly such findings must be taken into account when designing effective interventions in the field of development education and in the search for active and committed citizens.
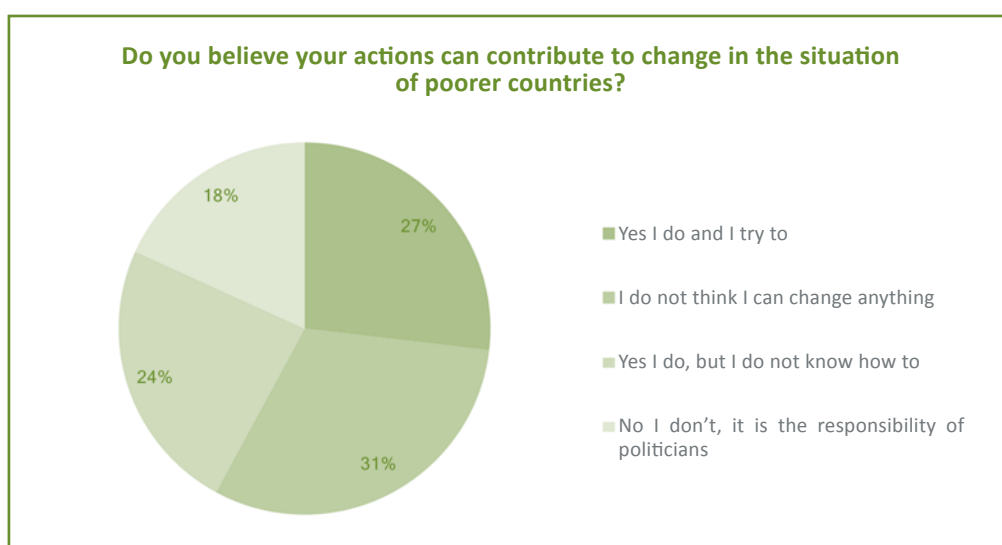
Source: Original compilation

Question 3.2.- How often do you participate in the following activities?

In line with information gathered in the previous question, we now see that the average levels of participation in terms of committed participation in social action, linked to a greater or lesser degree to the struggle of poorer countries is low on average. It is slightly higher in terms of time-bound and financially-linked participation, such as the purchase of fair trade products (average = 2.60 and typical deviation = 1.23) or donations (average = 2.53 and typical deviation = 1.27), along with participation in voluntary action (average = 2.62 and typical deviation = 1.27).

Participation did not even reach the value "2 = occasionally" on average in the case of political action (average = 1.88 and typical deviation = 1.19) and active affiliation to non-governmental development organisations (average = 1.92 and typical deviation = 1.13).

How often do you participate in the following activities?

Development education programmes

Buying fair trade products

Sponsoring children from poorer countries

Political action to support poorer countries

Donations to organisations that support poorer countries

Active participation as a member of a development organisation

Volunteering
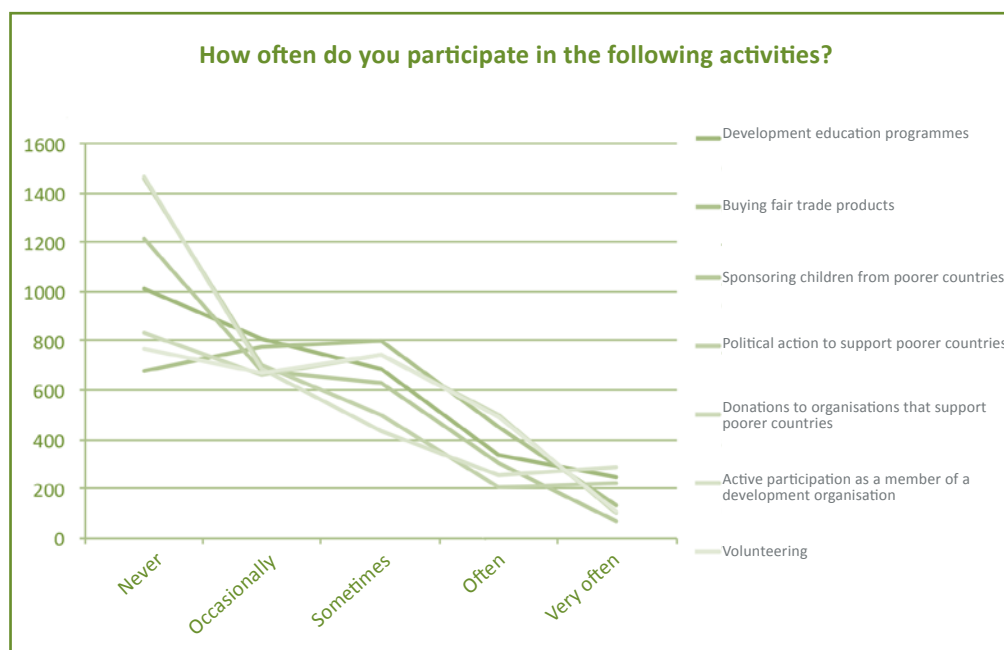
Source: Original compilation

Question 3.3.- Assess the influence the following reasons have on your response to the previous question.

Finally, when justifiying the behaviour set out in the previous question, all the reasons presented are assessed in terms of average-high with average values between 3.22 for a feeling of personal well-being and 3.51 for the inability to accept an unsustainable situation. This distribution of responses appears to suggest that in general, those participating in action directed at improving the situation of poorer countries do so, not out of obedience to one particular cause, but rather it is due to a mixture of motivations, both individual and collective.

Reasons for participation

Because it makes me feel like a better person

Because I feel my help is needed

Because the distribution of wealth is not fair

Becuase the current situation is not sustainable

Because we are part of the problem
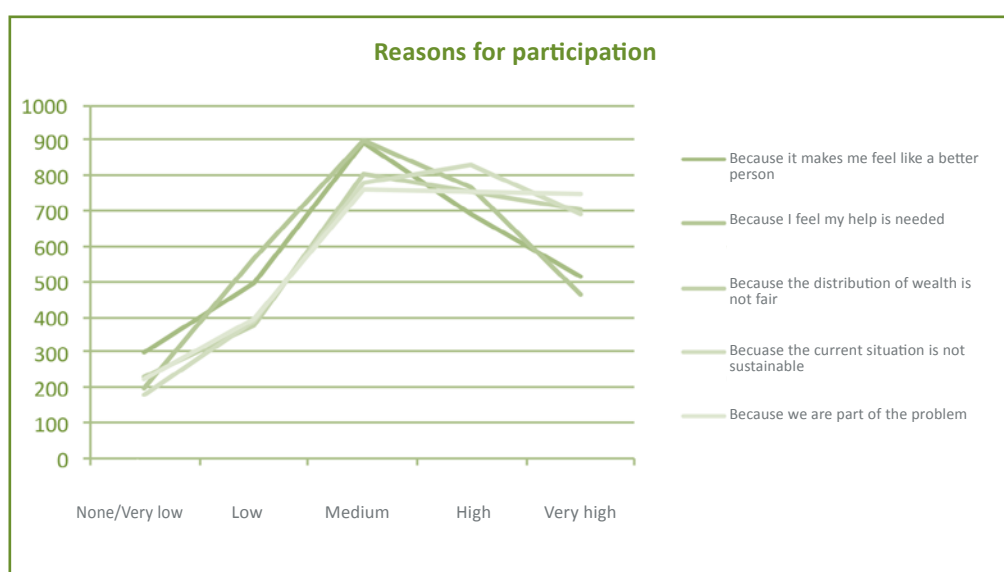
Source: Original compilation

Comparative Analysis

While not one of the main goals in the development of the public opinion survey, we have considered the use of carrying out an initial exploration to try to identify possble or potential significant differences in the behaviour of the population in regard to different groupings or characteristics. In particular, we have undertaken compartive analyses on the total sample establishing groups to compare variables of _gender,_ the _country_ where the survey was carried out and the _age_ interval.

To this end, we have made use of non-parametric comparative tests of k samples, in particular the Mann-Whitney U test in the case of the gender variable and the Kruskal-Wallis test in relation to the other two variables.

In all situations, the null hypothesis at the start is the absence of significant differences between samples; that is to say, the assumption that all samples in regard to groups being compared, belong to the same population.

- In the case of comparison between men and women, not so much in terms of individual items but rather complete questions, there was very little difference detected in their responses to the survey, presenting values that suggest a complete rejection of the null hypothesis from Question 2.1. What was in fact more significant was the perceived level of understanding on the issues presented by women and in Question 2.3 in which women showed greater confidence in the effectiveness of the proposed measures. There was also greater active participation in political actions by men in the context fo Question 3.2 and a stronger motivation in all presented factors by women as a response to Question 3.3.

- In relation to age, there was a rejection of the invalid hypothesis in the majority of the questions and items that make up the survey, with significantly different behaviour, not always defined by contrasting opinions, but rather on individual questions in which a wide range of responses were recorded across different age brackets which can be seen in the following diagrams. This should be taken into consideration when making decisions about intervention, education, training or awar eness-raising programmes targeted at one age group or another in a given population:

Kruskal-Wallis Test for independent samples
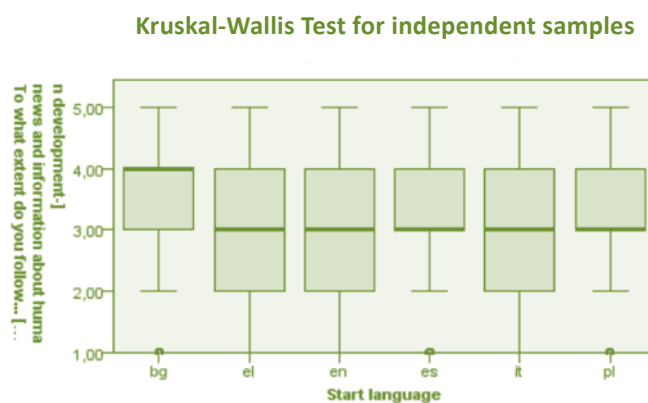
Total number	2.993
Test statistic	62,532
Degrees of freedom	5
Asymptotic meaning (bilateral tesTt)	,000

1. Test statistics are adjusted in the case of a tie.

Kruskal-Wallis Test for independent samples
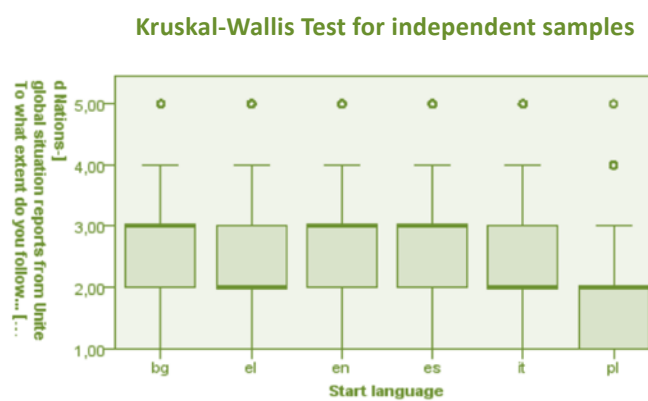
Total number	2.983
Test statistic	227,541
Degrees of freedom	5
Asymptotic meaning (bilateral tesTt)	,000

1. Test statistics are adjusted in the case of a tie.

Kruskal-Wallis Test for independent samples
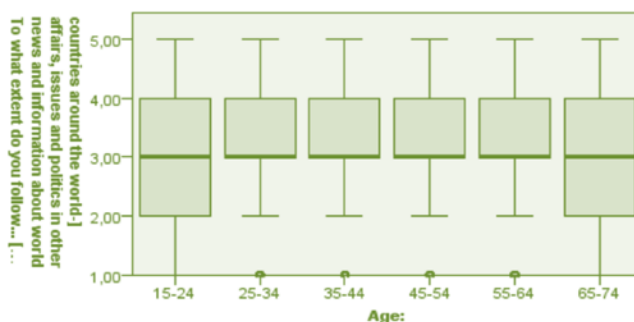
Total number	3.011
Test statistic	96,516
Degrees of freedom	5
Asymptotic meaning (bilateral tesTt)	,000

1. Test statistics are adjusted in the case of a tie.

- Finally, in relation to country comparions, tests carried out also suggest a rejection of the null hypothesis throughout the survey. Even though this result was foreseeable and it highlights the need to carry out local studies in each situation which allow for the design of efficient development programmes, adapted to the individual contexts of each geographical, cultural and political framework. A sample of the characteristics of such differences can be seen below:

Kruskal-Wallis Test for independent samples

Total number	3.011
Test statistic	58,360
Degrees of freedom	5
Asymptotic meaning (bilateral tesTt)	,000

1. Test statistics are adjusted in the case of a tie.

Kruskal-Wallis Test for independent samples
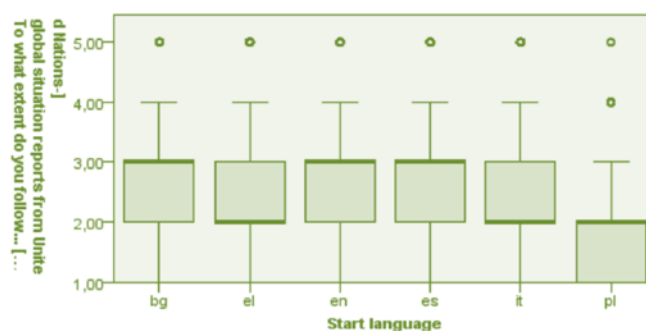
Total number	2.983
Test statistic	227,541
Degrees of freedom	5
Asymptotic meaning (bilateral tesTt)	,000

1. Test statistics are adjusted in the case of a tie.

Kruskal-Wallis Test for independent samples

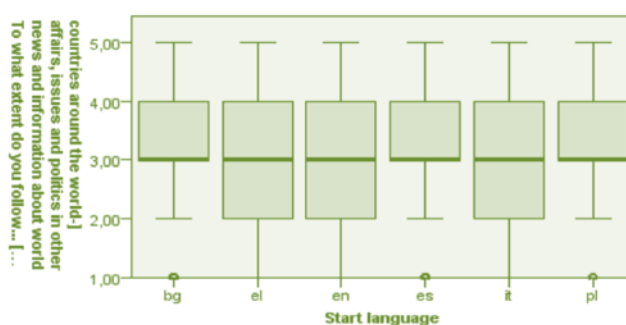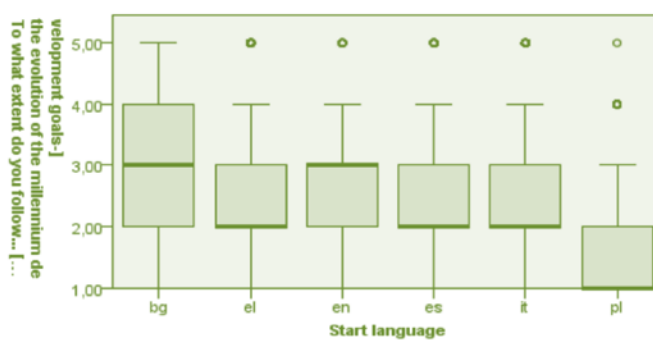| Total number	2.973
Test statistic	294,487
Degrees of freedom	5
Asymptotic meaning (bilateral tesTt)	,000

1. Test statistics are adjusted in the case of a tie.

Correlational analysis

Correlational analyses seek to establish relationships between variables found in the survey and therefore, in the underlying phenomenon under investigation in the sense of appreciating which of these tend to vary jointly in one direction or in opposite directions, without this necessarily meaning a causal relationship.

Correlational analyses that can be carried out in this study are multiple and those undertaken for this report are all those affecting questions 1.1, 2.1, 2.3, 3.2 and 3.3 in terms of bivariate correlations with an exploratory purpose which open up well directed or promising channels of subsequent deepening of understanding. The result of these analyses show us the highly significant correlations exist, not only between items in the same question but also between items in different questions. Thus, according to the following table of Pearson correlation coefficients (interpretation is offered with a positive sign identical to the corresponding negative sign without doing any more than changing the word "positive" for "negative") positive correlations exist in all intersections with this level of intensity:

COEFFICIENT VALUE	INTERPRETATION
0	Invalid correlation
0.01-0.19	Very low positive correlation
0.20-0.39	Low positive correlation
0.40-0.69	Moderate positive correlation
0.70-0.89	High positive correlation
0.90-0.99	Very high positive correlation
1	Perfect positive correlation

	C1.1	C2.1	C2.3	C3.2	C3.3
C1.1	Moderate positives	From low to moderate positives	From very low to low positives	From very low to moderate positives	Low positives
C2.1		Moderate positives	From very low to low positives	From low to moderate positives	From very low to low positives
C2.3			From low to moderate positives	From very low to low positives	From very low to low positives
C3.2				From low to moderate positives	From low to moderates positives
C3.3					From low to moderate positives

Conclusions

- There is clear dissatisfaction among the population towards institutions with scarce interest in political institutions and also non-governmental organisations.

- The population were more concerned by consequences rather than causes, looking at things from a mostly individualistic point of view and as a response to the information they receive as they process events taking place in the world that might affect their personal situation.

- Respondents believe there should be structural, political and cultural change on a global level in which governments and ordinary citizens are involved through supportive action both from outside as well as within impoverished communities.

- There is an almost equal split among the people between those who believe that their role as an individual citizen, as a person, can contribute something worthwhile to changing the conditions in poor countries and those who believe that they cannot do anything or rather, that it is not their responsibility.

- On average there are low levels of active and committed participation, often limited to one-off involvement or motivated by economic gain, in activities connected with the struggles faced by impoverished countries.

- In general terms, those who participate in action aimed at improving conditions in impoverished countries do so not out of loyalty to one particular cause but rather an amalgamation of causes that combine motivations and commitments both personal and collective in nature.

- In relation to potential comparisons between men and women, not in terms of individual issues but complete questions, there were no significant differences detected in questionnaire responses.

- In relation to age, significantly varied responses were obtained, not always defined by contrasting opinions, but rather based on individual questions in which a wide range of responses were recorded across different age brackets. This should be taken into consideration when making decisions about intervention, education, training or awareness-raising programmes targeted at one age group or another in a given population.

- There is a need to carry out local studies in order to allow efficient development programmes to be designed and adapted to local geographic, cultural and political contexts.

Recommendations for the Rural DEAR Agenda

1. To intensify the programming of actions and campaigns focused on awareness-raising and dissemination of policies of official bodies and non governmental organisations using language and media that is within reach of ordinary citizens, including social media. Such campaigns should factor in issues such as age, cultural, political, social and economic context, avoiding or reducing excessively generic or globalised messages.

2. To reconsider and change our existing relationship with mass media in order to move from urgent and alarmist reactions to events, towards awareness-raising, collective responsibility and also with the capacity of an efficient and collective response.

3. To involve citizens in the design of programmes, not only in their implementation.

4. To promote development education initiatives with the following characteristics:

   a. Continuous and evolving over time.

   b. Focused on active participation and mobilisation.

   c. Working within a framework to build on the skills of a population with a sense of critical awareness.

   d. Proactive in nature based on interdependence, eco-dependence and empathy.

4.2. DEVELOPMENT EDUCATION WITHIN FORMAL EDUCATION

Sonia Ortega Gait

Judith Quintano Nieto

Elena Ruíz Ruíz

María Tejedor Mardomingo

This research report deals with the question of development education in the context of schools. To this end, we will consider the types of educational practices in use in primary and secondary educational establishments across the seven participating countries in the project, speciifically looking at how such practices are undertaken in a rural setting, allowign comparisons between countries participating in the Rural DEAR Agenda 2015, with a view to proposing DE practices adapted to rural realities and the core values of DE.

We approach the study of Development Education (DE) in the context of institutionalised education, from a point of view shared by all participating countries and institutions involved in this project that DE constitutes a valuable tool for trying to understand the interdependent relationships that exist between global issues and dialy life for people and communities. It forms a part of global citizenship educaiton and its fundamental goal is to contribute to a more just and united world based on democratic values (Argibay y Celorio, 2005; Boni, 2009; Castro, 2013).

As has been previously mentioned in this report, through development education, we hope to establish a series of preocesses that will allow, among others, the following objectives:

- Encourage the development of critical thought from a global perspective in relation to international development issues;

- Promote a change of values, attitudes and behaviour, both individually and collectively;

- Raise awareness amongst communities about development issues and the challenges faced by interdependent relationships betwen the North and South;

- Encourage the active practice of local and international rights and obligations in workign towards a more just and united world;

- Develop committment among citizens in the fight for a more just and unified world;

- Mobilise citizens to take political decisions, characterised by justice and soliarity, at a local, national and international level.

From this starting point, it is clear that one of the main goals of this study, within the DEAR Project, in which it was necessary to first analyse the status of the issues to The

justification for this decision does not only stem from the need to respond to Project objectives, but rather the conviction in the increasingly important role played by DE in formal education contexts. The society in which we live, in a state of constant changes, demands appropriate responses from educational systems that allow individuals to free themselves from merely conforming to the social models we try to establish and/or change. Hence the need to revise educational practice and communicate the reflective process underlying such practice.

Different relevant variables have been studied in order to explain the presence of DE within institutions under analysis and we have tried to compare findings and produce some proposals from these conclusions. We are interested in finding out more about the focus tha thas been given in recent years to development education in rural settings in the countries studied. We have specifically focused on analysing the types of activites undertaken, their duration and importance, content included as well as seeking possible curricular routes that will allow DE to develop as a crucial axis of the educational system.

In order to understand systematically the status of our object of study, we needed to bear in mind the concept of DE with which the project began and the role attributed to it within the processes of change tomwards a more humane, just and sustainable society.

As is well known, DE forms part of the body of Declarations and Resolutions emanating from international organisations. One of the first references is to be found in the Universal Declaration of Human Rights which, in article 26.2, indicates that:

> *"Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace".*

Within the heart of the European Union, it was not until 2001 when development education was formally recognised with the "Development education and raising European public awareness of development cooperation Council Resolution". This document clearly indicates the role which DE is called to carry out; to strengthen international solidarity and raise awareness about the need to overcome two great development challenges: the eradication of poverty and sustainable development.

This and other documents constitute the frame of reference for various countries across the European Union to implement their own national strategies in relation to DE.

On the other hand, the conceptual paradigm of DE in which this project is framed is that of DE with a focues on Global Citizenship (Mesa, 2000; Baselga et al, 2004; Hicks, 2008; Margenat, 2008; Cordón et al, 2012), which recognises people as the main protagonists in the process of social change. Thus, the formative contexts of educational institutions must promote a certain type of practices and methodologies targeted at reflection and critical analysis, as well as participation and mobilisation.

Within this frame and with the intention of contibuting to the achievement of two of the general objectives of the project "Raising Public awareness of development issues and promoting development education en the European Union" the study of DE actions in educational institutions came about.

> *O.1.- To contribute to a change in social attitudes towards sustainable development (including issues relating to responsible and ethical consumption, ethical recruitment practices and fair trade) and to support the Strategy beyond 2015 in rural European areas.*

> *O.2.- To improve the quality and efficacy of development education initiatives and increase their scope and impact in rural areas.*

Educational institutions are spaces deisgned to generate processes of attitudinal change that affect the lives of not only students but also their families and surroundign environments. It is necessary to look at educational practices in the context of schools to better understand the current status of the issue in participating countires. Following a period of analysis of possible methodologies to study educational practices (study of school materials, textbook analysis, search of DE activites), we decided to design a questionnaire for teachers, considering it to be the strategy that would provide greatest volume of information and wouls accommodate the objectives of activities 1.3 and 1.4 as follows:

> 1.3.- Identification, review and exchange of successful, innovative activities and educational interventions with a view to exchanging experiences or inspiring educational interventions in other countries.

> 1.4.- Creation of working and participation groups to design a specific DE agenda, with particular attention given to those agents involved in the education system: teaching staff; students and families.

The first report from the project was solely directed towards the study of secondary-level educational institutions, however a small adjustment was made to the project to enable the study of both primary and secondary educational institutions. In this way, we believe the work guarantees the possibility of fulfilling one of the main objectives related to attitudinal change. DE is needed throughout the educational cycle to consolidate comprehensive learning in this field.

Methodology

Given the characteristics of the aim of the research (DE in education settings in eight European countries) and the characteristics of the sample (very large, very disperse and located across very diverse areas), we chose to carry out a study that would be primarily exploratory, descriptive and explanatory in nature.

This involves approaching the issue of DE in participating countries (explore) with the intention of indentifying characteristics, dimensions and consistencies within the subject

in educational institutions (describe) to then, through analysis and interpretation of data, try to investigate the why and for what of the situations uncovered (explain).

The research questions we hope to answer are related to the planning of activities, their level of connection to personal initiatives or a specific educational project and the system of inclusion in the educational curriculum. We also hope to find out if there is sporadic or continuous collaboration with associations, NGOs or other development cooperation bodies.

This study has taken a research approach informed by both quantitative and qualitative methodology: on the one hand we hope to discover the frequency of DE educational activities but, above all, we are interested in analysing the focus of such activities. This double perspective is present throughout the study and involves the investigation and interpretation of data obtained as well as comparing and acounting for different activities.

The following table summarises the metholodological process:
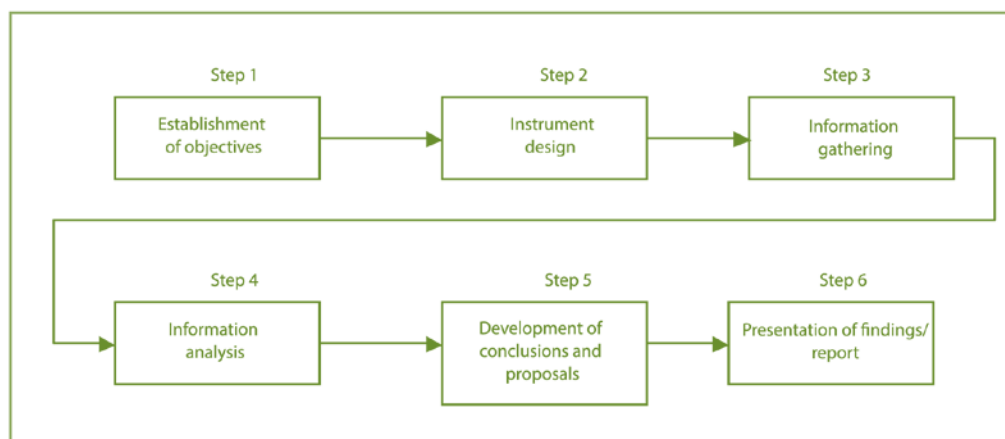
Source: Original compilation

Procedure

We can group these steps together into three phases:

      1) Design phase

      2) Application phase

      3) Discussion phase

1) Design Phase

The study began with the selection of education institutions based on the identification of DEAR Agenda participating countries and the description of their contexts. At the same time, an initial questionnaire was developed, targeted at teachers in participating

institutions, with the aim of establishing an initial assessment and a frame of reference. We have designed and validated an evaluation tool consisting of a broad spectrum, survey type questionnaire which, through generic questions seeks to investigate daily DE practices in educational institutions. It is a questionnaire made up of two parts, the first is descriptive and includes basic demographic questions about typology, size of the institution, frequency of DE and the second part gets into the content, methodology, materials used in classrooms and asks about possible improvements to introduce DE into the compulsory education system.

After its initial approval, the questionnaire was fixed at nine items, seven of which were closed-ended questions (dichnotomous and multiple choice) and the other two items are open-ended questions.

Our goal in doing this was to find out how many institutions at these educational levels carry out DE activities, what type of activities, how they are carried out, why they do so etc., information essential for a first level of analysis.

The criterion to determine the recipients of the instrument designed has been to secure a large enough response rate so as to have a certain degree of reliability. Given that we are dealing with rural areas, where the number of educational centres is low, we opted to make the sample coincide with the population, requiring a response rate of 20%.

2) Application Phase

In June 2015, the questionnaire was launched across primary and secondary educational institutions in the participating regions to be be completed by staff responsible for undertaking DE activities in each centre.

The questionnaire was translated into the official languages of participating countries in the project and given to intermediaries both hard copies as well as an online version allowing respondents to complete one versio or the other, depending on the circumstances in each context. In the case of choosing a hard copy of the questionnaire, the coordinating body in each participating country was then responsible for compiling data, with this happening automatically with the electronic version.

3) Discussion Phase

Once the period of gathering information was ended, the first analysis-discussion on the data obtained began, a summary of which was produced in a halfway report developed a number of months ago.

The need to allow another period for gathering information in countries whose participation in the completion of the questionnaire had been excessively low (Italy, Bulgaria and Spain) was agreed upon. In this secodn round, the response received was limited, except in the case of Italy, ultimately not contributing to a significant degree to the initial gathering of data.

Participating groups

Table 1 summarises the receptive populations selected to participate in the study.

Table 1. Participating population				
COUNTRY	PARTICIPATING TOWNS POPULATION	PRIMARY	SECONDARY	TOTAL INSTITUTIONS
BULGARIA	112.932	28	18	46
CYPRUS	12.000	10	1	11
SPAIN	26.568	7	6	13
GREECE	29.358	34	25	59
ITALY	72.663	22	33	55
MALTA	32.931	11	6	17
POLAND	19.545	8	3	11
				212

Source: Original compilation

By way of summary, below are listed the characteristics of the methodological approach followed:

Table 2. Summary of methodological process of study
• Research focus: quantitative-qualitative
• Level: exploratory-descriptive-explanatory
• Population: Primary and Secondary Educational institutions in participating regions
• Sample: coincides with the population
• Data gathering technique: electronic questionnaire
• Instrument: mixed questionnaire (open and closed questions)
• Data processing: statistical analysis
• Work plan: Recommendations for action based on conclusions

Source: Original compilation

Methodological limitations

This study has allowed us to gather ideas, reflections and feelings that contribute to the overall value of the project and the upcoming phases within it. However, these first results also reveal some of the difficulties we encoutered, difficulties that we must turn into opportunities for the following phases of the project in order to deisgn more acceptable and workable DE proposals in the short to long term. Among such difficulties, it is worth highlighting the following:

• Limited representation of sample: the number of teaching staff who responded to the questionnaire was not very large, despite reminders and multiple notices sent to sgents in charge of this task. On the other hand, not all questionnaires received can be considered as valid in that, a number of them were missing answers or pertained to levels of educational establishments not included in this study.

• Despite this, a total of 214 educational institutions were analysed which has allowed us understand and describe the panorama fo development education in rural settings in the countries studied.

• Questionnaire design: the multiple translations which the questionnaire underwent, as well as the specific vocabulary in certain questions, has made it more difficult to rigorously analyse some of the questions. Moreover, the quick process of validation did not allow sufficient investigation in some questions which could have been clearer for all countries. Although these types of questions can be improved in other supplementary studies of the type suggested in the recommendations of this report.

However, as previously mentioned, the idea is to transform such difficulties into opportunities that will allow us to reorient educational action linked to DE in educational institutions in participating countries. The following table shows, by way of summary, the strengths and weaknesses we have identified in our process of analysis:

STRENGTHS	WEAKNESSES
• Favourable disposition of teaching staff to develop frameworks that impact on DE content. • Freedom and flexibility to incorporate new educational perspectives. • Growing interest in a critical educational perspective. • Collaborative disposition among local bodies.	- Absence of global or interdisciplinary approaches and strategies to make DE more visible. - Limited importance given to DE in formal education settings. - Lack of time and space to analyse and systematise processes implemented or to discuss and make adjustments. - Absence of thorough planning to incorporate DE into school curricula. - Lack of knowledge of models and/or specific methodology to prepare activities that can cut across curricula.

Summary of findings

From the information gathered in questionnaires, it has been possible to identify a series of characteristics and lines of work in DE in different educational institutions in participating countries.

Firstly, we will present an analysis of data broken down by country and then a sections of overall analysis.

It is important to remember that the processes of analysis of reality and its structures, its preconceived ideas and elements of change where it is possible to intervenr constitute part of the path to a society where social justice is a reality (Ardanaz, 2014).

The questions included in the questionnaire directed to educational institutions on which the following results are based, aside from a brief description of the institutions (public/private body, primary/secondary level, number of teachers, students etc.) make reference to:

1. The undertaking of development education interventions in the educational institution.

2. If answered in the affirmative, are they carried out on an individual basis or in coordination or with support from other agents, such as cooperation or social organisations, local government or other teachers etc.

3. Typology of educational activities (awareness-raising/development education).

4. The reasons why the insititution, through its teachers, commit to organising and/or participating in DE activities.

5. Utilisation of adapted teaching materials and their origin.

6. Issues addressed in DE interventions.

7. Need and/or evaluation in regard to the the inclusion of development education in formal education and recommendations with respect to such inclusion.

BULGARIA

BULGARIA										
Participating institutions: 46 (11 questionnaires)										
Ownership		Educational level			No. students			No. teachers		
Publ.	Priv.	Prim.	Sec.	Both	<300	300-700	>700	<30	30-70	>70
10	1	28	18		6	4	1	10	1	0

In the case of Bulgaria, the low response rate must be highlighted, given that, of the 46 potential participating institutions, only 11 responses were received, representing 24% of the total universe, data which restricts the establishment of conclusive evaluations and significant representation of the Bulgarian context.

On asking educational institutions if they carry out development education activites, only 36% responded affirmatively, stating that they generally consist of time-limited activities focused on awareness-raising or they are undertaken in moments during class, not specifically focused on DE or linked to a particular area of the curriculum or areas of knowledge.
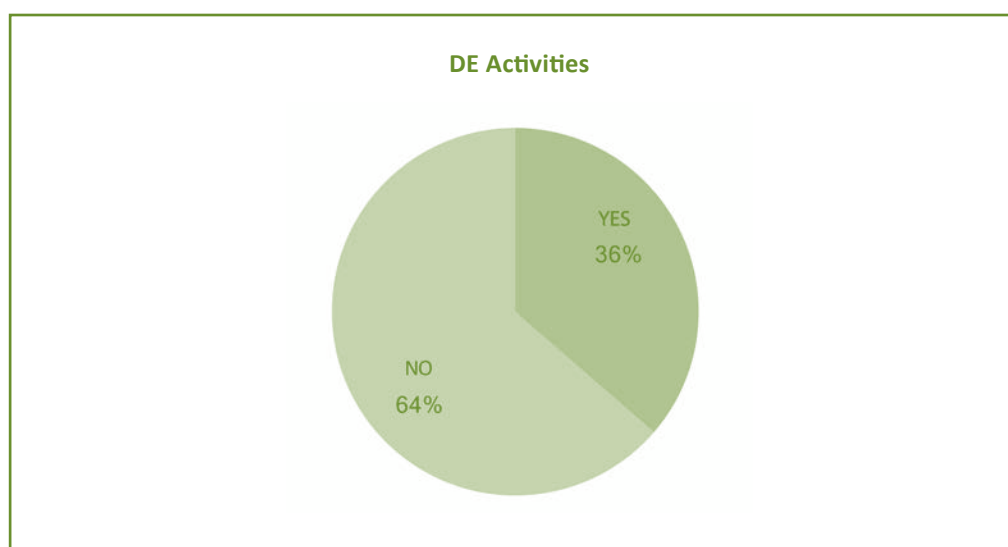
Source: Original compilation
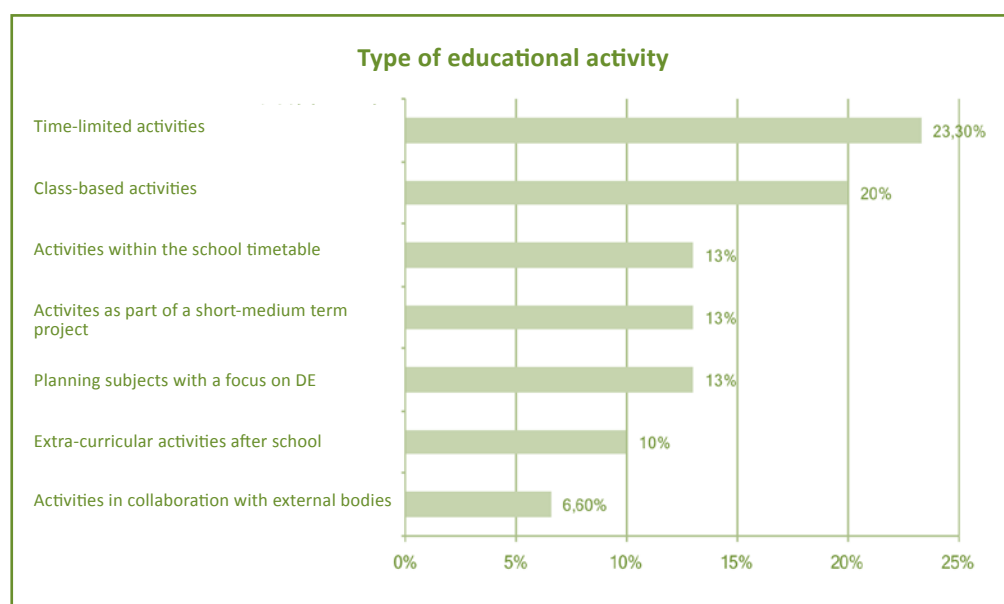
Source: Original compilation

Although activities undertaken by teachers dominate, an important number are also being carried out with NGOs, local associations or other institutions which raises the question of DE activities in educational institutions requiring some kind of coordination or support from other agents.

With whom is DE carried out
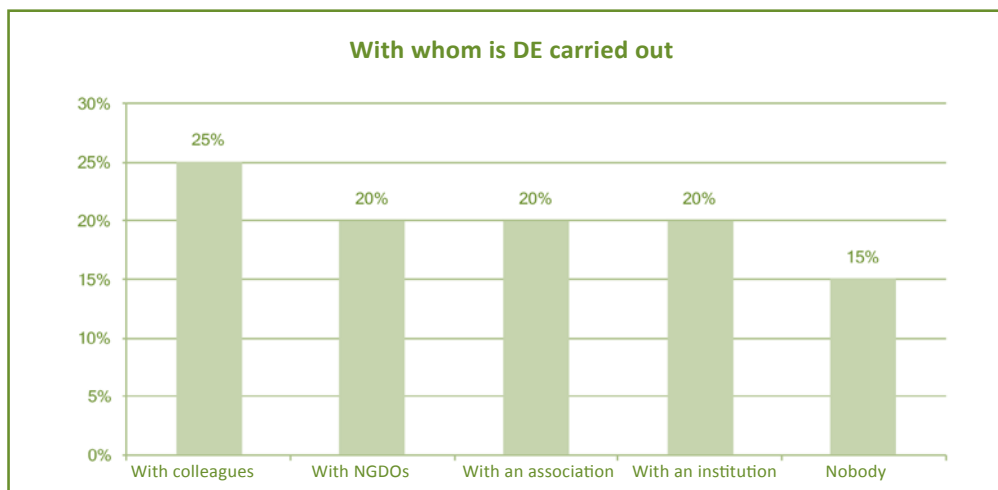
Source: Original compilation

The majority of those who completed the questionnaire do not specify their reasons for undertaking these activities, but those who do indicate motives such as awareness-raising and value-based education for students in contributing to their personal development.

In terms of issues or thematic content related to DE employed by Bulgarian teachers, two stand out above the others, those referring to cultural diversity and intercultural relations. Cooperation, solidarity, active citizenship, gender equality and Millennium Development Goals are others that are covered, but with less emphasis. Other issues are hardly touched upon.

Issues addressed
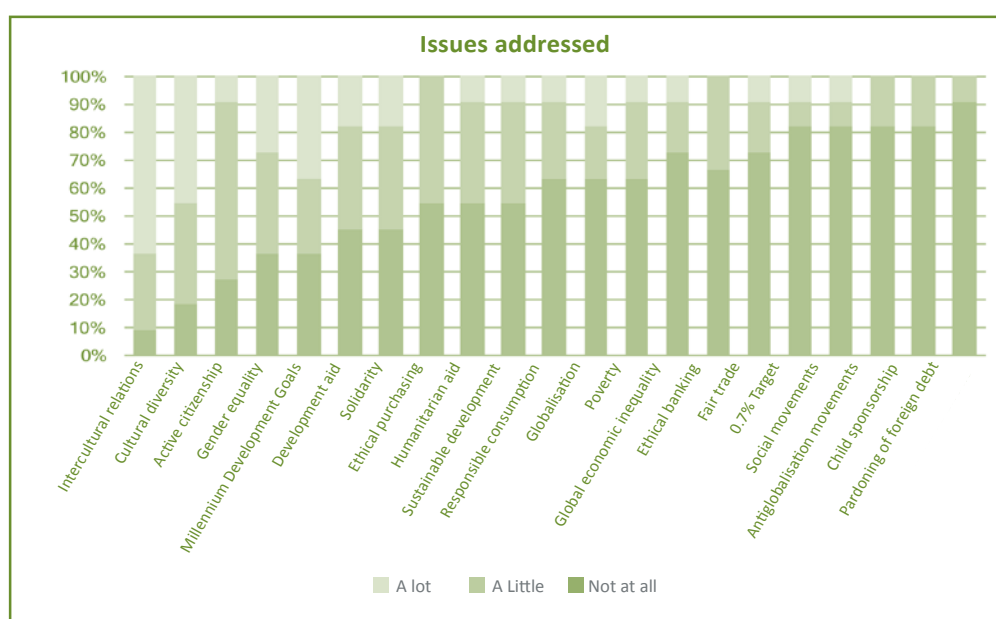
Source: Original compilation

Materials used to carry out these activities are funded by the Administration or external sources, this being the most significant finding in the Bulgarian case, the majority is carried out by teachers themselves, either on an individual basis or in collaboration with others.

Development of materials
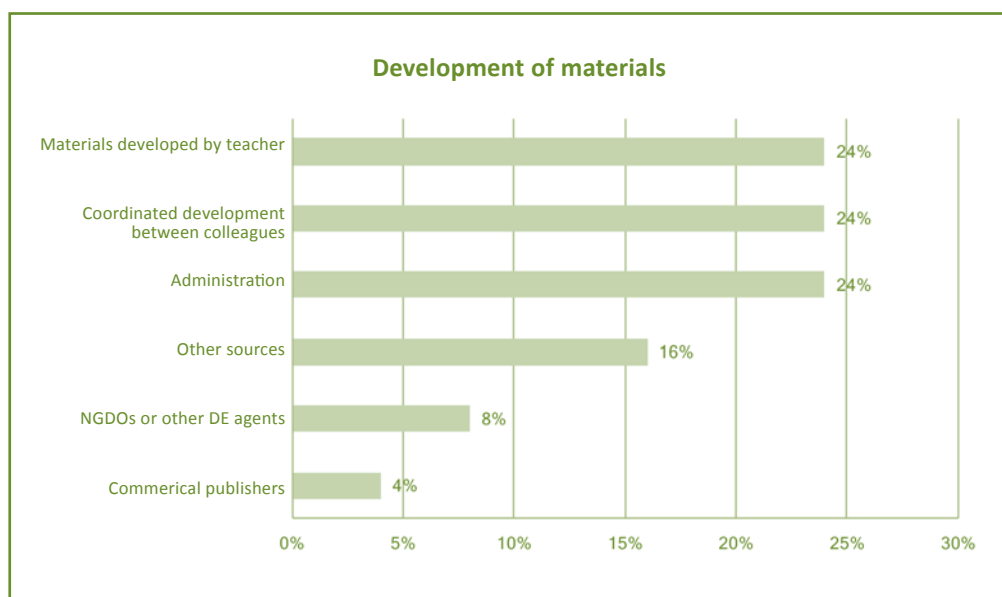
Source: Original compilation

Despite data provided by questionnaires, a high percentage of teachers consider it necessary to address issues related to DE in classrooms and when asked about how best to incorporate such topics, the proposal suggests the integration of the themes across academic subjects.
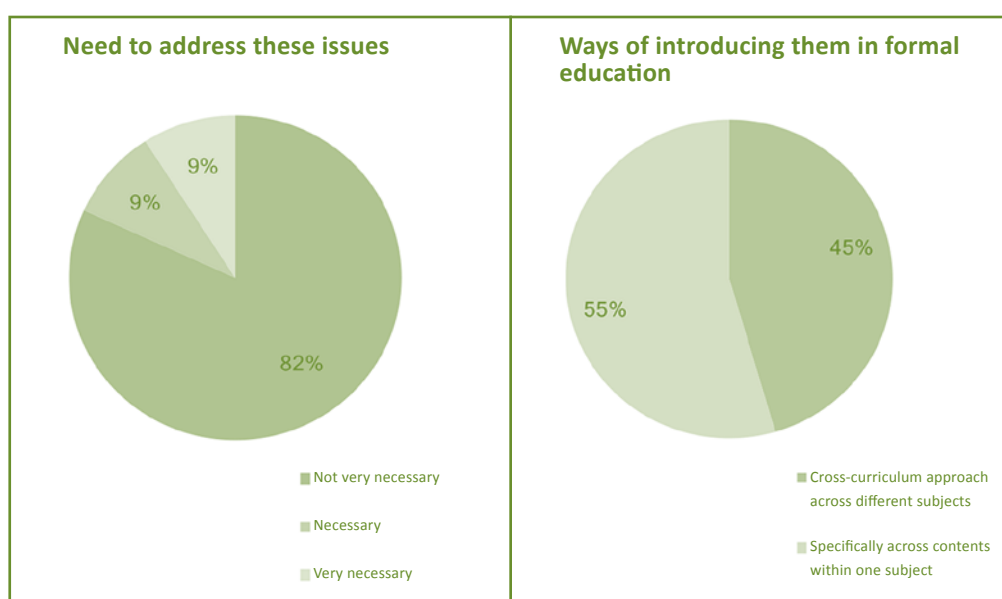
Source: Original compilation

CYPRUS

CYPRUS										
Participating institutions: 11 (22 questionnaires)										
Ownership		Educational level			No. students			No. teachers		
Publ	Priv	Prim	Sec	Both	<300	300-700	>700	<30	30-70	>70
1	21	10	1		9	12	1	10	11	1

In the case of Cyprus, 11 out of a total of 22 participating institutions responded to questionnaires.

From the total number of questionnaires, we can see that 77.2% of teachers responded affirmatively to the question as to whether they carry out DE activites and consistent with other countries, also in the case of Cyprus, these activities are time-limited or added in to other classes that form part of the official curriculum.
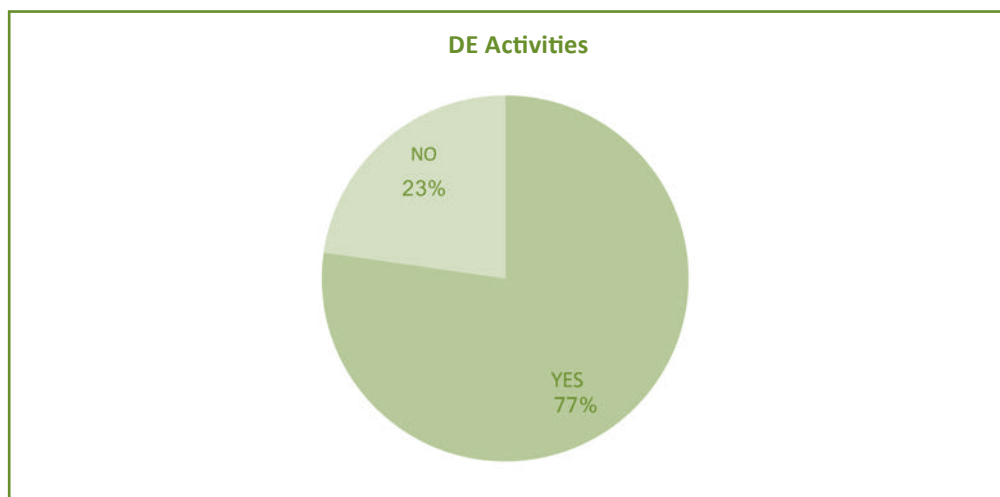
Source: Original compilation
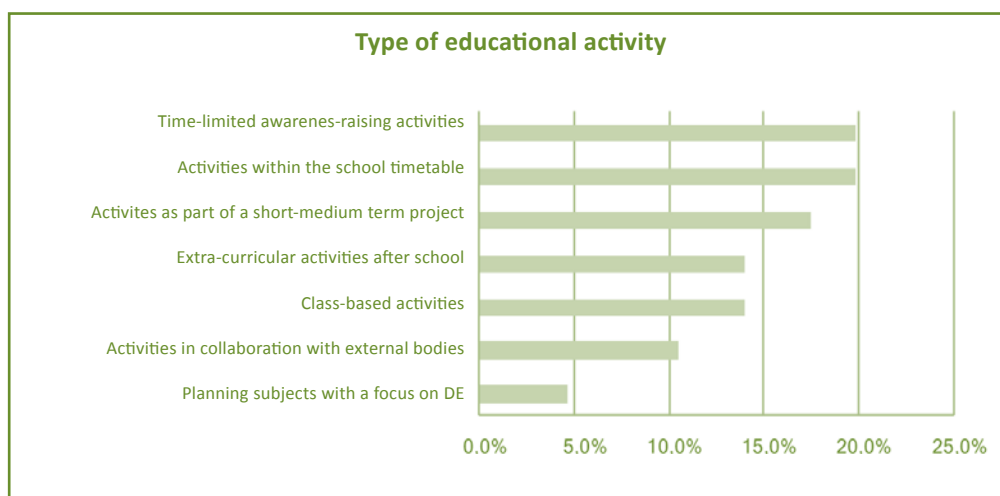
Source: Original compilation

However, all teaching staff felt it was necessary or very necessary to carry out such activities, be it with a cross-sectional approach in different subjects or by combining this method with the presence of a specific subject.

Need to address these issues

27%

73%

- Not very necessary
- Necessary
- Very necessary

Ways of introducing them in formal education

14%

86%

- Specifically in a subject
- Cross-curriculum approach across different subjects
- Specifically across contents within one subject
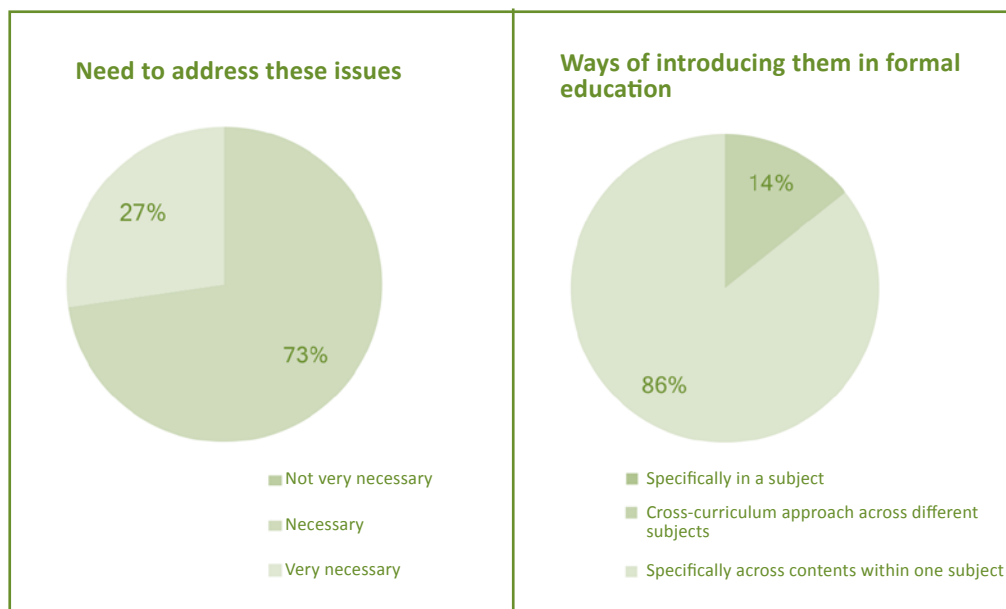
Source: Original compilation

In regard to the educational activities carried out, the majority are undertaken in collaboration with other colleagues (40%), although there is also an important percentage who indicate collaboration with local associations (39.5%) and other institutions.

With whom is DE carried out

38%

25%

15%   15%

6%

2%

With colleagues | With an association | With NGDOs | With and institution | Nobody | Others
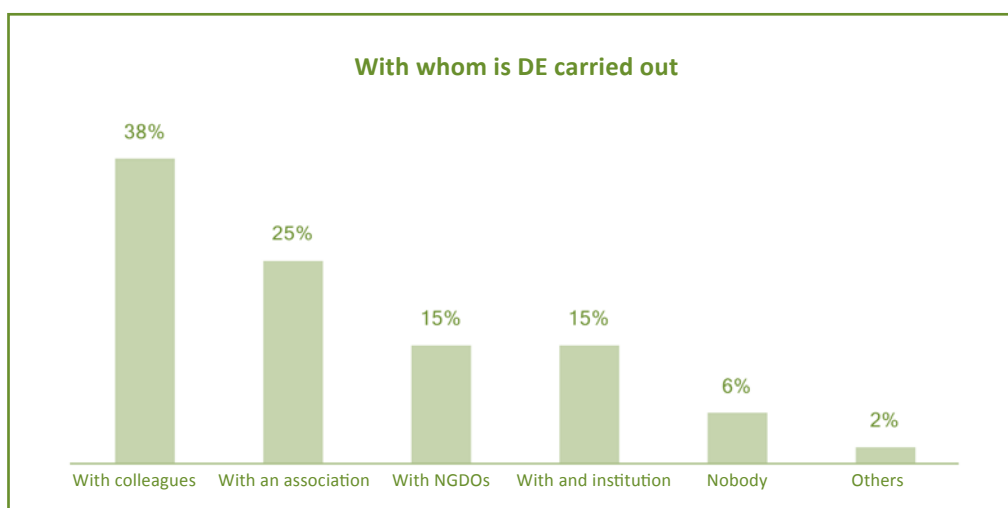
Source: Original compilation

The reasons for Cypriot teachers to carry out activities of this type include, in addition to those mentioned by other countries such as the development of conscious citizenship or

the promotion of human values of solidarity, sutainability and a sense of belonging to the community, other more specific reasons, linked to the reality of the country itself. Among these are, on the one hand, the impact of the economic crisis on the Cypriot economy, which has resulted in an increase in vulnerable groups among the population; teaching staff consider it a duty of education to not only contribute to the training of students in this respect but also to promote and direct their involvement to transform this reality. On the other hand, another motve for this is the cultural and religious plurality inherent in the make up of the Cypriot population which demonstrates important social inequalities which must be battled from school.

In line with this sensitivity shown, we have found that the issues addressed the most are those related to humanitarian aid, responsible consumption, cultural diversity, poverty, solidarity and intercultural relations.

It is significant, in the case of Cyprus, the importance teachers seem to place on the majority of issues linked to DE proposals. As in other cases, topics related to ethical banking, foreign debt or globalisation are not addressed so often.
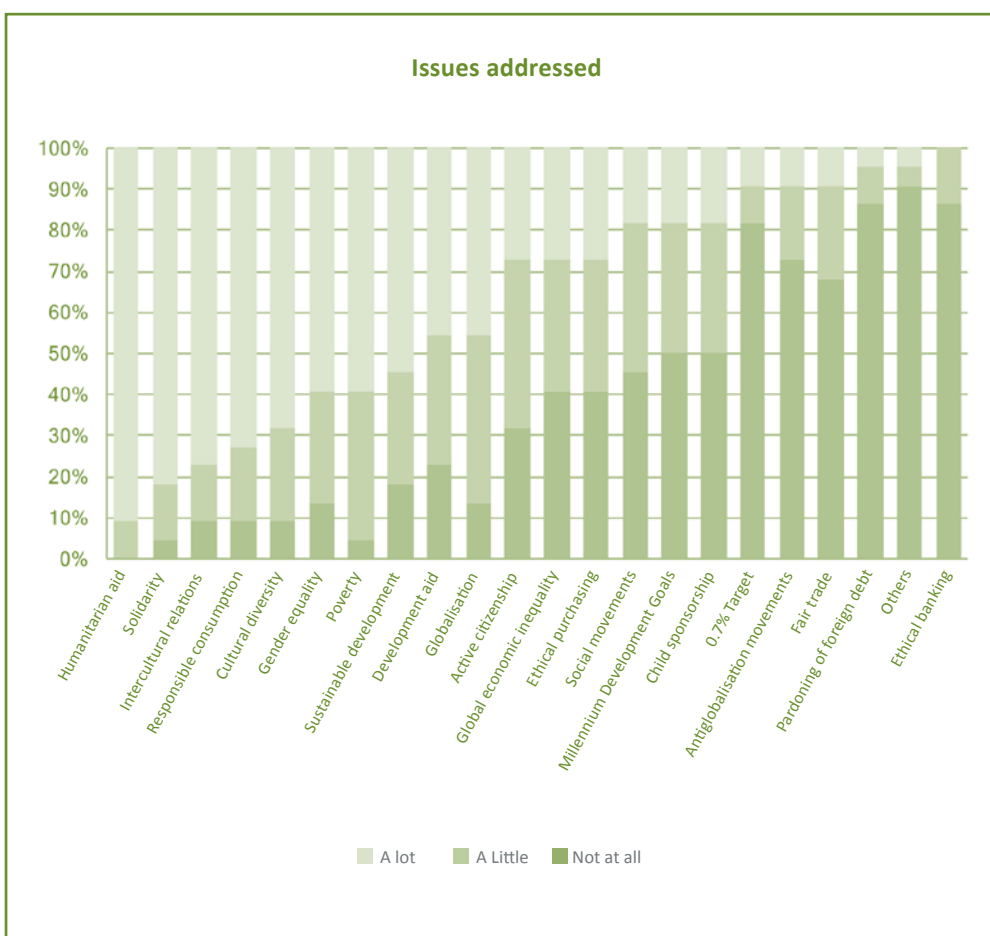
Source: Original compilation

Materials used are, with the exception of that developed within the institution itself (42%), from a variety of sources, as the following graph shows:

Development of materials

Source	Percentage
Coordinated development between colleagues	25,6%
Administration	18,6%
Other sources	18,6%
Materials developed by teacher	17,4%
Commerical publishers	12,8%
NGDOs or other DE agents	7,0%
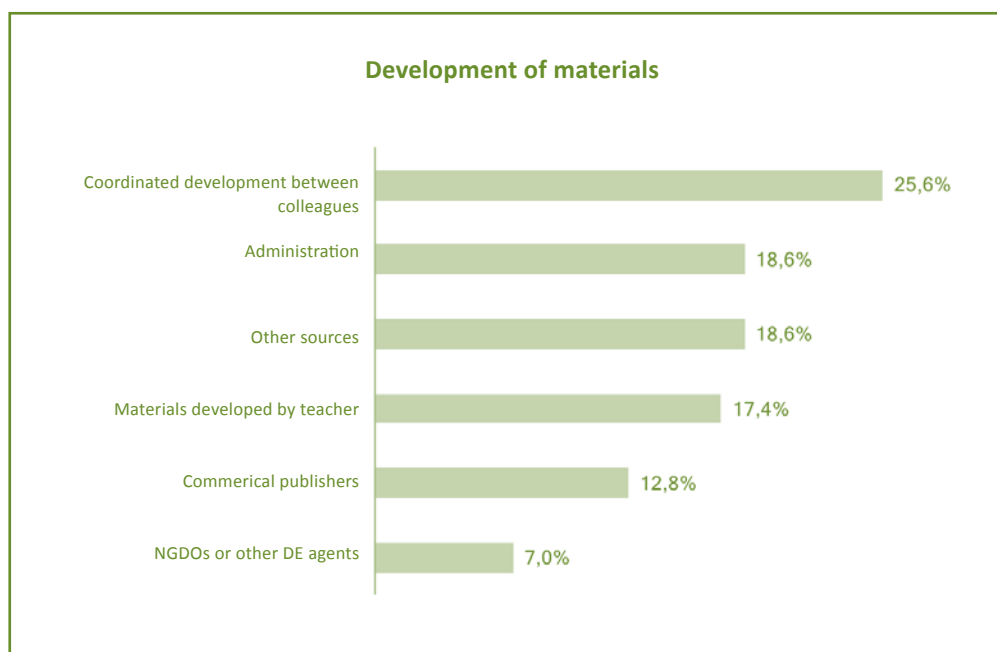
Source: Original compilation

SPAIN

SPAIN										
Participating institutions: 12										
Ownership		*Educational level*			*No. students*			*No. teachers*		
Publ	Priv	Prim	Sec	Both	<300	300-700	>700	<30	30-70	>70
11	1	4	7	1 (adult)	5	7	0	5	7	0

In Spain, the participation of centres was close to what had been anticipated, although a certain level of asistemacity was detected in the completion of questionnaires, with a higher rate of non-response for certain items. In total, twelve centres collaborated, which is close to the number initially expected, although the limitation of responses limits to a certain degree the possibility of reaching conclusive understandings. However, it does allow us to carry out a descriptive analysis that is detailed and can be compared to other participating countries. Almost the entire teaching staff who responded (90%) carry out DE activites, mostly through collaboration within the educational institution with other colleagues, although their interventions in conjunction with bodies outside of the education context, such as administration, NGOs and other bodies are also significant.

DE Activities

Source: Original compilation

With whom is DE carried out

| With colleagues | With an association | With an institution | With NGDOs |
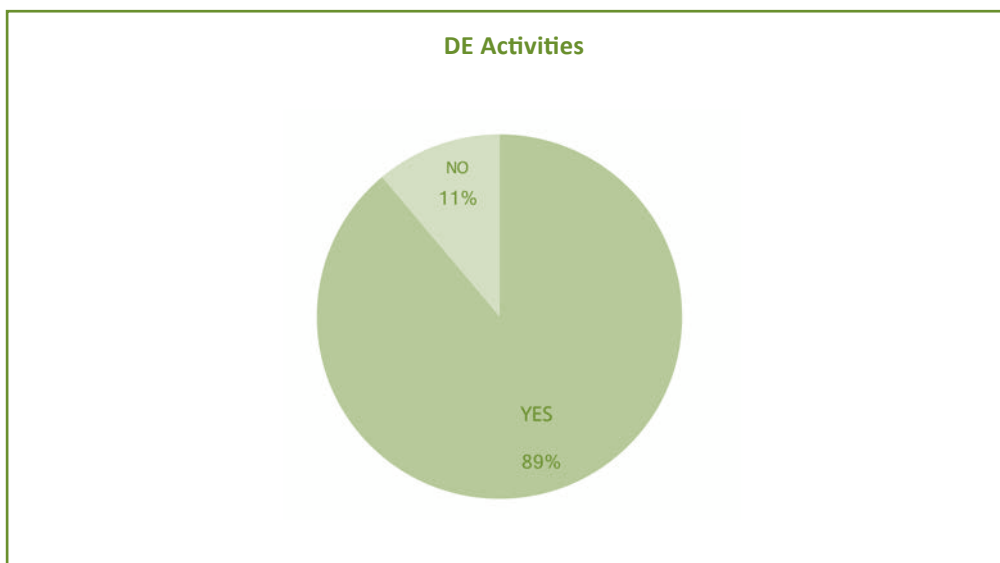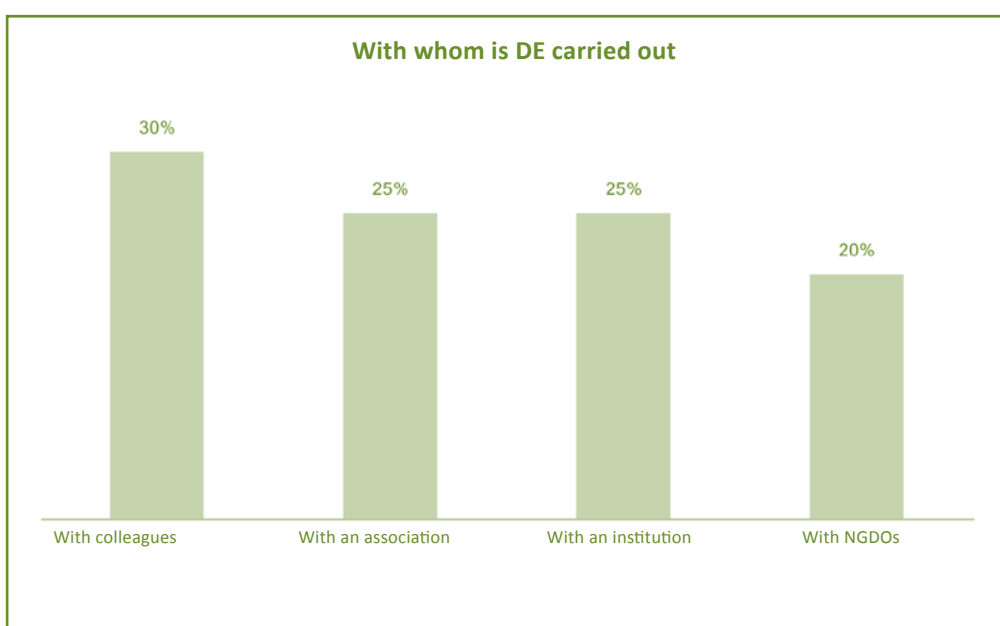
Source: Original compilation

In terms of the type of activities, generally (88.8%) they are time-limited and relate to awareness-raising, undertaken primarily during class time, in the case of secondary schools. There are very few cases of DE planning from within a specific area, but rather the majority opt to carry out such activities outside of the school timetable, through extracurricular or supplementary activities.

Type of educational activity

Time-limited awarenes-raising activities	19,5%
Class-based activities	19,5%
Activities in collaboration with external bodies	14,6%
Extra-curricular activities after school	14,6%
Activities within the school timetable	12,2%
Activites as part of a short-medium term project	12,2%
Planning subjects with a focus on DE	7,3%
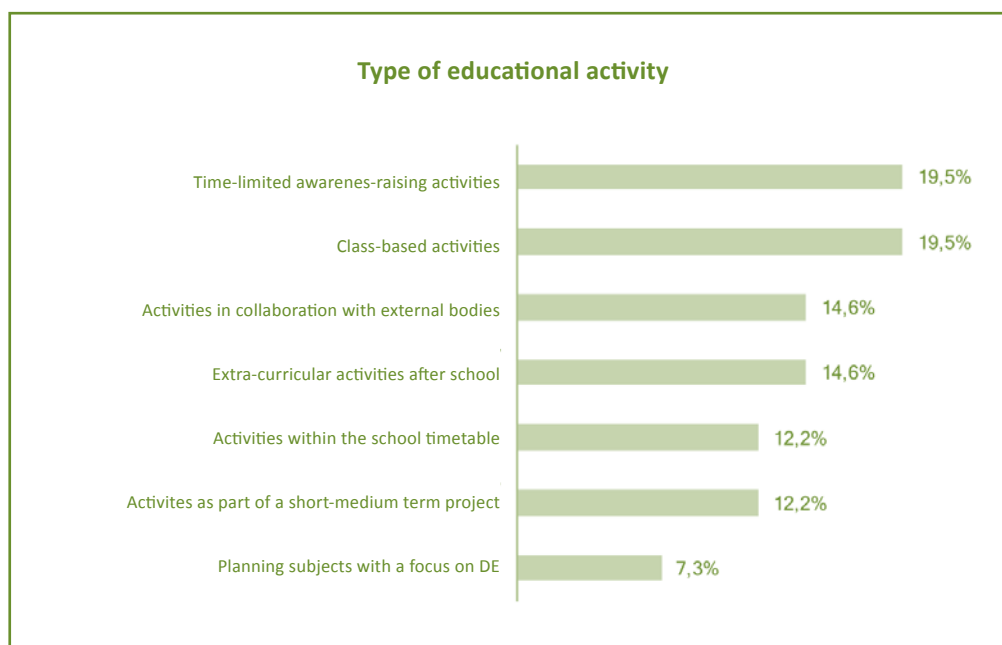
Source: Original compilation

Content in general (68%) is linked to gender inequality, as well as issues related to cultural diversity. Solidarity, responsible consumption, poverty and humanitarian aid are also addressed, although to a lesser degree. As in other educational institutions in participating countries, issues related to ethical banking, fair trade and antiglobalisation movements are practically nonexistent in education practices.

Issues addressed
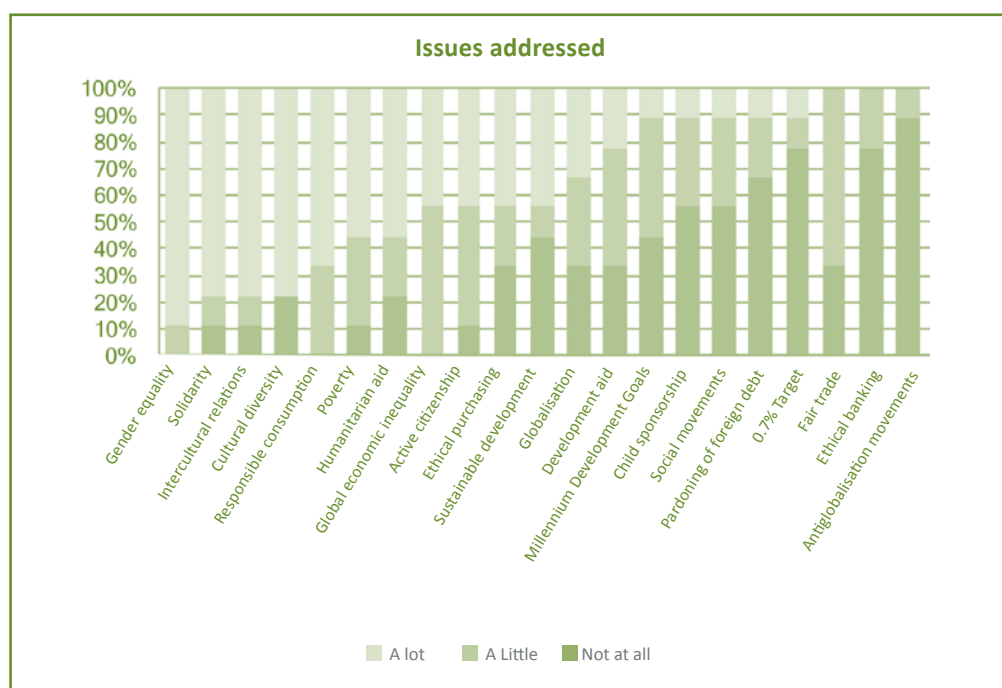
Source: Original compilation

The activities and materials used on these occasions are to a large extent developed by teachers, either individually or collectively. Materials from NGOs or commercial publishers are another significant source of DE materials and to a lesser degree, materials propsed by the administration are used.

Development of materials

Category	Percentage
NGDOs or other DE agents	24,1%
Other sources	17,2%
Materials developed by teacher	17,2%
Coordinated development between colleagues	17,2%
Commerical publishers	13,8%
Administration	10,3%
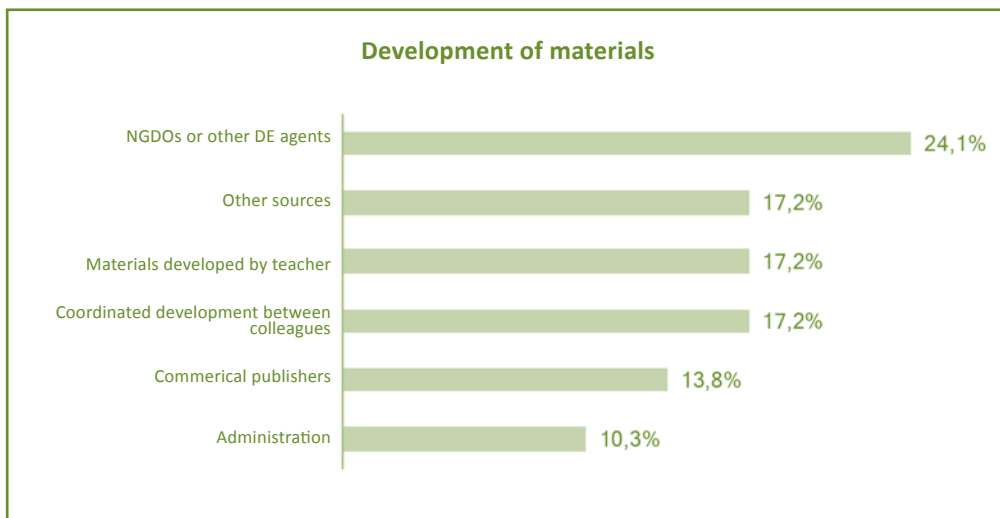
Source: Original compilation

In the case of Spain, almost all teaching staff who responded consider it very necessary to teach DE (89%) and state as their main reason for doing so that it is something that makes students feel better.

Need to address these issues

11%

89%

■ Necessary
■ Very necessary

Ways of introducing them in formal education

11%

44%

45%

■ Specifically in a subject
■ Cross-curriculum approach across different subjects
■ Specifically across contents within one subject
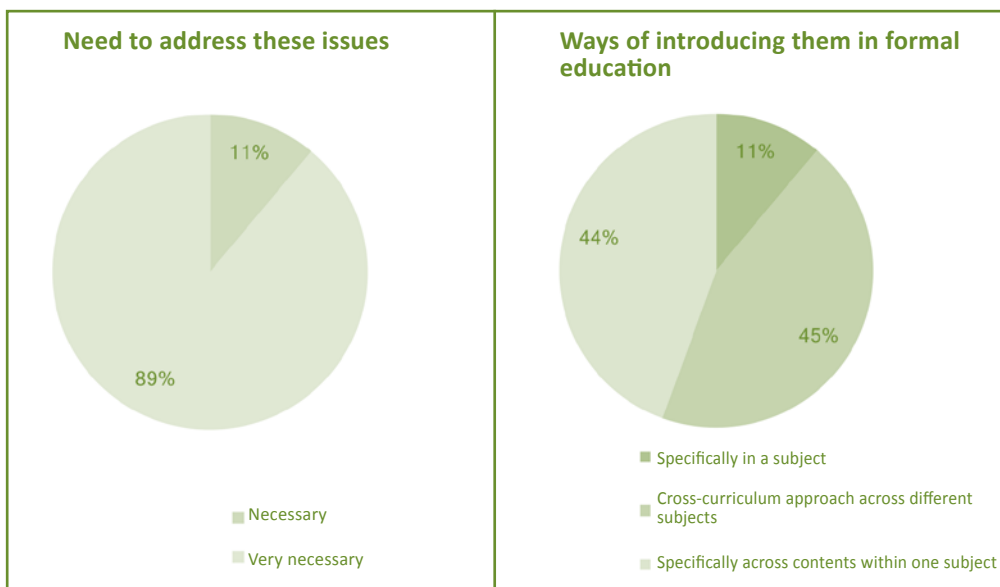
Source: Original compilation

The reasoning related to understanding and analysis of the causes of poverty, or the global situation in general, are not looked at in great detail.

GREECE

GREECE										
Participating institutions: 37										
Ownership		Education level			No Students			No teachers		
Publ	Priv	Prim	Sec	Both	<300	300-700	>700	<30	30-70	>70
37	0	16	21		37	0	0	30	7	0

In the case of Greece, we have a significant sample of institutions (37) all primary or secondary level and publically owned education centres with a low number of students.

Like the rest of the countries, Greek teachers consider DE an important aspect to address within the education system, although the difference between this opinion and those who do not consider it to be important is not very significant.

DE Activities

NO
43%

YES
57%
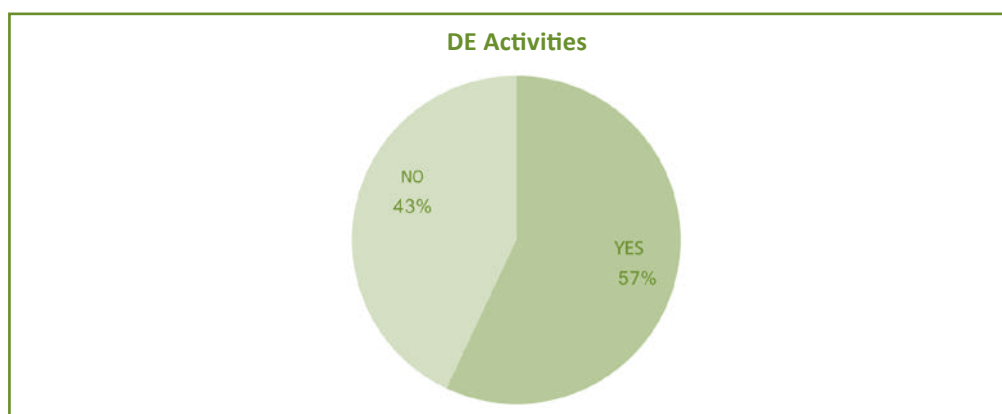
Source: Original compilation

The reasons given for carrying out DE activities in educational institutions show a need for students to be interested in issues relating to DE and they are linked into responding to situations where others are lacking in a world characterised by an unequal distribution of wealth.

Reasons for participating

14%

36%

22%

28%

■ Because it makes students feel better

■ Because the distribution of global wealth is not fair

■ Because others need our help

■ Becuase the current situation is not sustainable
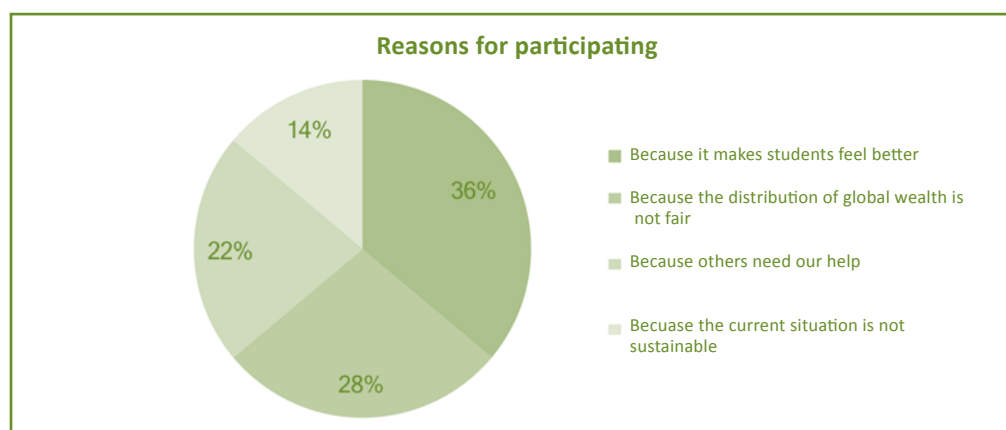
Source: Original compilation

From the questionnaires received, we can see that activities are undertaken primarily with other colleagues and to a lesser degree with other local bodies. It is important to point out data showing few links to and/or coordination with NGOs in carrying out such educational interventions in school settings.

With whom DE is carried out

With colleagues	51,22%
With an association	19,51%
With an institution	17,07%
With NGDOs	7,32%
Nobody	4,88%
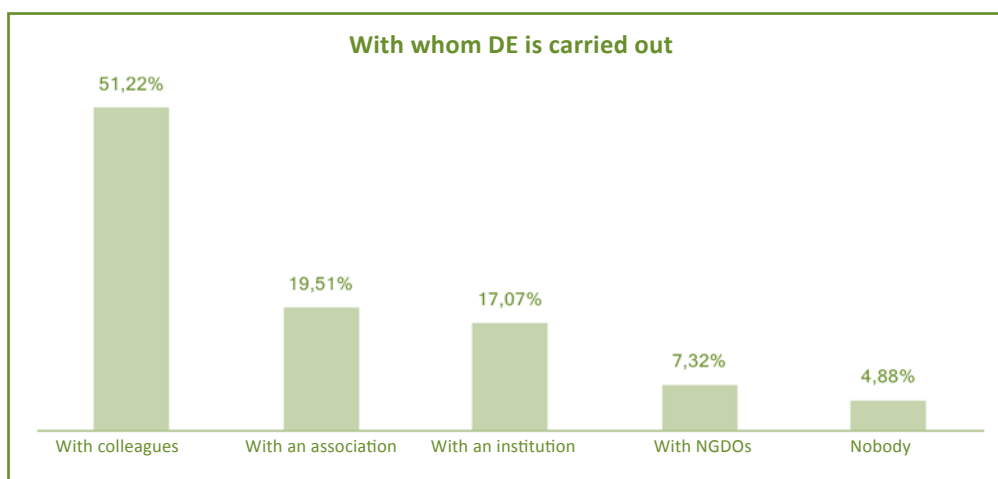
Source: Original compilation

Generally, in Greece, DE is to be found in extracurricular spaces or in supplementary activities and is of a short-term nature, they are essentially time-limited awareness-raising activities (46%) and activites included within lesson plans (18%).

With whom DE is carried out

Time-limited activities	20,37%
Supplementary activities	19,44%
Extra-curricular activities after school	18,52%
Class-based activities	14,81%
Activities in collaboration with external bodies	11,11%
Project-based activities	11,11%
Scheduled activites	4,63%
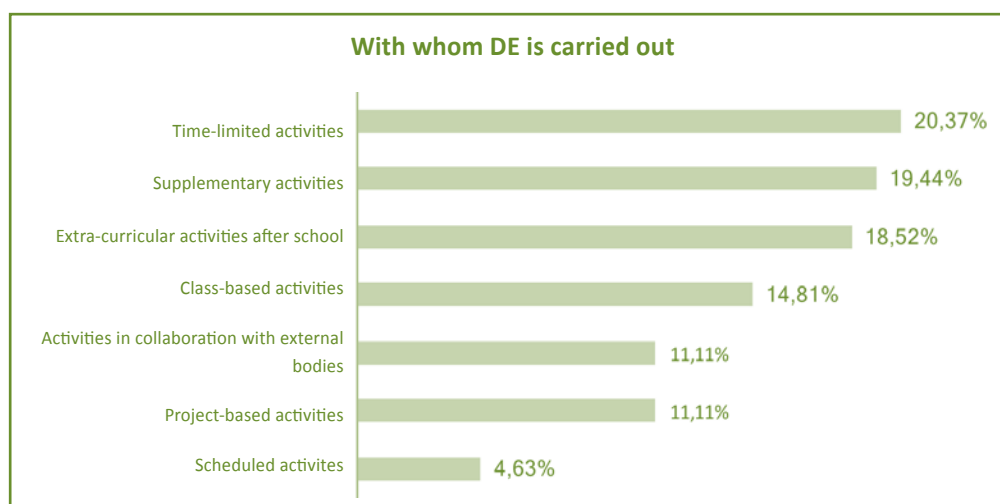
Source: Original compilation

In relation to the development of such activities and the materials used, there are multiple sources. The majority of resoucres are developed by teachers, both individually and collectively, but there are also proposals from the administration and commerical publishers and to a lesser extent, with NGOs (6%).

Development of materials

Coordinated development between colleagues	25,00%
Materials developed by teacher	22,73%
Administration	18,18%
Other sources	15,91%
Commerical publishers	12,50%
NGDOs or other DE agents	5,68%
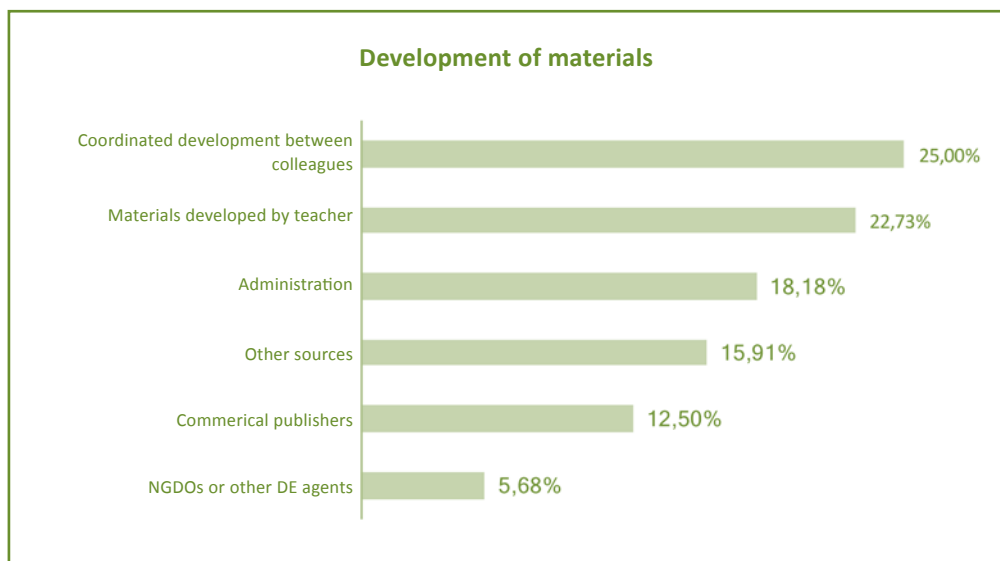
Source: Original compilation

The issues most frequently addressed in Greece are similar to other countries and are closely realted to global economic inequality and poverty; issues pertaining to cultural diversity, intercultural relations and gender equality are also popular. Solidarity and humanitarian aid are topics of interest, as in other countries, Millennium Development Goals, ethical banking, social movements, the 0.7% and antiglobalisation movements are not frequently addressed.

Issues addressed

■ A lot ■ A Little ■ Not at all
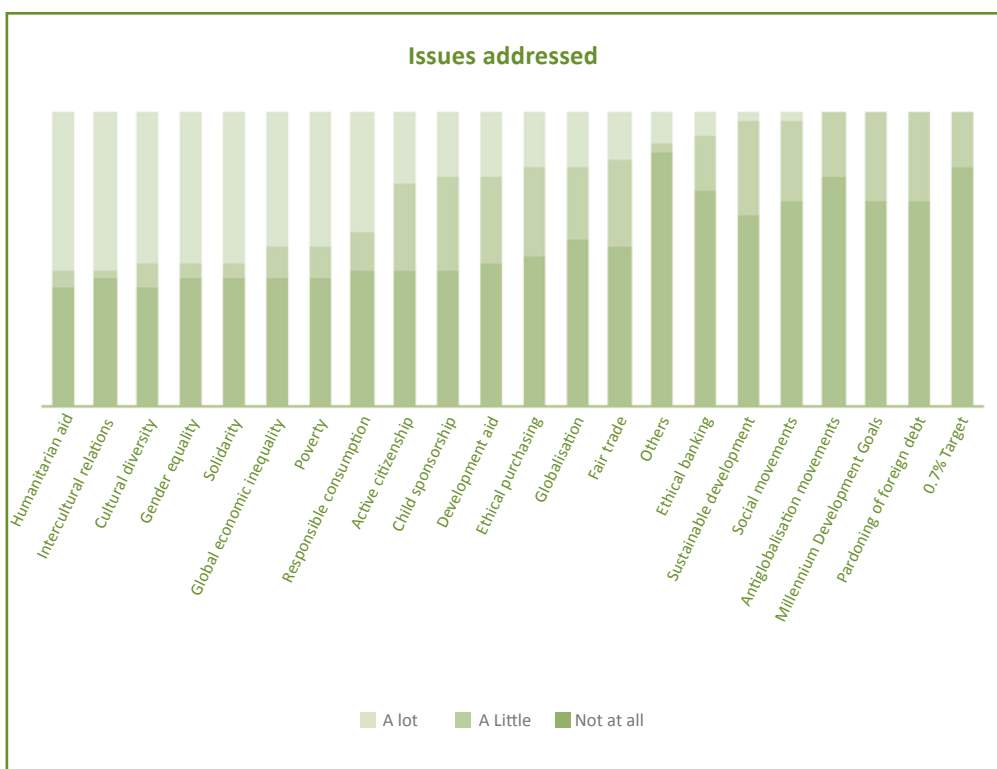
Source: Original compilation

75% of Greek teachers feel it is necessary or very necessary to address these issues. In contrast, only 24.32% opt for the inclusion of DE as a specific subject while 37.84% see the benefit of address it cross-sectionally across all subjects.
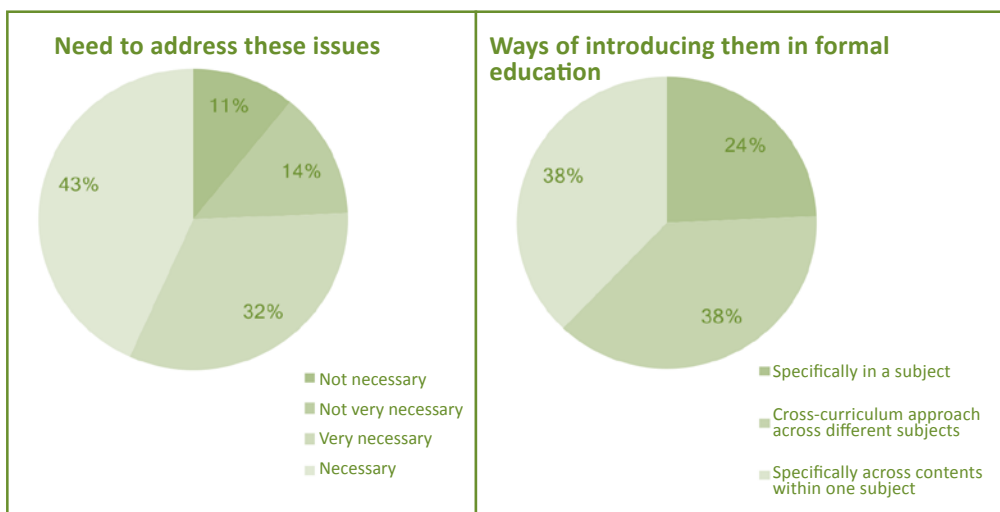
Source: Original compilation

ITALY

ITALY										
Participating institutions: 35										
Ownership		Educational level			No Students			No Teachers		
Publ	Priv	Prim	Sec	Both	<300	300-700	>700	<30	30-70	>70
34	1	5	21	7	7	4	16	6	3	26

In the case of Italy, we can see how of the majority of educational institutions that responded to the questionnaire, 80% of participating teachers carry out DE activities, all nealry all (92.8%) feel it is necessary or very necessary to address this issue with students.
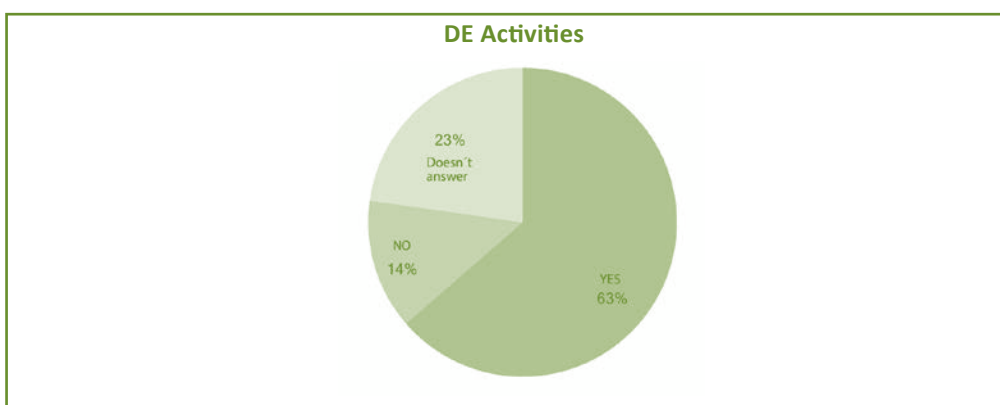
Source: Original compilation

However, on the whole, the type of activities they highlight do not correspond to the cross-sectional focus held up to such a high standard in global citizenship training. In this respect, 53.5% of teachers who responded consider this procedure to be the most appropriate. Although, the most popular interventions are those that take place alongside other classroom activities as opposed to those incorporated into curricular design at different educational stages.

Type of educational activities

Activity	Percentage
Activities within the school timetable	21,7%
Supplementary activities	20,9%
Activities in collaboration with external bodies	14,8%
Extra-curricular activities after school	14,8%
Time-limited activities	11,3%
Scheduled activites with a DE focus	9,6%
Class-based activities	7,0%

Source: Original compilation

Ways of addressing DE issues

- 7% Specifically in single subject
- 39% Cross-curriculum approach in different subjects
- 54% Both specifically in one subject and also across all subjects

Source: Original compilation

Likewise, the same appears to be true in terms of activities being time-limited and regarding the exchange of resources and ideas: the majority of teaching staff carry out activities in collaboration with their colleagues.

With whom is DE carried out
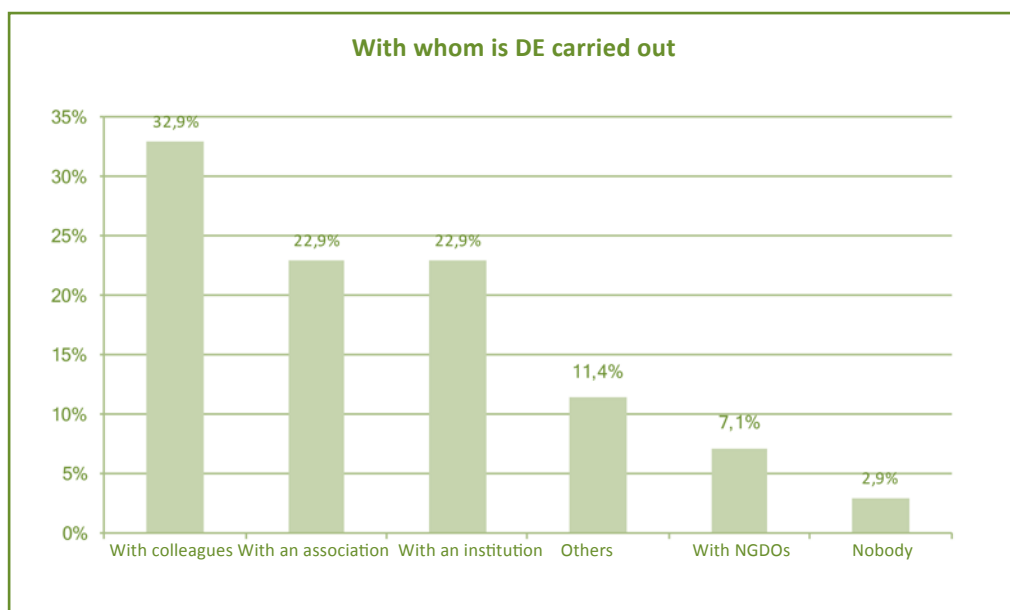
Source: Original compilation

Resources used in the development of activities are primarily developed by teachers, either individually or collectively.

Development of materials
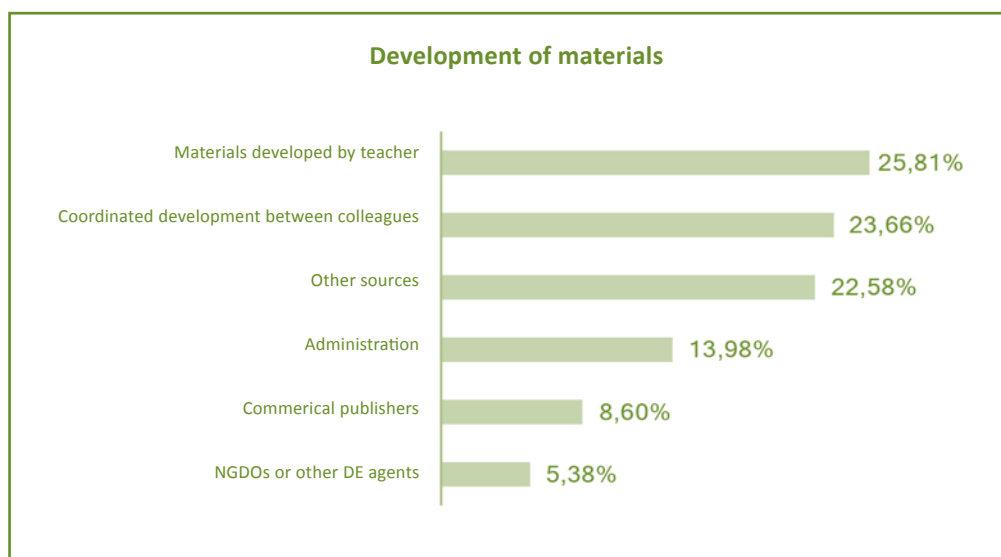
Source: Original compilation

From data relating to intervention alongside other social agents, such as NGOs, local associations etc., the use of material resources in these organisations seems to indicate that there is no spcae for communication and exchange between agents working in the formal and nonformal education sectors.

In terms of the issues included when addressing DE, those that stand out deal with interculturalism, solidarity and active citizenship. Respondents also indicated the scarce presence of issues such as antiglobalisation movements, pardoning of foreign debt and ethical banking among others. This may be because these are topics that more easily dealt with in higher level education as opposed to primary and secondry level.

Issues addressed

A lot   A Little   Not at all
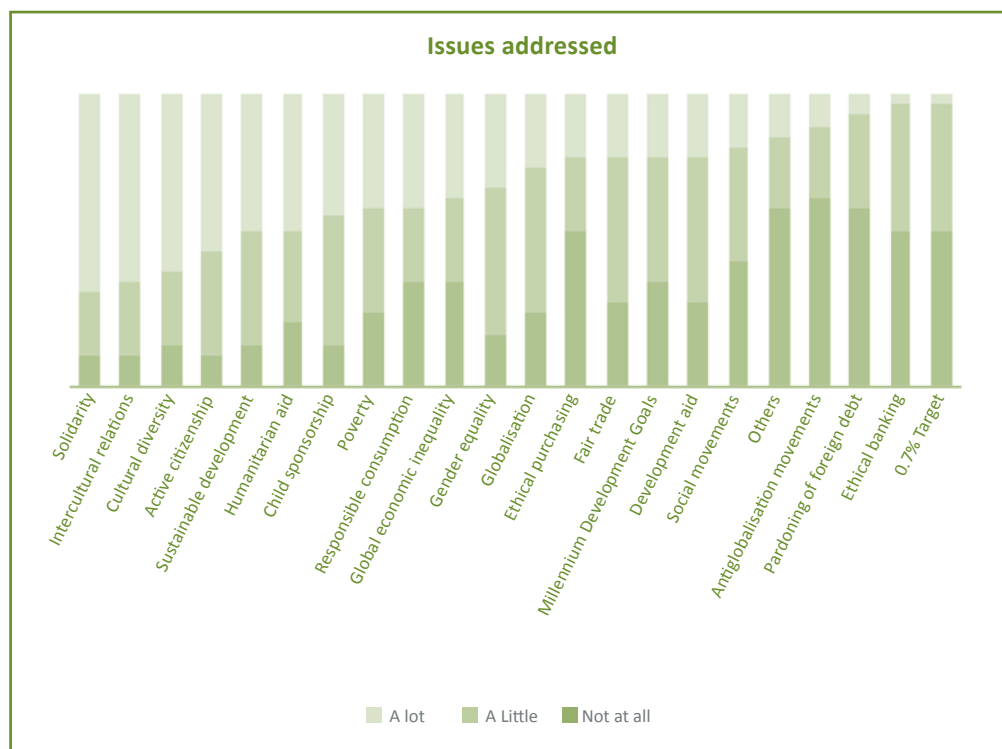
Source: Original compilation

The reasons given by teachers to overlap in activities are various, but all point to the goal of informing and raising awareness amongst students on the reality in which they live, making particular emphasis on the development of critical consciousness.

Need to address DE issues

7%
32%
61%

Not very necessary
Necessary
Very necessary
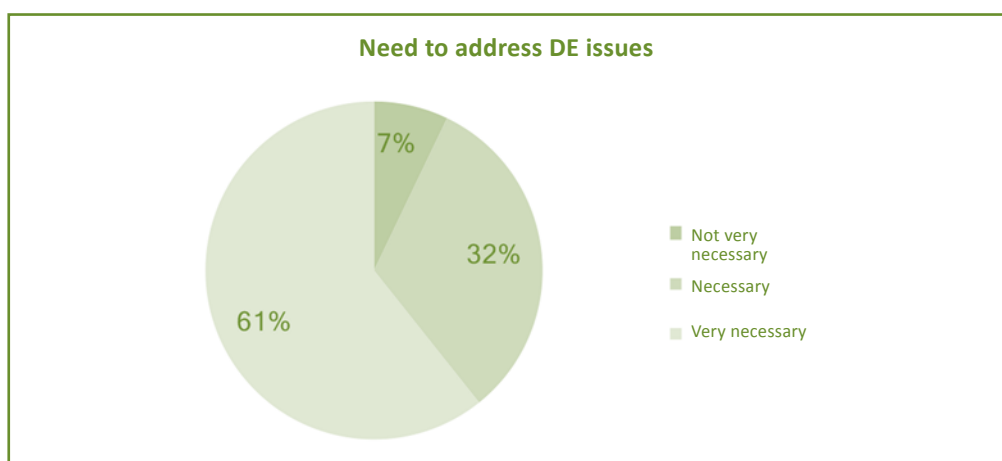
Source: Original compilation

MALTA

MALTA									
Participating institutions: 24									
Ownership		Educational level			No Students			No Teachers	
Publ	Priv	Prim/Pre-school/Others	Both	<300	300-700	>700	<30	30-70	>70
16	8	15	0	9	12	8	4	8	12	4

In the case of Malta, questionnaires from 24 educational institutions were received in which we found the highest ranking on the part of teaching staff on the need to address development education in a school setting. Moreover, in keeping with this evaluation, 71% of educational establishments affirm that they regularly carry out development education activities.
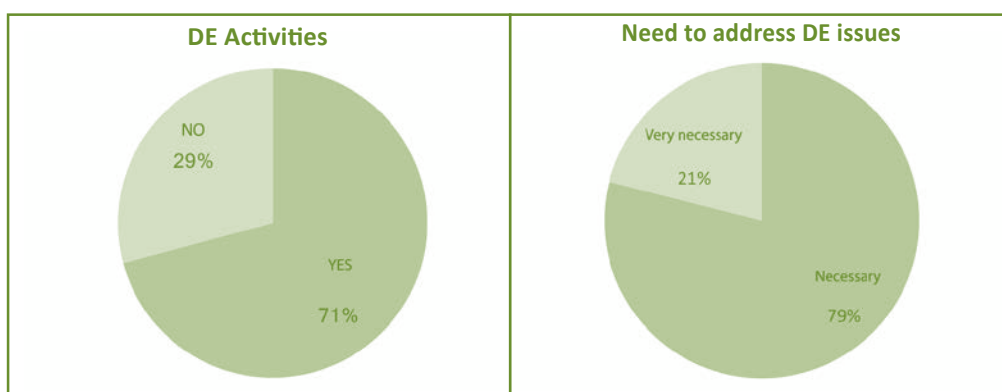
Source: Original compilation

Activities undertaken are mostly promoted in partnership, either with other teachers, local associations or NGOs, which suggests a high level of connection between educational institutions and the rest of society.
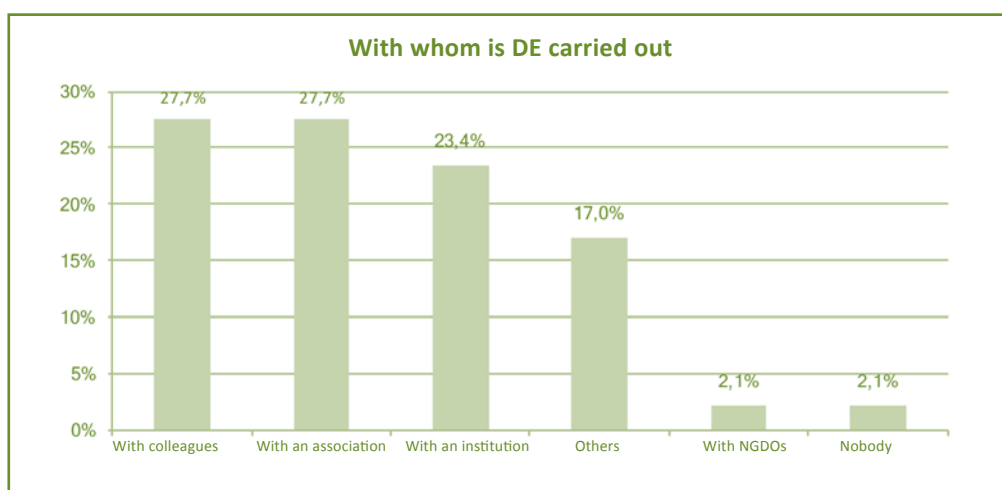
Source: Original compilation

In the majority of cases, activities are caried out within the framework of supplementary activities to the school curriculum and with the support of an institution, although the kinds of extracurricular activities, during class time, among others, are also an option within Maltese educational institutions. To a lesser extent (12%), activities are undertaken within the curricular programme of different subjects.

Type of educational activities

Activity	Percentage
Supplementary activities within the school timetable	19,6%
Supplementary activities	18,5%
Extra-curricular activities	17,4%
Time-limited activities	16,3%
Class-based activities	12,0%
Activities in collaboration with external bodies	10,9%
Scheduled activites with a DE focus	5,4%
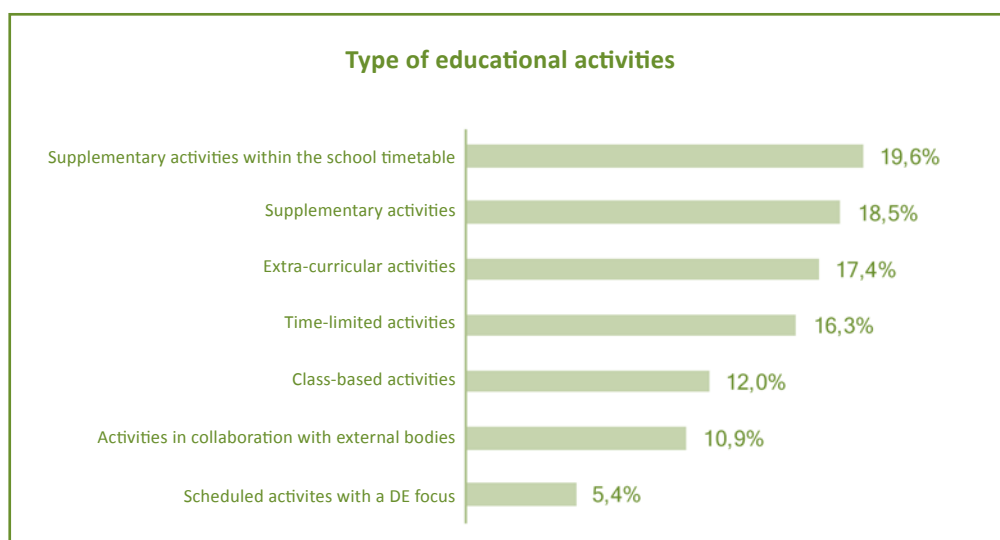
Source: Original compilation

The materials used to implement DE correspond to the coordination with other agents previously mentioned. In this sense, resources from administration, NGOs and other sources are used equally, although majority of the weight falls on to teachers, either individually or as a team. Unlike other countries, except Poland, none of the institutions seem to address this issue using resources from commercial publishers.

Development of materials

Source	Percentage
Administration	25,0%
Other sources	21,9%
Materials developed by teacher	21,9%
Coordinated development between colleagues	21,9%
NGDOs or other DE agents	9,4%
Commerical publishers	0,0%
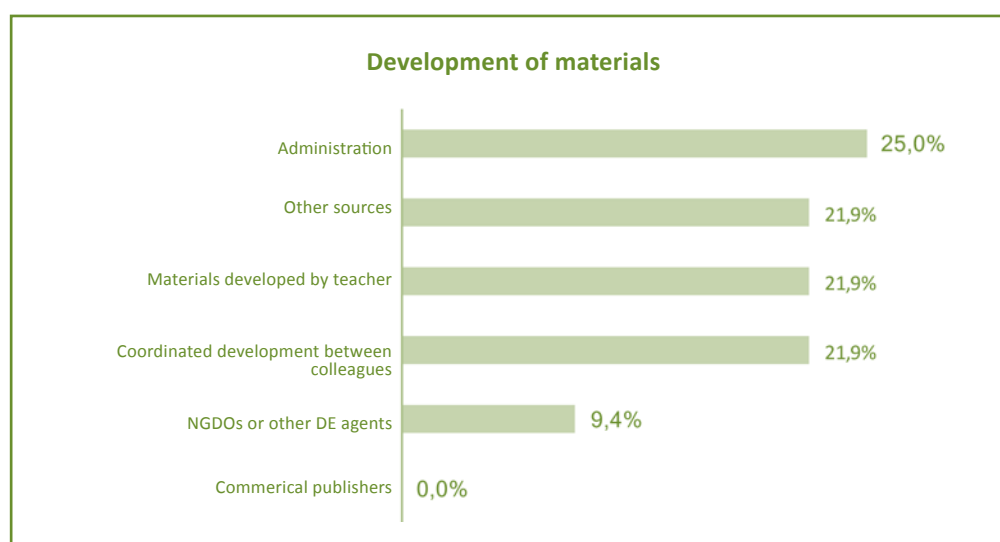
Source: Original compilation

Responsible consumption, solidarity, cultural diversity and human development are some of the issues more frequently addresses as opposed to Millennium Objectives, fair trade, antiglobalisation movements or ethical banking which are rarely included, acording to questionnaire response.
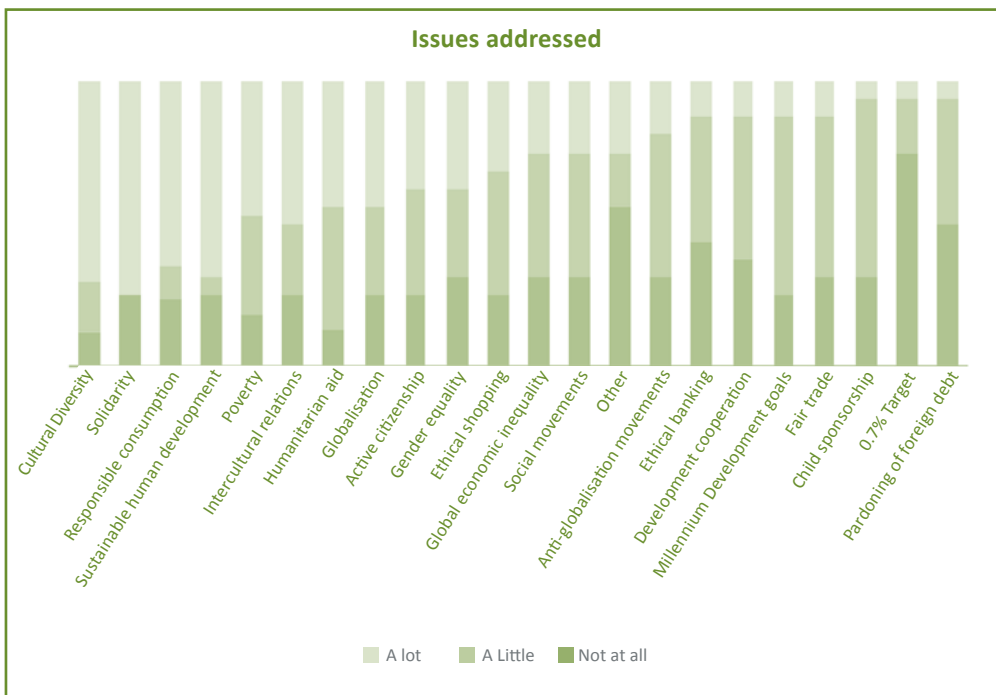
Source: Original compilation

In spite of the need expressed by teaching staff to incorporate DE in primary and secondary education classes, respondents do not lean significantly towards a specific model to be used in the incorporation of contents and methods. 38% of respondents prefer to mainstream DE in a specific way, across the curriculum, while 29% opt for teaching DE as part of a stand-alone subject which would encompass such content.
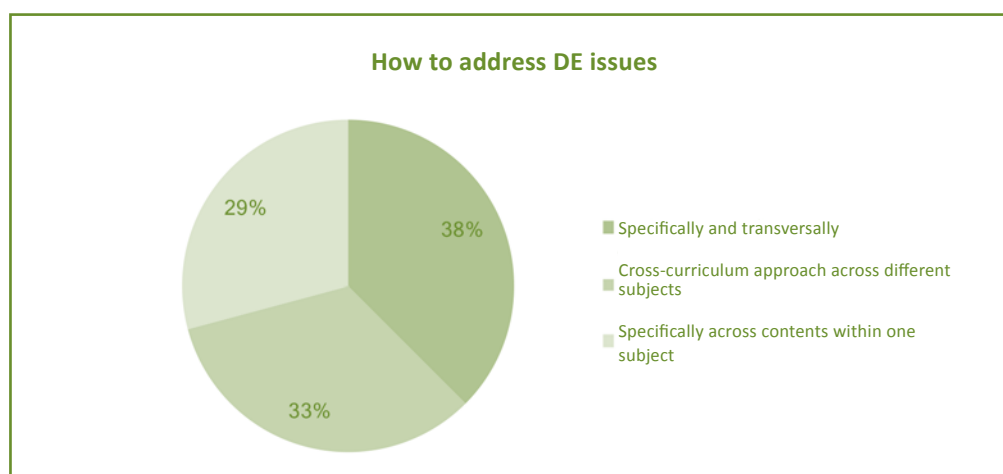
Source: Original compilation

POLAND

POLAND									
Participating institutions: 11 (24 questionnaires)									
Ownership		Educational level		No Students			No Teachers		
Publ	Priv.	Pre-school, primary, other	Secondary	<300	300-700	>700	<30	30-70	>70
0	24	8	3	20	4	0	18	5	0

In Poland, almost the entire respondent group (91.6%) stated that DE activities were being implemented. Likewise, the vast majority believed that teaching these subjects was necessary (57%) or very necessary (13%). However, it is important to also note that a significant percentage of teaching staff (30%) regard this as not very necessary (30%).
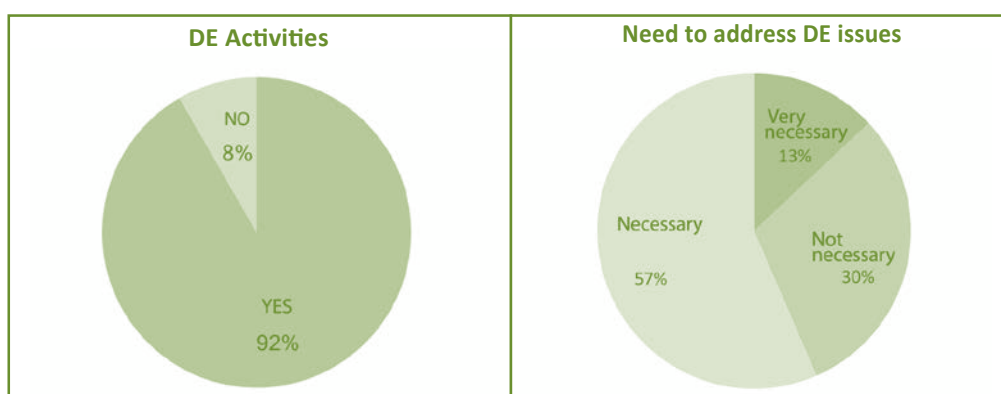
Source: Original compilation

In Poland, as with previous cases addressed in this study, the vast majority of teaching staff (82.6%) favour a cross-curricular approach when addressing DE topics in the classroom. In terms of the types of learning activities which they would prefer, these are mostly complementary to the curriculum, or one-off activities.

Source: Original compilation

Type of educational activity

Activity	Percentage
Supplementary activities within the school timetable	21,5%
Awareness-raising activities	19,4%
Supplementary activities within a project	18,3%
Activities in collaboration with external bodies	10,8%
Programme-planning one specific subject area	10,8%
Class-based activities	10,8%
Extra-curricular activities	8,6%
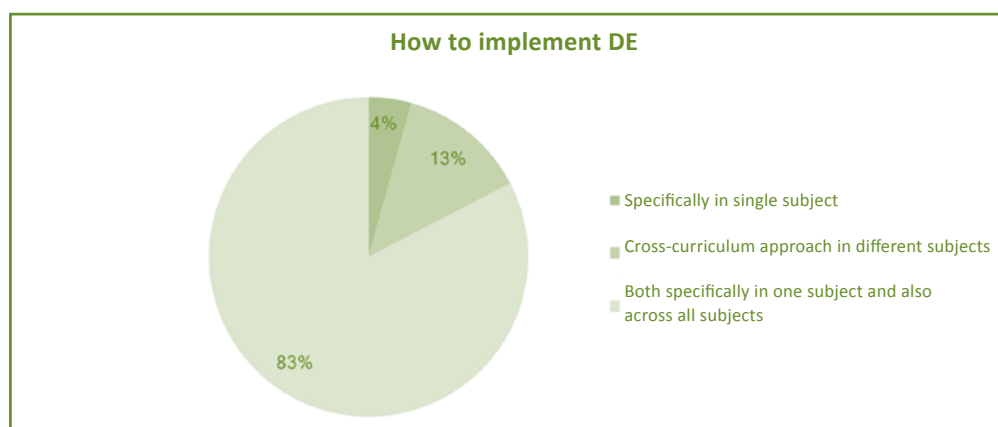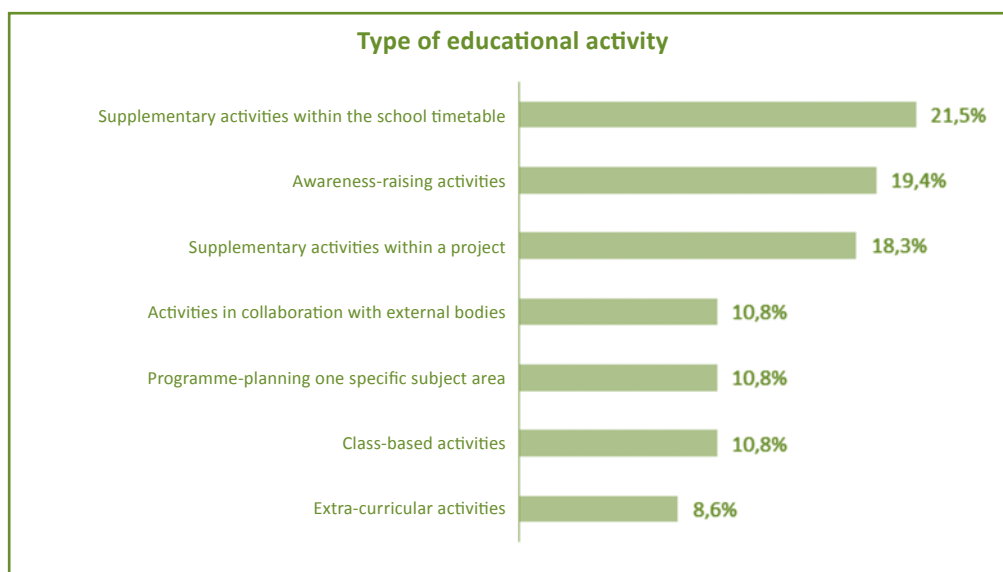
Source: Original compilation

Class activities are usually carried out individually or in collaboration with other classmates. It is important to note that in Poland there is a significant percentage of respondents (27.7%) who claim to be carrying out DE activities in collaboration with local organisations, as well as with other external groups, both in the form of governmental institutions as well as NGO bodies.

With whom is DE carried out

	Percentage
With colleagues	33,9%
With an association	27,7%
With an institution	20,0%
Others	12,3%
With NGDOs	4,6%
Nobody	1,5%
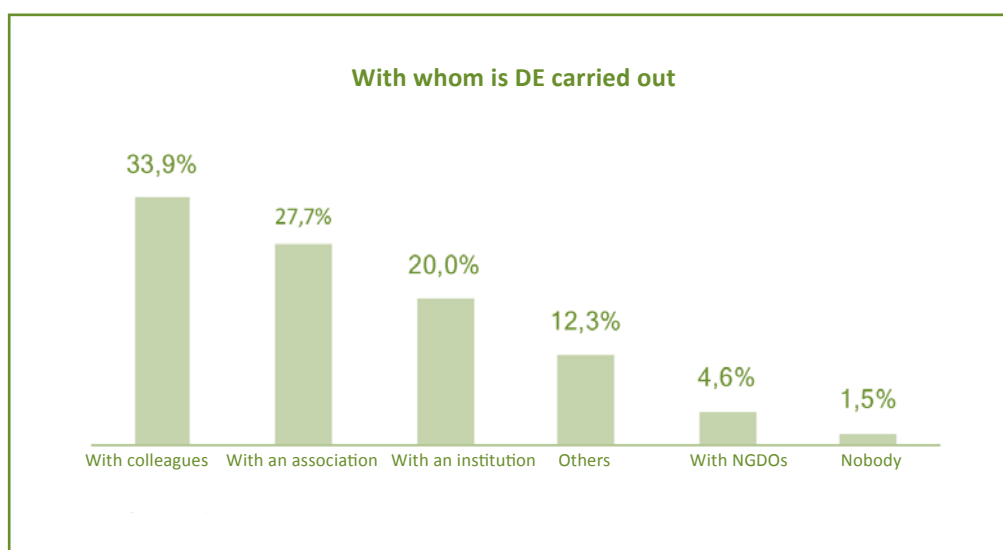
Source: Original compilation

In terms the reasons given by teaching staff to explain their involvement in these types of activities, there are several, including: to awaken social awareness in children towards the reduction of social inequality; to encourage students to participate in the life of their local community and to make a contribution to the personal development of students and teachers alike.

An important issue in terms of the DE thematic contents which teaching staff work with in Poland is the small number of subjects addressed, and the low level of engagement with them. Among these intercultural relations and gender equality are significant highlights.

It is in fact the "a little" and "not at all" categories connected to DE which do stand out in the survey results.

Issues addressed
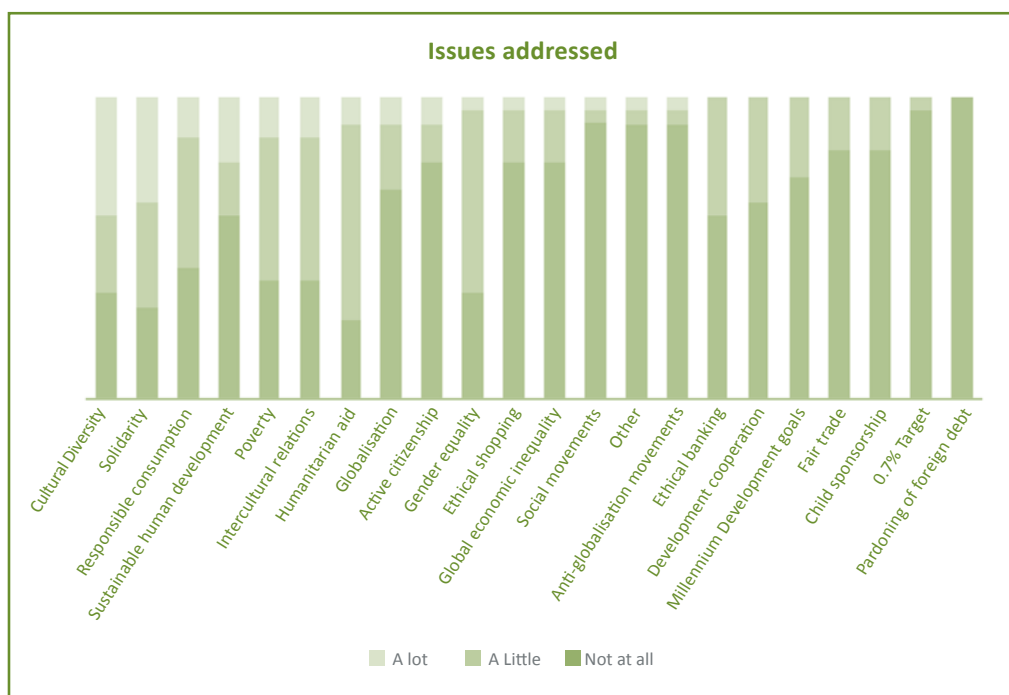
Source: Original compilation

Lastly, teaching resources used in DE activities are mainly designed by teaching staff themselves, whether individually or collectively, although the presence of resources produced by other stakeholders, such as NGOs, also is a significant factor.

Development of materials

Materials developed by teacher	30,8%
Coordinated development between colleagues	26,2%
Materials from other sources	23,1%
NGDOs or other DE agents	18,5%
Administration	1,5%
Commercial publishers	0,0%
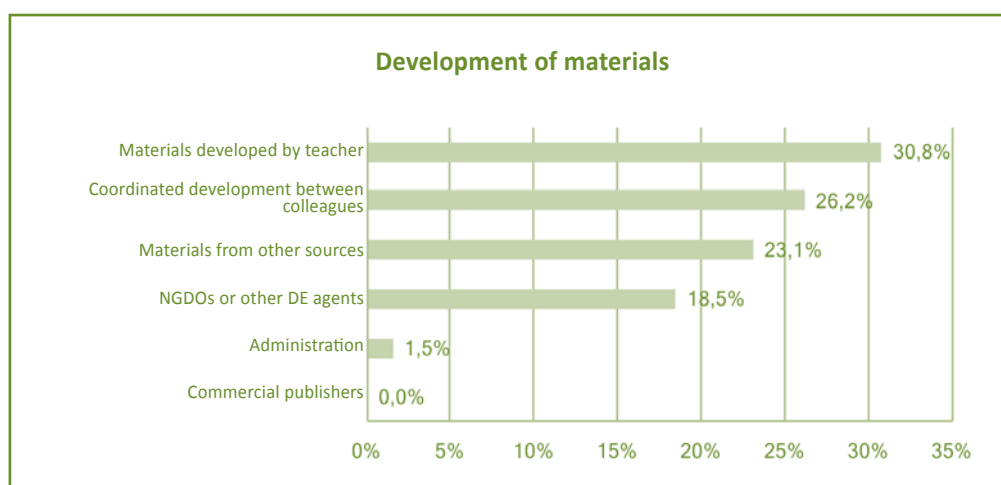
Source: Original compilation

Brief summary

Derived from the analysis above and considering data gathered in a global manner, the general conclusions are the following:

- The majority of participating centres belong to the state sector, which is common in rural areas. This is due to the fact that the school-age population in these areas is not very large. The ratio of private to public ownership of educational institutions is similar in all countries studied, with the only exception being Greece, where all participating educational centres are state-owned.

- In terms of the number of students and teaching staff in participating educational institutions, as it can be seen, such great diversity in size makes any meaningful comparisons difficult. The ratio of students to teachers varies greatly from one country to the next, which points towards differences in organisational models at the district level in each area. However, it is possible to carry out a descriptive analysis of the teaching guidelines utilised by teaching staff, which in turn does allow an exchange of teaching experiences.

- Development Education is present in primary and secondary level education, and it is part of the teaching environment of rural educational institutions, even though 31% of teaching staff state that structured DE activities are never carried out in their educational environment. In general, DE activities are implemented as the initiative or the result of collaboration work with external bodies, and they are carried out in a collective manner by different teachers. There is also, however, a record of a number of such activities which are carried out by individuals in a more isolated manner.

- As for content, frequency of implementation and type of activities being carried out, we come across very revealing figures: 88% of educational institutions carry out one-off teaching activities. It is still on the periphery of the educational system (extracurricular spaces and opportunities, supplementary activities, etc.) which define the environment where DE has a significant presence of 84%. Only 32% of teachers surveyed regularly plan their subject classes incorporating aspects connected to DE.

- Something which seems to be a common feature in all participating countries is the supplementary nature of the activities carried out. In the classroom there are anecdotal and sporadic activities triggered by external events (e.g. International Day of Peace, refugee events, gender issues, specific news, etc.) which run in parallel with educational activities which are better structured and planned (DE mainstreaming in all subjects, tutorials, specific subjects and DE, etc.)

- The reasons given to justify the DE activities implemented are varied; among the most common the following are included: *"to provide a response to the problems of our times (poverty, social inequality, etc.)"; "to improve the quality of education"; "to raise awareness and to promote specific values among students"; to contribute to the integral education of students"; "to promote activities in the community which awaken the social awareness of its children".*

- DE subjects that are most predominant are those which address issues including *intercultural issues and cultural diversity, solidarity, humanitarian aid, responsible consumption, gender equality and sustainability.*

- Topics which seem to be less prominent include the *pardoning of foreign debt, anti-globalisation movements, the 0.7% Target, ethical banking and child sponsorship*.

- Even though all these topics are important, and are in some way included in the majority of the DE curriculum proposals studied, the most prominent DE subjects are those which can be most easily integrated into a cross curricular approach in the programmes of study included in the different phases looked at by this study.

- A high percentage of teachers (86%) believe it is 'necessary' or 'very necessary' to address DE in the classroom, because it makes a significant contribution to the integral education of students, to the development of their social awareness and to the promotion of behaviours which foster community development.

Conclusions

The core principles and conclusions that can be derived form this part of the study can be summarised as follows:

- There are neither significant nor relevant differences among participating countries in terms of the different dimensions analysed in this study. The common denominator has to do with DE being present in all educational institutions studied and with the weak continuity of the development of this subject within the educational curriculum.

- DE-related topics included within the curriculum are wide and diverse; there is no single agreed definition. There are, therefore, different priorities which do not coincide in neither content nor perspective, yet there are enough common themes within them for these to be regarded as being in connection with the different dimensions of DE which are key to the wellbeing of individuals and societies. *Solidarity, poverty, cultural diversity and gender equality* are the most frequent topics. And the least frequent are *social movements, foreign debt, the 0.7% Target, fair trade, the anti-globalisation movements and active citizenship.* Nearly all the participating institutions in countries studied also make reference to the importance of critical thinking, respect for human rights, and in many cases, respect for the environment and sustainable development, but these are not necessarily the topics to which the majority of schools dedicate most of their attention.

- DE is present in a sporadic manner in classrooms in participating countries, but there is no provision for a DE curricular focus which, systematically and across the curriculum, can guarantee education in its subject matter. The implementation of one-off activities in collaboration with colleagues as well as with local bodies seems to be the general practice.

- Teachers by and large acknowledge the importance of and need for DE as a contribution to social transformation, but they argue that there are a number of difficulties faced when they try to incorporate new content and perspectives into the curriculum, due to the high level of succinctness required by official curricula. Generally speaking, surveyed teachers believe that the integration of DE into curricula must not involve the creation of new subjects, but rather the integration of some of its key tenets into the existing subjects in a cross-curricular way. It is also widely believed that, in order to implement DE contents efficiently and extensively, it is necessary to involve the entire educational community.

- Teaching staff assert that they are using practical resources as well as materials supplied by local bodies and NGOs, because these assist them in their task of introducing DE topics into different programme areas. Likewise, teachers endorse the idea of implementing such integration with the support of or by the initiative of other colleagues. On the other hand, these types of activities do not seem to feature regularly in the stage of academic planning, but they rather depend on teacher initiative or else on external offers of support (NGOs, associations, etc.).

- The extracurricular aspect is another dimension where DE activities are common in participating countries, and in this area local organisations, associations and NGOs do fulfil a leading role. Administrative stakeholders, and to a lesser degree, commercial publishers, have an input in terms of proposed themes and DE resources in educational institutions.

Recommendations

Having completed our analysis of findings from this study, and also deriving from the expertise of the research team in this study, we will now put forward a number of recommendations towards improving the integration of a global-citizenship focused DE into the education programme, taking into account the different symbols and contexts present in each participating country. These differences make general conclusions difficult, but the following recommendations are guidelines which aspire to improving the mainstreaming of DE.

These proposals are organised around five main areas: educational administration, teacher training, future research, spaces for educational innovation in DE and the development of a theoretical framework.

1. Educational institutions should commit themselves to the **formal inclusion** of DE in educational curricula, so that DE becomes fully incorporated into teaching offered by educational establishments thus symbolising their commitment to community social action. In this way, DE will have an impact not only directly on students, but also indirectly upon the entire educational community context in which the institutions carry out their work. There are many varied voices (UNESCO, NGOs, etc.) which demand a joint way of working of all stakeholders in order for DE to be integrated in educational institutions. This should be a strong enough argument to expect specific measures on the part of educational

institutions, so that they move from statements of intent to action on this issue. The implementation of DE in primary education should not depend solely on the initiative of teachers, if there is a real belief in the central role which DE must attain in education for global citizenship. It is also important to promote inter-institutional work (coordinated across different institutions) which foster work dynamics based on the sharing of knowledge and the pursuit of a common goal. At the same time, such joint activities should be used to strengthen the demand for the formal integration of DE into the curriculum.

2. Both introductory and long-term training of teachers is key to ensure a cross-sectional and holistic approach to the study and methodology of DE. To this end, collaborative and cooperative working among educators across different areas, both experienced and new teachers alike, alongside a variety of facilitators is so important, as is the establishment and development of vital support networks.

3. To further develop future studies, especially the second stage of the project, we propose the use of evaluation strategies to understand the impact of DE action plans; particularly **"outcome mapping"** [39] and "meaningful change" or "change theory" [40],, which would enable the verification in a systematic way of the educational impact of DE formal programmes. It would also be beneficial to add to this study with another more in depth study including **interviews and individual analyses of** different experiences that educational centres appear to be carrying out. Moreover, we recommend the implementation of evaluation procedures and monitoring, establishing a range of progress indicators that will allow changes introduced to educational programmes and their influence on understanding, attitudes and behaviour to be measured.

In the same vein, we recommend the implementation of processes of monitoring and evaluation which allow an insight into the achievements and impact of the work, as well as to identify and recognise change processes. It would be helpful to establish a set of **progress indicators** which facilitate the assessment of the impact of changes introduced in the curriculum and their influence on knowledge, attitudes and behaviour. This impact assessment should be carried out via survey responses from teachers and students.

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[39] Outcome mapping is a dynamic methodology developed by IDRC – International Development Research Centre (Canada) (http://www.idrc.ca/). It proposes a participative methodology that allows continuous revision of identified objectives and the ability to modify them depending on ever-changing needs; it puts in place monitoring and evaluation for the purposes of learning in order to increase effectiveness. It places emphasis on transforming behaviour patterns of people/groups involved.

[40] Based on this theory, an evaluation/research model is proposed which will not only evaluate the undertaking of activities and the level of achievement obtained, but rather which bears in mind the whole process from the start and through its different phases (Ardanaz, 2014). According to this approach, activities in themselves are not the most important things, but rather the response of the people involved and the context in which they are carried out, which would explain the change brought about by any DE project. Thus, it does not only evaluate the outcome of objectives, but also tries to identify and evaluate the causal mechanisms that have led to such outcomes.
CHANGE THEORY = IMPLEMENTATION THEORY (programme activities) + PROGRAMME THEORY (mechanisms of change).

4. To develop, within educational centres, **spaces for innovation** that will allow the development of cross-curricular and progressive DE proposals. It is important to work from the starting point of everyday life, from the local context into a global perspective, taking into account socio-emotive factors and also the dynamics of participation. It is also necessary to adjust proposals to the reality of the educational establishments and their students, to streamline collaboration with local bodies, while keeping in mind educational and developmental policies, as well as educational requirements in all the different environments for action.

It is necessary to strengthen the educational dimension of DE through the use of teaching methodology which duly represents its value. This is the dimension which most directly impacts on the everyday teaching role of teachers and which is yet to find its way into the classroom. All learning involving DE and global citizenship should be integrated mainly through the use of new teaching methods, **promoting transversal approaches and inter-disciplinarity** across areas of knowledge or introducing them in the first instance as free-standing themes within existing or specific subjects.

To supply institutions with the necessary time, resources and people to streamline and organise a systematic approach to new DE proposals. To encourage the engagement of individuals, groups and institutions, as well as the creation of new spaces for participation and active involvement for the different stakeholders, including host and beneficiary groups. This will become a meaningful contribution to the development of networks for the exchange of experiences and the supporting of key multiplying agents persistent in time, enabling the implemented activities to become transferable.

The work of teachers, from a collaborative and participatory perspective, is key to strengthen, learn and improve the development of a citizenship for global change. This is why it is necessary to have access to **collective spaces for reflection** within the educational institutions, around good practice and frameworks focused on DE which also integrate other social agents which are external to the school.

Institutional support for teachers is fundamental to achieve a significant presence of DE in the educational curricula. Teaching staff need training of a quality standard which enables the formulation of responses to DE needs and also an institutional acknowledgement of best practice. This is achieved through alternative ways of teaching, as well as through the macro institutional design of policies which are coherent with these notions, and the use of the necessary institutional procedures.

5. To strengthen the development of a **theoretical model** that underpins DE actions, bearing in mind their influence on the development of attitudes, values and/or understanding, in line with established curricular approaches in each participating country. The implementation of DE also needs to draw from other widely-impacting proposals and from new approaches which establish network collaboration at the centre of global citizenship as a goal.

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4.3. STUDY OF DEVELOPMENT EDUCATION IN THE CONTEXT OF NGOS AND SCOS

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Whilst outlining the initial analysis of the role NGDOs play in relation to the research project *"Raising Public awareness of development issues and promoting development education en the European Union",* we will begin with the two main objectives established in that project in order to contextualise the work carried out:

- To contribute to a change in social attitudes towards sustainable development (including issues relating to responsible and ethical consumption, ethical recruitment practices and fair trade) and to support the Strategy beyond 2015 in rural European areas.

- To improve the quality and efficacy of development education initiatives and increase their scope and impact in rural areas.

Furthermore, stemming from these two main objectives, the specific objective set out in this study is:

- To develop, trial and promote a participatory model of Action Research within development education in a rural context with the goal of disseminating lines of action and effective, innovative and inclusive strategies in order to implement a DE programme which would operate on two levels: local authorities in rural areas and their local population.

Bearing in mind this starting point, we understand that the knowledge and experience of NGDOs in the field of DE can undoubtedly play an important role in this study at different levels, as Martínez Scott[41] points out, *"the most common target groups for DE activities in the formal environment are NGOs and cooperation institutions, leisure and hobby-related institutions, cultural organisations or institutions involved in socio-cultural programming".* These are without a doubt the organisations which have become most deeply engaged in DE from the core idea that *"it is imperative to transform the reality in the North, the understanding of people and governments in the North in order to then be able to truly transform the South".* [42]

In this sense, and from the perspective of research, we suggest that the contribution of NGOs can:

[41] Martínez Scott, S. (2014). *La educación para el desarrollo en la formación inicial del profesorado. Estudio de casos en la asignatura educación para la paz y la igualdad.* (Doctoral thesis, p84). Accessed at http://uvadoc.uva.es/handle/10324/5691

[42] Ibid. p88

-    Identify DE activities currently being carried out in rural areas.

-    Establish themselves as promoters of relevant action programmes for DE in rural areas.

Methodology

Activities in relation to the role of NGOs in DE in rural environments.

The first stage of the project is the assessment phase, which comprises two activities:

•   Activity 1.1, designed to enable a deep analysis of Development Education, in order *to learn from practices and to discover potential mistakes and successful experiences in DE methods, along with the impact of each of these in the different contexts within each of the participating countries in the project find themselves.*

Here, a specific part of the assessment is the analysis of the influence of non-formal education (especially focusing on DE activities carried out by NGOS).

•   Activity 1.4 is the setting up of working and participation groups to draft a specific DE programme.

In this case, NGOs and SCO become a reference group on their own. This particular task will be carried out at a later date, depending on the information obtained in activity 1.1.

Data collection tools

The data collection tool chosen for the intended assessment in Activity 1.1 in this project was a questionnaire, allowing us to choose a selection of NGDOs operating in rural settings and to analyse the work in which they are currently engaged.

We have not set fixed limits as to how many questionnaires each country should complete but rather allowed the tool to be adapted to each context with the aim of maximising information gathered. As a reference, we hoped to at least obtain information on 20% of the organisations working in each zone, bearing in mind that the concept of a NGDO cannot always be applied in its strictest sense; rather, the field of action was opened up to other non-governmental agencies also working in this field, namely Civil Society Organisations (CSOs).

The search for and selection of NGOs could be based both on institutional records as well as on umbrella organisations for NGOs, such as for example those belonging to The European NGO Confederation for Relief and Development, which is present in each country participating in this study:

- Bulgaria: BPID

- Cyprus: CYINDEP

- Spain: Coordinadora ONG

- Greece: Hellenic Platform for Development

- Italy: CONCORD Italia

- Malta: SKOP

- Poland: Grupa Zagranica

In the initial months of the study, a questionnaire was developed based on that of Ruíz Varona[43]. The questionnaire is a form of survey characterised by the absence of a pollster but rather a non-exhaustive collection of easily understood questions. It is a tool that serves, as in our case, as a means of gathering general information amongst a large sample[44], in such a way that a lot of information can be collected in a short space of time.

In February 2015 development of the questionnaire began, following the phases of development of this type of tool[45]. Taking advantage of the associates conference in May 2015, the questionnaire was presented to all participating partners. Starting from an original version in English followed by a discussion on key terms to avoid diverging interpretations, the survey was translated into the official languages of all participating countries. At this event queries raised by the tool were addressed and the decision to circulate it via email was made.

The final questionnaire consists of 11 closed-ended questions (dichotomous and some multiple choice) and 5 open-ended questions with which we try to obtain more detailed information about the chosen organisations.

Summary of findings

General insights derived from data

An initial analysis of the data gathering can expose the challenges encountered in obtaining detailed information for all cases. These challenges resulted from not only language differences, but also differences of understanding about what NGOs are, and what activities we believe they should be implementing in order to build up DE in a relevant way. The latter is particularly evident in the lack of a rigorous process in the

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[43] Ruíz Varona (2012). *Educación para el Desarrollo en las escuelas de Cantabria: diagnóstico, propuestas y recursos.* Consejería de Educación y Deporte del Gobierno de Cantabria.

[44] Santos Guerra, M. A. (1990). *Hacer visible lo cotidiano: Teoría y práctica de la evaluación cualitativa de los centros escolares.* Madrid: Akal.

[45] McKernan, J. (1996). *Curriculum Action Research: A Handbook of Methods and Resources for the Reflective Practitioner.* London: Routledge.

selection of organisations working in this was in every context. It became necessary to delve into web sites of different organisations (whenever relevant information has been available) in order to identify and select a group of organisations which could be helpful in the latter stages of this study, and even then this was not feasible in every case.

In addition, we are not aware whether the responses collected from each of the participating groups have taken into account the list of associations part of the *European NGO Confederation for Relief and Development*, since in some of these countries it is not clear how many associations are currently operating within the project's target area.

Despite requesting, at different points in the data gathering stage, a wider selection in the responses submitted, especially in terms of translation issues and information about web sites, our requests were not always addressed. We understand the wide range and complexity of the data in the study could be a reason for this, so we decided to continue with the assessment phase based on the information we did have to hand, in order to continue and complete the study.

It is clear that there is a lack of comprehensive information on the NGO sector, or at least the information is not as comprehensive as we initially expected. However, while taking into account the limitations of a study of this nature, we believe it is still possible to draw relevant ideas which can be helpful in reflecting on the importance of a plan of action to take DE into the rural sector, integrating NGOs and SCOs, so that proposals have the desired impact, as we shall see in this report.

Questionnaires

The number of questionnaires on NGOs and OSCs finally gathered corresponds to the following:

	Bulgaria	Cyprus	Spain	Greece	Italy	Malta	Poland
COUNTRY	(14)	(7)	(15)	(14)	(18)	(9)	(4)

The field of reference was set to 20% of the total number of organisations, and from the data forwarded by different countries in the "Files on Local Institutions in Partner Countries", we can summarise the situation country by country in the following table:

OVERALL ASSESSMENT BY COUNTRY OF DEAR PROJECT QUESTIONNAIRES RECEIVED ON NGOs			
COUNTRY	**Number NGOs / SCSOs**	**Number ANSWERS**	**OBSERVATIONS**
BULGARIA	9/19	14	The number of answers matched expectation, even though some answers still need translated and also specific information on organisations and their websites, in order to be able to learn about their work in greater detail.
CYPRUS	0/0	7	We do not have access to information about all NGOs or SCOs operating in the area. There is information on only 3 web sites managed by the organisations, of which only 2 are of relevant interest. As is the case with Greece, some answers still need to be translated.
SPAIN	124	15	20% of all answers correspond to 25 questionnaires. However, from a qualitative perspective, this is the group which submitted the most carefully elaborated answers, which makes this information more useful.
GREECE	0/4	14	It would be beneficial to access more information on NGOs or SCOs operating in the area. The information drawn from questionnaires is ambiguous; only 3 organisations present significant information. Some answers still require translation.
MALTA	0/51	9	Two questionnaires are missing, but adequate information was found.
ITALY	6/0	18	It would be beneficial to access more information on NGOs or SCOs operating in the area, since in the general information available from the survey files, there are answers by 18 organisations, yet there are only 8 clearly listed. There is not much specific information about DE in the answers provided by the different associations, and of these, only 4 work in urban environments.
POLAND	2/73	4	It would be beneficial to obtain more detailed information about NGOs. The answers compiled provide good information in two cases, but not as good in the other two. Furthermore, only four organisations responded; according to the information on the record, there is a total of 15 questionnaires which should have been returned. There are 73 possible organisations which could complete the questionnaire, therefore there should either be more questionnaires employed or else the reasons as to why only 4 were completed should be investigated.

* Data obtained from the "Local Entity Files"

IV. ANALYSIS OF RESULLTS

Summary of findings by sections

In this section we present an analysis of the data obtained via the different items in the questionnaire. We will carry out an assessment of the information by examining each question. On some occasions such analysis is global, and when it seems appropriate, a country-by-country distinction is made on the results. We believe this way of presenting the findings will offer a more comprehensive perspective than if we confine ourselves to examining only global data. The final conclusions and recommendations will naturally have a more global character.

- • *NGO Identification Data*

- - Even though it occurred only on rare cases, the identification of participating organisations was not always accurate, as some of the NGOs that completed questionnaires did not do it correctly in some cases.

- • *Is working on DE and awareness-raising one of the areas of work within your organisation?*

Country	Bulgaria (14)	Cyprus (7)	Spain (15)	Greece (14)	Italy (18)	Malta (6)	Poland (4)
YES	9	7	15	13	10	8	4
NO	5	0	0	1	8	1	0

- - *Does your organisation currently carry out (or has carried out in the last 5 years) activities focused on awareness-raising and DE?*

Country	Bulgaria (14)	Cy-prus (7)	Spain (15)	Greece (14)	Italy (18)	Malta (6)	Poland (4)
YES	2 both 1 only ED 3 only awareness-raising 3 on distinct occasions	6 both	15 both	9 both 2 only awareness-raising 1 on distinct occasions	7 both 1 only DE 2 on distinct occasions	7 both 1 only DE 1 only awareness-raising	3 both 1 only DE 1 only wareness-raising
No	3	1		1	8	1	

- *Does your organisation have a strategic plan to address awareness-raising and DE?*

Country	Bulgaria (14)	Cyprus (7)	Spain (15)	Greece (14)	Italy (18)	Malta (6)	Poland (4)
Yes	4 (2 for both and 2 only for awareness	10 (8 for both and 2 for awareness	7 (6 for both and 1 only for awareness	(2 for both and 1 only for awareness	13 (12 for both and 1only for awareness	11 (7 for both, 2 only awareness and 2 only for DE)	2 (1 only for DE)
No	10	2		6	2	7	2

As it can be noted, there is no specific plan of action on DE by NGOs at a global level. There is the need for a strategic plan, although this does not mean that such activity is not present in the work these organisations carry out already, as it is already demonstrated by a number of associated interventions. In general, there is a positive disposition towards DE activities, but it seems that a specific plan of action is lacking.

- *Where do you normally carry out/have carried out awareness-raising and DE activities?*

Country	Bulgaria (14)	Cyprus (7)	Spain (15)	Greece (14)	Italy (18)	Malta (6)	Poland (4)
Rural area	14	10	1	2	8	4	
Urban area		3	6	7	7	14	4

As it is evident, not all organisations work in a rural environment. Italy is a particular example, where only 4 out of the 18 organisations which completed the questionnaire do work in a rural environment.

In terms of the size of towns where respondents reside, no generalisation is possible regarding responses. There is great diversity in terms of the type of towns among respondent communities, from small communities (100-500 population, or even less than 100), to large communities (more than 10,000 people).

- *Differences between even rural and urban sectors:*

Concerning the issue of differences between DE activities implemented in urban and rural communities, the perception seems to be that these activities are the same, since 66 answers state that this is the case. Out of the 15 which do present a different perspective,

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a significant highlight is the highly-detailed description of the different types of activities put forward by Spanish and Italian NGOs.

The question on whether activities are carried out independently or jointly with institutions and local agencies, 29 respondents state that they work independently and 49 that they do so in collaboration with others. Among the latter group, a large number of respondents do not specify with whom they work in collaboration. The 23 entries which do elaborate on this point, cannot be easily categorised, since they include town halls and local community bodies, as well as educational institutions and other NGO bodies such as the Cooperation office of UVa, Junta de Castilla y León or various banks.

- *Population segments targeted by DE in the rural sector and topics addressed.*

The vast majority of DE activities target the general population, followed by activities focusing on educational centres, youth, civic centres and associations. The demographic groups least represented in these programmes are children and older people. Only five NGOs included in their answers that they implement activities within a demographic not included in the questionnaire: women's associations, intercultural environments, family member groups and two other groups whose name and type we have not been able to translate.

The majority of NGOs work on environmental education and sustainable development. Other topics also addressed to a lesser degree are human rights, gender, food security, fair trade and responsible consumer behaviour and Millennium Development Goals (only 5 organisations).

- *Prior analysis and evaluation of activities: Does your organisation carry out a needs assessment prior to the implementation of its activities?*

Country	Bulgaria (14)	Greece (14)	Cyprus (7)	Malta (6)	Spain (15)	Italy	Polonia (4)
Yes	12	9	5	3	11	5	3
No	2	5	2	6	4	13	1

- *And an evaluation?*

Country	Bulgaria (14)	Greece (14)	Cyprus (7)	Malta (6)	Spain (15)	Italy	Polonia (4)
Yes	5	7	7	5	15	10	3
No	9	7		4		8	1

All participating countries, with the exception of Italy and, to a lesser degree, Malta, state that they do carry out a prior analysis of the context as well as of the needs of the population which the activities or programmes are targeting.

In terms of the second question, on whether an evaluation is also carried out, it is significant to see a different picture, and Bulgaria stands out as the one country with more organisations which do not implement a final evaluation of their interventions. This may mean that the development of projects they are implementing NGOs is incomplete, because if they are not implementing an evaluation at the end they will not be able to discover errors to correct them. On the other hand, Greece, Cyprus, Spain and Italy stand out because in some cases their respondent organisations carry out an evaluation, but without a prior analysis.

- *What is the financial cost of the DE activities which your organisation implements in rural areas?*

First of all, we must point out that no data was received on this topic from Bulgaria. In terms of the figures quoted by the other participating countries there is diversity in the amounts supporting DE activities which they mention.

- Cyprus

An important highlight is that there are significant differences between the three pieces of data provided in terms of programme costs from one organisation to the next, as one states operational costs of EURO 8,000, while another one would only need EURO 100.

- Spain

In Spain there are only two specific answers. One cites costs of up to EURO 10,000 per year, the other one states their costs fluctuate between EURO 50 and 300, because these activities duplicate their programme in urban environments. The other answers comprise organisations which either do not implement DE in rural areas (awareness-raising only) or the budget for these depends on small-scale activities (between EURO 100 and 300, with some of these being free of charge or only covering travel expenses into rural areas.

- Greece

On the one hand, out of the 8 answers provided by Greece, we know the majority of organisations there operate with a budget of EURO 10,000; however, even though this is a very high budget figure, it is important to mention that one organisation states that sometimes they carry out their activities without a budget.

- Italy

Out of 18 organisations, only 5 completed this answer, and there are significant differences between them. One organisation uses up to EURO 30,000 per year and the other 3 work with a yearly average of EURO 3,500.

- Malta

Of the 9 organisations that completed this question, three cannot calculate or do not know the amounts, or do not carry out DE activities. The others state costs of between EURO 0 and 7,000. Two of them cite costs of EURO 15,000-25,000 and one even goes up to EURO 50,000.

- Poland

Polish organisations do not have a budget for DE, because their activities are all voluntary, and those which they carry out in rural areas are implemented with little resources.

- *Are there differences with the urban environment?*

There is no information on this question for Bulgaria, and in relation to Greece and Cyprus, we can only say that Greece does state differences, but due to translation problems we could not understand the very few answers on this. Likewise, for Italy there is no significant data.

In Malta respondents state that there are no big differences between their work in urban and rural areas, because of low population levels and they usually implement all their programmes at a national level with general objectives.

In Spain organisations state that more of their financial resources go to urban than rural areas, and that these differences stem from the average age of the rural population (an ageing population), and also add that it is easier to access urban areas, although in rural areas people tend to participate more actively in activities.

Polish organisations highlight differences stemming from the fact that the administrative offices of organisations are usually based in urban areas, so the main difference has to do with travel expenses to reach the different areas.

- *What is the funding source for the activities?*

First of all, the majority of organisations which completed this section explain that they self-fund their programmes. However, all participating countries have access to statutory funding; that is, sponsorship from public institutions or donations. The break down of these results is listed below by country, for a clearer understanding of this issue.

In Bulgaria only one answer states that their activities are implemented with European funds, foundation support or donations; there are no replies from the other organisations.

In Greece sources of funding vary, as answers on this point refer to European programmes, the organisations' own members, for nations, institutional donations and municipal development agencies.

There can be no analysis of data from Cyprus, as the answers have not been translated.

In Malta three of the organisations operate with European public funds. Another three

do so with their own funds and donations (one of these states an annual budget of EURO 100,000 for this) and only one cites fundraising as their source.

In Spain the majority of organisations use their own funding, but a significant number also identify public funds as their source, such as for example the Spanish Provincial Deputation or the Junta de Castilla y León. Other sources of funding are: partnerships with rural municipal bodies, AECID or the Office for Development Cooperation at Universidad de Valladolid.

The Italian organisations agree in stating that their funding is both public as well as self-sourced.

Finally, Polish organisations also refer to their own funding as a main source, although they also mention instances where public funds are used, such as sponsorship and donations.

Financial sources for the implementation of activities vary between self-funding and public funding, especially through grants. It would be helpful to understand better the need for such type of funding to be regulated, and for it to have continuity in rural areas, since there is often much greater focus on urban environments thus neglecting rural areas.

-   *Indicate the last three projects/activities which your organisation carried out in a rural environment, and if these projects/activities have been documented in a publication, where it would be possible to find out more information.*

To address this particular question, we will look at a country-by-country breakdown of the analysis, highlighting in a general way the projects' themes and any relevant information which we were able to find about them.

-   Bulgaria

Some of the topics being addressed by these projects include: purchase and installation of public address systems, home care support to 20 older people, printed publications, resources and facilitation fees for the staging of the play '*Evil Games*', 204 food parcels for homes in need, developing access to community centres such as library, sitting room, and a gallery; also sports, cooking and poetry. In terms of the timescales, it appears that all the projects are current, including some which are taking place this year, 2015.

-   Greece

The information on this issue coming from Greece is not abundant. The main themes being addressed by their projects are: tourism and health, social solidarity and development of the local environment. The information provided is up to date: 2013-2015.

-   Cyprus

There are only two Cypriot organisations which expanded on their projects, which include textile product recycling and environmental protection in 2014 and 2015. They also listed the relevant websites for further information.

- Malta

The thematic focus of the different projects implemented by the organisations include: school visits, education development, fair trade in churches, education and health, civic empowerment, DEAR with local people, interactive activities between Maltese and African groups through festivals, ecotourism, awareness-raising event, law, protection of unborn children, gender and human rights, the creation of a local youth council, pro-life demonstrations and migration.

These projects were implemented between 2003 and 2015, but the majority took place between 2011 and 2014. There are a few which have started this year 2015 and will run until 2018. There are also ongoing projects and other ones which are day-long events (awareness-raising).

All these have taken place in different locations, such as Gozo, Marsa, Valletta, Msida and Floriana. It is however important to highlight that five of the projects are nation-wide in their reach. There is one organisation which implemented a project in Ethiopia.

The information given on each project is not very detailed, although it is sufficient to gain a general understanding of each project. A piece of anecdotal -yet significant- information is that, when an organisation lists links to the web sites where further information can be accessed, it is possible to verify what kind of DE work they are actually implementing. This could become a model for obtaining more meaningful information about each thematic focus being implemented.

- Spain

The thematic emphases in Spain vary greatly from one organisation to another, although they do coincide in some areas, such as gender, food security, development, fair trade and responsible consumer behaviour and indigenous cultures. Other themes present in this section of the survey are: peace education, right to health, women's empowerment and gender inequality, tropical diseases in the rural world, sustainable management, values education, human rights, objective number 8 in the MDGs, poverty and inequality, water, climate change and digital media ethics. Some organisations provide further details about their projects, such as the running of workshops and collaborative games, exhibitions and conferences. They also provide web links for further information. These projects have been implemented from 2010 on.

- Italy

Organisations in Italy carry out environmental education projects in primary and secondary schools through topics such as clinics, charity fundraising, energy conservation, learning disability and educations for sustainable development. They provide information about awareness-raising, promotion and educational clinics. These have been developed from 2009 onwards, with the planning for some of the projects due to continue until 2017.

- Poland

Poland implements projects on tolerance, empowerment, debt and social support; human rights and sustainable development and ecology. Most of these were implemented between 2014 and 2015. One of the organisations provided a web site for further information on the project. However, that material actually deals with the topic of communication skills for peace and non-violence, and not with development education directly.

Having completed a first analysis of findings, we now move on to an initial proposal about which NGOs seem most suitable as subjects of study to gain a deeper insight into the data gathered. We believe this is how we can then arrive to concrete activities linked to DE in rural environments which can be used as a referent.

Selection of NGOs to expand information on the DEAR project.

In this section we will examine the most significant information obtained from NGOs in different countries, focusing on those NGOs on which we have the greatest amount of informatio

- Bulgaria

We do not have access to specific information, because web sites checked either did not address the criteria previously put forward, that is, to be NGOs or associations working on DE, or else the sites had no English version available.

- Cyprus

In light of the information submitted through questionnaires, there are two associations which present a relevant perspective on which we can focus our interest:

- **Nicosia Development Agency (ANEL)**, this seems to be an umbrella organisation but it can certainly provide insights of interest to the study. http://www.anel.com.cy

- **Organization CARDET (www.cardet.org):** This organisation has an interesting project: Raising Awareness on Development Cooperation.

- Spain

There are 12 NGOs which completed the questionnaire, 5 of which do not work in rural areas and centre their work around urban areas. Of the 7 NGOs which specify the rural sector as part of their focus, one prioritises awareness-raising and not DE activities as such. Of those which do work on DE, six stand out as relevant for our work in discussion groups; the first two seem particularly stimulating for the present project:

- **E**ntrepueblos: http://www.entrepueblos.org/ working on women's empowerment issues and food security, as well as sustainable development.

- Fundación MUSOL: http://musol.org/es/ working on topics involving water, climate change and development.

- InteRed: http://www.intered.org/ working on gender and development issues.

- Fundación Jóvenes y Desarrollo: http://www.jovenesydesarrollo.org/ works on gender and development, as well as the MDGs, especially number 8.

- Amycos ONG: http://amycos.org/ addressing fair trade, human rights and indigenous peoples.

- Asociación MUNDO COOPERANTE Castilla y León http://www.mundocooperante.org/ : working in educational institutions and women's associations in rural areas.

All NGOs which claim to be working in rural areas, with the exception of Amycos, also confirm the implementation of an initial analysis. Additionally, all NGOs without exception carry out an evaluation after the practical implementation of their activities.

Among NGOs which claim to be working in rural areas, we find a wide range of answers in relation to budgetary information. For example, MUSOL foundation state they allocate between EURO 5,000 and 10,000 every year for DE-related programmes, while organisations like Fundación Jóvenes y Desarrollo use EURO 100 yearly, and Amycos allocate between EURO 100 and 600 per year to such activities. At the opposite end we find organisations like InteRed, who state that their budget is too low, or that they need to use their budget to cover transport expenses. Nevertheless, these are mainly low-level budgets which point to the little importance given to this type of programmes in rural areas.

The most relevant NGOs to this study state that there are no clear differences in the programmes, and those which do identify differences, see them in an ageing population in rural areas, easy collaboration work with municipal authorities and organisations and transport challenges in these areas.

In terms of funding sources, there is agreement once again between the six NGOs, since all of them rely on public funds to carry out their work. Examples of this are funding agreements with public entities such as the AECID, Diputación de Valladolid or municipal authorities in rural areas.

- <u>Greece</u>

These are current projects, although detailed information on many of them is not readily available, and this may be accessible in English only. For this reason, we list only the organisations which do have sources for further information on the themes or projects they carry out.

- **ΜΑΓΝΗΣΙΑΣ:** Working on tourism and health, as well as social solidarity.

- **70 Associations -MIEMBROS de Grecia y miembro Exoteriko.Einai de la Red de ONGs de Tesalia y la Panhelénico Asociaciones Sindicales Economía Social**: works in social economy.

- ΠΟΛΙΤΙΣΤΙΚΟ ΠΡΟΞΕΝΕΙΟ **(Consulado cultural**): works in local environmental issues, as well as the organisation corresponding to number 68, for which there is no name available.

- <u>Italy</u>

It seems that the selected organisations (at least those on which there is information available) do not work on DE directly. For example, there is the 'princess *Italian Blue Cross,* an association of Bosnian refugees, student association, and a local development association which works with the local population.

The only organisation which could have a more direct connection with this study is Legambiente, an Italian organisation set up in 1980 which works on environmental topics: http://www.legambientemolise.eu/chi-siamo/

- <u>Malta</u>

The most relevant organisations, order of preference, are the following:

- **SOS Malta-santa Venera**

  • http://www.sosmalta.org/overseasdevelopment?l=1

- **Genista Research Foundation (GRF)- Mosta:** Delivers DE education programmes.

- **Foundation for Shelter and Support to Migrants- Marsa:** A foundation for young people, working on immigration on issues.

- **Koperattiva Kummerc Gust- Valletta:** Works on fair trade through churches and also in youth education.

- <u>Poland</u>

Out of four respondents, only two organisations work in rural areas, and both seem very relevant. Their projects are up-to-date, having taken place between 2014-2015.

- **Poradnictwo obywatelskie:** works on issues including empowerment, debt, social support and tolerance.

- **Edukacja, kultura, promocja wolontariatu:** human rights, sustainable development and ecology.

Conclusions

We can now put forward the following key ideas deriving from the analysis of the data above:

- The majority of organisations (NGDOs and CSOs) undertake the same activities or practices in urban and rural settings and this should not be the case, given the individual characteristics of each population. Furthermore, it is necessary to clearly identity and research the population towards which such actions will be directed in order to ensure that the same population segments are not always targeted.

- The need to create a separate budgetary line to fund DE activity in rural settings which currently appears to be lacking or non-existent. In such cases, it is necessary to involve administrative staff in order to carry out DE programmes and above all, reach rural populations. It would be helpful to evaluate the need for this type of funding for rural settings to be regulated with much needed continuity, given that in many cases we see greater dedication to urban initiatives, leaving rural areas lagging behind.

- Given that a prior assessment is not carried out by all organisations working in rural settings, it could be deduced that actions carried out are incoherent and not thoroughly planned for the audience and contexts at which they are directed. It is equally important to carry out an evaluation of action undertaken, in that it is the only way to improve, allowing changes to be made and solving problems in future projects. It is essential to evaluate the appropriateness of our actions in terms of impact, effectiveness and the participation of beneficiaries.

- In conclusion, we can end by affirming the need for DE to be a subject of interest within the European agenda for rural areas, allowing actions specific to each context to be implemented, which will contribute to a change in social attitude towards fair and sustainable development.

Recommendations for the Rural DEAR Agenda

We present below some recommendations which, a priori, may appear very logical but which, given the results obtained in this analysis cannot be taken for granted:

1. To design an action plan in order for DE to form part of the education and training channels in rural areas, promoting the development of specific actions by participants themselves. Such an action plan should take into consideration

individual characteristics of the rural context it is targeted at, aiming to strengthen associations and participation.

2. The importance of raising awareness of DE in rural areas. The DEAR Agenda should bear in mind that this cannot be accomplished by undertaking actions that have been simply transferred from an urban context.

3. The importance of being able to rely on a specific budget that will allow DE to be developed in rural areas in the medium to long term.

4. To start from prior knowledge of participants when developing programmes to be implemented.

5. To carry out an evaluation of actions undertaken in order to improve and generate new ideas.

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4.4. ANALYSIS OF THE PRESENCE OF DEVELOPMENT EDUCATION ISSUES IN THE MEDIA

Ruth Ainhoa de Frutos

Introduction

The media in the post-2015 agenda. Building a critical mindset on Development Education.

The research project Rural DEAR Agenda has as its objective the drafting of an agenda programme on Development Education (DE) in different social dimensions across seven countries. Among such dimensions, the media is a highlight. In order to understand each local context, it is imperative to carry out a detailed analysis of media practices, identify errors as well as positive experiences on perception, knowledge and attitudes by civil society to sustainable human development, through the evaluation of the content of journalistic pieces[46]. This specific goal is derived from the European Parliament resolution of 23 October 2012, Programme for Change: The future of EU Development Policy, which states that development cooperation promotes human development and the fulfilment of the human person in all its dimensions, including cultural and media aspects of such development.

The media, due to their closeness to the local population, can help to work efficiently on the ground and disseminate information on situations of vulnerability in different communities and regions. These members of civil society are a cornerstone for programmes of development assistance and strategies of the European Union:

> *The participation of an organised civil society is fundamental to safeguard acceptance and commitment in all levels of European society. This must include the direct participation of citizens at a local and national levels, as well as the participation of civil society organisations in the EU, due to the central role of European institutions in the implementation, monitoring and evaluation of CSOs in the EU (European Economic and Social Committee, 2015:3)*

The engendering of a critical mindset among citizens on issues such as the eradication of poverty and inequality, the promotion of integrated and sustainable economic growth, as well as conservation of the planet has been established as the highest aspiration within the media in the sustainable development agenda post-2015[47]. If we consider the

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[46] See *Contracting Authority: European Commission. Non-State Actors and Local Authorities in Development Raising public awareness of development issues and promoting development education in the European Union. Grant Application Form Budget lines: 210301 and 210302*. Reference: EuropeAid/134863/C/ACT/MULTI (Rural DEAR Agenda – EYD 2015, 2014: 11).

[47] See *Transforming our world by 2030: A new agenda for global action* (UN, 2015), a plan of action for people, planet and prosperity.

maxim "the medium is the message" coined by Canadian philosopher Marshall MacLuhan (2009), still widely accepted in today's world (Žižek, 2016; Mattelart 2014, Bauman, 2014; Acemoglu y Robinson, 2012), characterised by a higher level of interconnectedness and immediacy and robust technological design (Mattelart y Vitalis, 2016; Ramonet, 2016), we can see how processes of simplifying reality and the spectacularization of news in the media sphere have arisen which complicate our understanding of messages related to Development Education (DE). In this sense, journalism must recover its role as a tool for social transformation by means of an honest and rigorous discourse (Díaz Nosty, 2016) that goes against moral blindness (Bauman y Donskis, 2016) and sheds light on this highly important aspect in the construction of global citizenship.

According to the Eurobarometer designed to gather the opinion of European citizens on *The European Year for Development – Citizens' views on development, cooperation and aid* (European Commission, 2015), Europeans keep up with development news through traditional media, such as television (77%) and printed press (44%). And it is the press which has experienced the most significant amount of variation in connection with previous research (European Commission, 2011), which is why it is appropriate to analyse these findings.

Table 1. What is your source for news involving development issues?

Media	Bulgaria	Cyprus	Greece	Italy	Malta	Poland	Spain	EU28
TV	82%	73%	72%	79%	78%	78%	78%	77%
Press	**28%**	**32%**	**23%**	**40%**	**29%**	**26%**	**35%**	**44%**
Internet	20%	30%	30%	29%	44%	41%	28%	34%
Documentaries	10%	16%	12%	23%	20%	20%	14%	31%
Radio	13%	12%	11%	9%	19%	20%	18%	22%
Social media	12%	13%	18%	4%	17%	7%	14%	12%
Magazines	2%	3%	2%	19%	7%	6%	1%	11%
Adverts on campaigns, appeals or similar	5%	4%	4%	7%	5%	4%	10%	9%
Specialist web sites	3%	8%	10%	5%	8%	4%	7%	6%
Specialist development press	0%	1%	1%	6%	2%	1%	3%	4%
Blogs	4%	10%	15%	3%	6%	2%	3%	4%

*Multiple answer   Source: Eurobarometer 82.1. Results of participating countries. Original compilation.

The following special Eurobarometer 441, on Cooperation and Development Assistance in the European Union, identified a slight change in the level of information amongst the population on the topic of '2015: European Year of Development' and of development in general, compared to the 2014 findings. The majority of respondents stated that they felt equally as informed on development assistance as the previous year, 2014 (61%). One in every ten respondents (13%) feels better informed, while 17% feel less informed, and an even smaller proportion (6%) state that they are not interested in development assistance (European Commission, 2016).

While the relationship between Development Education and public perception has not been addressed in depth by academic literature, Pérez de Armiño and Areizaga (2000) noted the importance of the media in helping to shape a series of perceptions on development problems and humanitarian crises. Celorio and Lopez went even further in the *Dictionary of Development Education* (2007), identifying them as key stakeholders in informal education:

With the term Informal Education, in opposition to formal education, we refer to its main characteristics: the spontaneity with which participants relate to one another, and the non-intentionality and non-planning of the didactic invariants of formal and non formal education (...). This is the widest and most formless dimension of educational activity, in which it is hardest to establish cause-effect relationships and categorise, to elaborate guidelines that may give us certainty from predictability and the capacity of anticipation. In the informal sphere, affect and emotions rule over the rational (which is the main feature of formal education). We can experience in it the horizontal nature of a peer group or the vertical nature of age variables, the vulnerable aspect of feeling overwhelmed by the media or the general economy, or the power and control over our intimacy (...) (Celorio and López, 2007: 143)

In this informal education framework, the Office for Development Cooperation at Universidad de Valladolid (2012: 73) identified some examples of the role of the media on DE:

- To make a contribution to DE in the area of awareness-raising, by broadcasting news in an appropriate and specific way, avoiding negative interventions, without circulating simplistic, deceitful or exaggerated news messages.

- To provide assistance in political advocacy: forming opinions and giving access to all sections in society.

- Investigative role: through special programmes, highlighting innovation, etc. With a medium to long term strategy in pursuit of a deeper understanding of problems and their sources, instead of merely describing problems at a particular time.

Bearing in mind the importance of the 2030 Agenda for Sustainable Development, in addition to European Union directives in relation to development and the role of the media as a social transformer through the dissemination of integrated strategies for major global problems, the Rural DEAR Agenda project has the following specific objectives:

1. To quantify the presence of DE in each of the seven countries included in the project.

2. To explain the way in which the media keep the general public informed on DE and other related issues.

We will now look at the methodology used to fulfil the above objectives, analysing media coverage of DE in the participating countries in order to draw out particular aspects of significance in these different territories.

Methodology

The study of the analysis of media presence of DE in the seven EU countries (Bulgaria, Cyprus, Greece, Malta, Italy, Poland and Spain) has been carried out through an analysis of the content of two headlines per country over different periods of time.

The news reports selected were published during a two-month period, in order to avoid problems stemming from peculiarities in the media agenda of a lapse in the chronological sequence.

Image 1. Newspaper included in the sample, by country

Poland - Łódź
Gazeta Wyboracza - Łódź
Tydzień Trybunalski

Bulgaria - Vratsa
ZOV News
Konkurent

Spain - Valladolid
El Norte de Castilla
El Mundo (Edición Valladolid)

Italy - Molise
Quotidiano del Molise
Primo Piano Molise

Greece - Thessaly
Thessalia
Magnesia News

Malta - Zejtun
Times of Malta
Malta Today

Cyprus - Simerini
Alithia
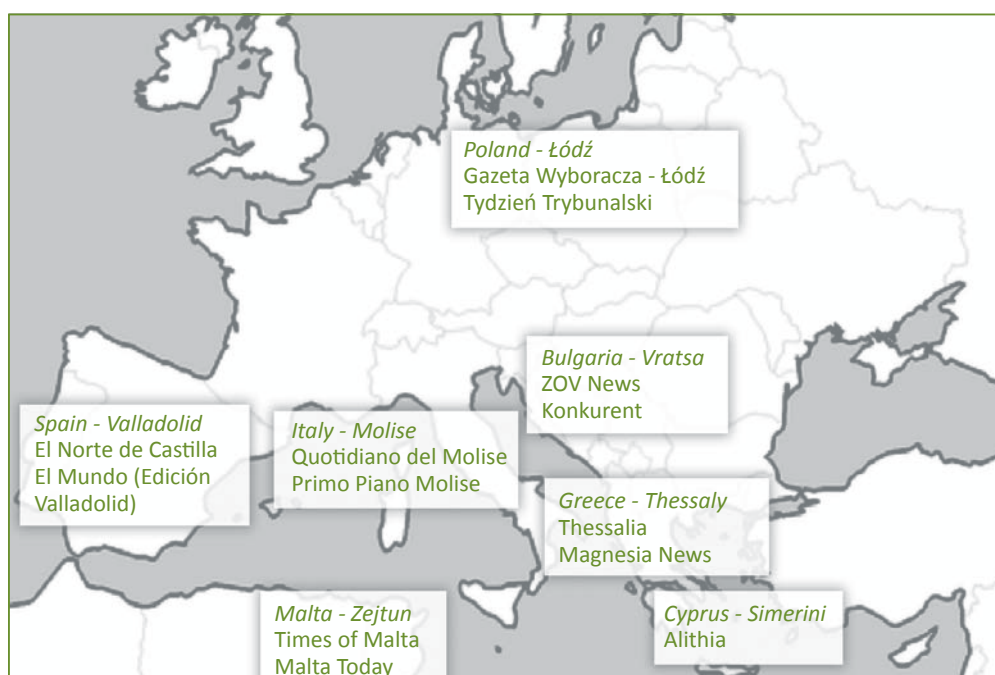
Source: Original compilation

irstly, selected articles were published between 16 October and 15 November 2015 and secondly, between 16 December 2015 and 15 January 2016, including the entire Christmas period, a factor which meant significant changes in the coverage of such issues closely related to DE.

In choosing newspapers, careful attention was paid to the demographics and social structure of each region, even making corrections upon finding specificities in the media systems being studied (Hallin & Mancini, 2008; Díaz Nosty, 2005). Therefore, media outlets have been chosen from countries covering a wide and diverse geographical area, from highly populous nations, as in the case of Poland, Italy and Spain, to smaller countries, such as Cyprus or Malta, where little variation is found in how DE is covered on a local, regional and national level.

In terms of the selection of headlines, we focused primarily on newspapers. The only exception was Malta, where we chose a paper which is published only twice a week. This resulted in a sample of 14 periodical publications, briefly described as follows:

- ### BULGARIA – NORTHWEST REGION

  The two Bulgarian newspapers included in the study are *ZOV News* (http://zovnews.com/) and *Konkurent.* For more than twenty years, *Konkurent* (http://konkurent.bg/) has been the most important newspaper in Bulgaria's North West. It has its main office in Vratsa, and it has offices in other cities. This is a tabloid-format paper, with a circulation of 5,000. *Konkurent* has received numerous awards, among which an important event was winning the International Festival of Journalism in Truskavets, en Ukraine.

- ### CYPRUS

  Simerini is a centre-right newspaper in the Greek language published in Cyprus since 1976 with headquarters in Patras (http://www.sigmalive.com/simerini). With one of the biggest print runs in the country, 9,000, this tabloid-format paper was founded by seven journalists headed by Alecos Constantinides. All of the paper's issues are available online via PDF since 2005. Its current editor is Annis Komninis.

  Alithia (http://www.alithia.gr/) is a Cypriot paper based in Nicosia which, like *Simerini*, is published in Greek. The paper has a circulation of 11,000 and was founded in 1952 as a magazine and thirty years later in 1982, it became a newspaper.

- ### GREECE – THESSALY

  The two Greek papers selected are in the region of Thessaly. In 2007 *Magnesia* (http://magnesianews.gr/print-edition) was founded. It is a paper published five

times per week with a circulation of 8,000 papers distributed free of charge in Volos city and by Magnesia town council. *Thessalia* (www.e-thessalia.gr), is a paper born in 1898 published in Volos, although it is also sold in the four main cities in the region of Thessaly.

- **FITALY- MOLISE**

The Molise region is the second smallest in the Apenine peninsula. The first regional newspaper in the area was the *Quotidiano di Molise* (http://quotidianomolise. com/). Founded in 1987, it is a daily paper based in Campobasso, with smaller editions in Isernia and Temroli. Its printed version has about 1,000 readers and its online edition multiplies this number by ten.

On the other hand, *Primo Piano Molise* (www.primopianomolise.it) is a regional newspaper headed by journalist Luca Colella and part of the media group *La Stampa*, which operates in Campobasso, Isernia and some regions in Abruzzo since 2000. Unofficial figures list a readership of 1,500m and a web audience of 8,000.

- **MALTA**

In Malta we selected *Times of Malta* and *Malta Today. Times of Malta,* (http://www.timesofmalta.com/) is the oldest paper, founded in 1935 with a current circulation of 37,000 according to its web site. It also has one of the highest online traffic rates in the country.

Malta *Today* (http://www.maltatoday.com.mt/) is edited by Salvador Balzan. It is a bi-weekly paper published since 1999. Initially it was only published on Fridays, targeting English speakers over the weekend. On Mondays it has a circulation of 11,000, with about 33,000 online readers via an app and on Wednesdays it publishes 8,000 copies with 24,000 online app readers.

- **POLAND – ŁÓD**

Gaze*ta Wyboracza* (http://wyborcza.pl/), translates as The *Electoral Newspaper*, has been published in Warsaw since 8 May 1989 and it is owned by o, Agora S. A. Cox Communications. It is led by Adam Michnik, and it comes out six times per week (except on Sundays) with a circulation of 230,481. It has a national news section in all its editions and local news sections for the following cities: Białystok, Bielsko-Biała, Bydgoszcz, Częstochowa, Gliwice, Gorzów Wielkopolski, Katowice,

Kielce, Kraków, Lublin, Łódź, Olsztyn, Opole, Płock, Poznań, Radom, Rzeszów, Sosnowiec, Szczecin, Toruń, Trójmiasto (Gdańsk/Gdynia/Sopot), Warszawa, Wrocław y Zielona Góra. Its digital edition reached 77.000 visits towards the end of 2015, making it one of the papers with the highest online traffic in the country.

The Tydzień Trybunalski (http://www.tt.info.pl/) is from Lódź. Its publication began on 6 March 1997, once a week on Tuesday. With a circulation of 6,000, its readers double on national readership surveys. The digital edition of *Tydzień Trybunalski records 40,000* visits per day and it also has local editions in Moszczenica, Wolbórz, Grabica, Wola Krzysztoporska, Sulejów, Rozprza, Gorzkowice, Łęki Szlacheckie, Aleksnadrów, Ręczno y Czarnocin.

- ### SPAIN – VALLADOLID

The head offices of the two newspapers selected from this region are located in Valladolid, the capital of the autonomous region of Castilla y León: *El Norte de Castilla* and the regional edition of the national newspaper *El Mundo. El Norte de Castilla* (www.elnortedecastilla.es) is Spain's oldest newspaper founded in 1854. It is owned by the Grupo Vocento media group and it has had a digital edition since 1997. While its headquarters are in Valladolid, it also has regional editions in Palencia, Salamanca y Segovia. According to the latest General Media Survey (Estudio General de Medios, EGM) *El Norte* has a daily readership of 190,000, with a circulation of 20,456 according to the OJD of January-December 2015.

El *Mundo* is the second largest paper in Spain and was founded in 1989. It is owned by the Unidad Editorial S. A. Group. It has one of its ten regional editions in Valladolid (www.diariodevalladolid.es). According to the first issue of EGM de 2016, *El Mundo* has a daily readership of 852,000 throughout Spain.

Once our sample news reports were compiled, a thorough examination of all materials began with the intention of identifying texts that mentioned at least one of the following key words:

- Development Education

- International Cooperation for Development

- Poverty

- Education

- Inequality

- Non-Governmental Organisations (NGOs)

- Civil Society Organisations

- Third World

- Developing/developed countries

- Development aid

- Fair trade

- Downturn

- Development Objectives: Millennium Goals

- Sustainable Development Objectives

- Post-2015 Agenda

Each published article that made reference to any of these concepts was incorporated into the body of the study, undergoing a quantitative and qualitative analysis in terms of content, before being subsequently processed for statistical purposes. Such methodology allowed the calculation of the presence of DE and other thematically related issues in the two chosen headlines in each of the seven countries.

Finally, a log book was developed (see Annex 1) in order to process the 743 articles which, by means of statistical processing carried out a posteriori, provided strong conclusions to reach the second objective proposed in this section of the study, which aims to deepen the way in which the media disseminates information in relation to development education.

Summary of findings
Analysis by country

The media are a fundamental source of symbolic information about reality, and as such they can be essential for fostering critical thinking among populations of Bulgaria, Cyprus, Malta, Italy, Greece, Poland and Spain. It is extremely important, therefore, to study the level of presence of DE in the headings of the main newspapers in these territories, in order to then understand how they elaborate a narrative about key DE topics in the context of the DEAR Agenda 2030.

In B**ulgaria** we identified 58 news reports (20 in October 2015, 11 in November, 8 in December and 19 in January 2016). Of these, 37 belong to the newspapers *ZOV News* and 21 a *Konkurent*. In terms of how DE features in the Bulgarian sample, 36.20% (21 pieces) deal specifically with Development Education content, 15.2% (9) mention this briefly and 48.8% (28) do not exhibit a direct link with this subject. This demonstrates a lack of interest in DE by the media. (Graph 1)

The paper's position on this type of information is relevant when it shows, together with the space on the page, the editorial importance that development education experiences. In this sense, none of the DE themes have been considered sufficiently relevant to be featured on the cover of any of the Bulgarian samples included in the study, although these were included on the first page of the paper 11 times, 11 times on the fourth page, 18 times on the fifth page and on rare occasions, on the last few pages (9,12,16).

Chart 1. Relationship between media content and DE in the Bulgarian press

- Contents directly connected to DE
- Contents which make a brief mention of DE
- Contents that do not refer to DE
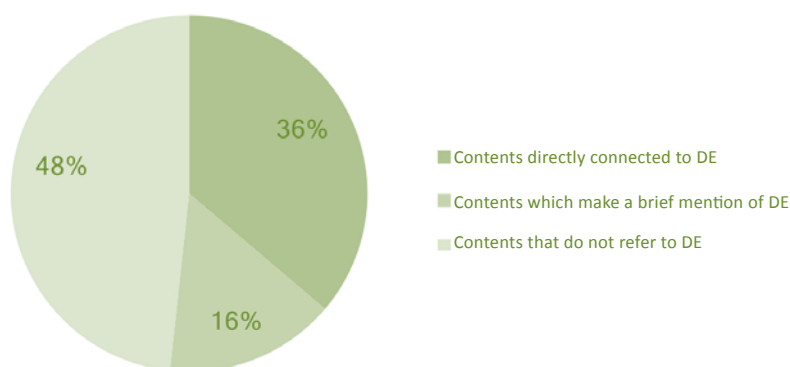
Source: Original compilation

Chart 2. Distribution of news pieces on DE in the Bulgarian press by publication sections

- Politics
- Economy
- Society
- Culture
- Sports
- Others
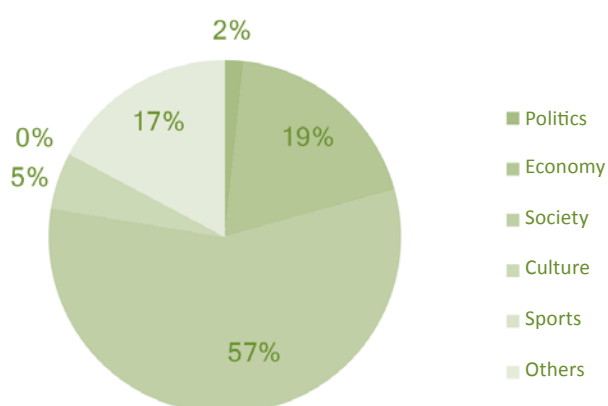
Source: Original compilation

In terms of distribution by sections, more than half the pieces on DE in *ZOV News* and *Konkurent* were found in the social pages section with 56.90% (33 pieces), followed by economy 18.97% (11), other sections with 17.54% (10), culture with 5.17% (3) and lastly, 1.72% with politics (1) (chart 2). This represents poor planning when deciding where to place DE information on the paper's pages. A similar lack of editorial will in the Bulgarian media can be found in the selection of DE-related subjects and the way these are featured.

Image 2. Information on issues linked to the work of the Red Cross published in the Bulgarian press.

Source: Konkurent. 15 January 2016

It is significant that the themes in the Bulgarian development education samples are so diverse. Form discrimination to social or educational projects, NGOs, charity and donations tend to point towards clearly religious content, distant from the joint responsibility which is essential to DE. In this sense, information about hand-out-driven programmes implemented by local authorities are prominent (e.g. the case featured on *Konkurent* on21 and 29 October 2015) or even NGOs, like БЧК раздава храни на нуждаещи се от

Дунавци published on 8 Jnauary 2016, about Red Cross food donations in Dunavtsi[48] (image 2).

Among the examples of best practice we can mention the introduction of a development programme in the North West until the year 2020, published by *Konkurent* on 21 December 2015; the project for gypsy children and their families, published on 2 November 2016 in *Zov news* or the explicit reference to cooperation between Bulgaria and Indonesia in the news Посолство награждава кмета Златко Живков, about the award for the mayor or Montana, Mr Zlatko Zhivkov, published on 15 January 2016.

Chart 3. page space on DE in the Cypriot press

- Less than ¼ page
- Between ¼ and ½ page
- Between ½ and ¾ page
- One page or more
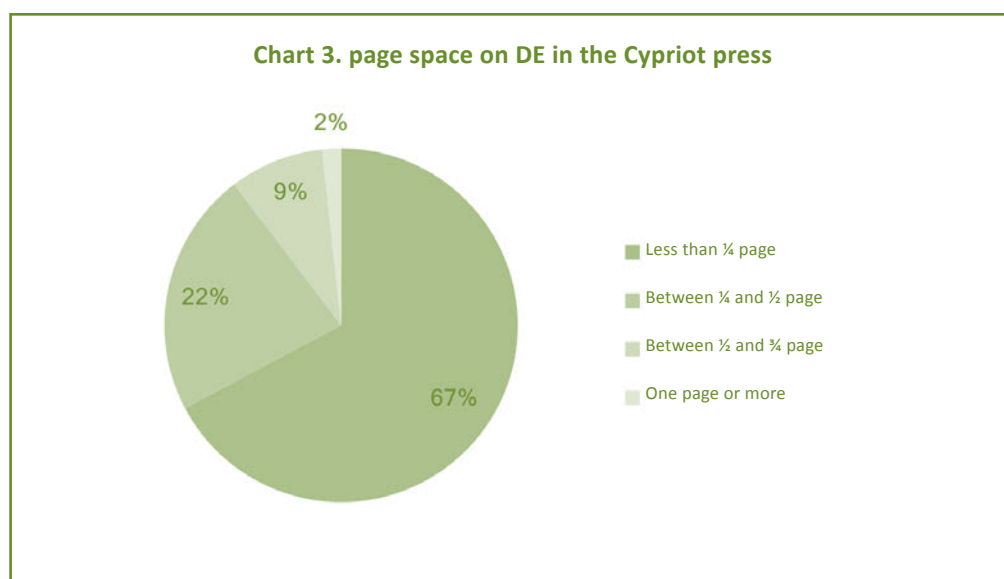
Source: Original compilation

During the time period studied, the study identified 55 pieces of news in Cyprus which referred, directly or indirectly to development education: 28 during October 2015, 15 in November, 10 in December and 2 in January 2016. Of these, 32 were published by *Simerini* and 17 by *Alithia*. For Cypriot papers, DE information is highly relevant, since they make direct reference to it in 69.03% of the pieces examined (38), while indirect references account for 16.36% (169) and only in eight of the 55 pieces examined DE is not referred to. This represents 14.55%.

More than 38% of pieces on DE in the two media studied in Cyprus were allocated less than a quarter of a page (21), while 27% used between a quarter and half a page (15), and only 22% of the information pieces spread across an entire page or more (12). Therefore, more

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[48] In the body of the news report, it can be read: "A total of 194 citizens in need will receive food parcels. Donations began distribution on Wednesday. The Red Cross provides these items for vulnerable citizens for the sixth year in a row, as part of the 'Distribution of food form intervention plans in the EU'. Five types of food items are being distributed: flour packets, spaghetti, compote, jam, to a total of 13.5 Kg. The items will be sent out on Tuesday and will be distributed until the weekend". Own translation.

than half of news pieces on development education and related topics were allocated less than half of a page. With such a reduced printed space, it is difficult to explain causes and consequences of DE-related information (chart 3).

Simerini and *Alithia* place DE information in their society section[49] on 20 occasions (36% of the total), followed by economy[50] (13%) and (4%), although it is noteworthy that in almost one in every two (47%), relevant news pieces are placed within other thematic sections in the newspaper: national (4), international (2), opinion (2), current affairs (4), health (1), analysis (1), etc. (image 4).

In terms of the themes addressed by these Cypriot media, there are many pieces which indirectly address the safeguarding of children, health and social welfare, which fits with the spirit of the Agenda 2015 and the Millennium Development goals.

Regarding the protection of children and adolescents, of particular note is the piece of news on 'Stop Sexual Abuse of Children' (image 3), published by *Simerini* on 24 November 2015, and 'Psychological support without the consent of the guardians' (*Alithia*, 3 November 2015); 'Message: break the silence against sexual abuse' (*Alithia*, 6 November 2015) with its original title 'σιωπηλός πόλεμος εντός των τειχών' (*Simerini*, 9 November 2015), in which there is a discussion on the development of a specific judicial system for cases involving abuse of minors.

Another feature in the Cypriot media coverage is a concern for poverty-related topics (10 pieces) and education (9). However, the dominant feature of news pieces connected to development education in the country has to do with cross-cutting themes such as human rights (5 pieces), gender (5), migration and refugee news (3), the economic crisis (1), unemployment (2) and the prison population (2).

Image 3. Information on a campaign against child sex abuse.

Source: Simerini. 24 November 2015

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[49] Methodology note: pieces labelled society (20) and social affairs (2) were included in this section.

[50] Methodology note: pieces labelled economy (7) and markets (2) were included in this section.

Chart 4. Distribution of DE news pieces in Cypriot media.
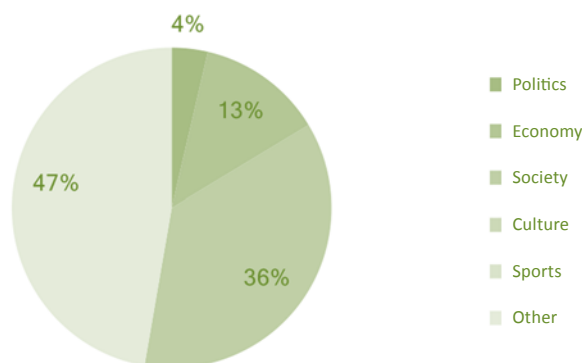
Source: Original compilation

As chart 5 illustrates, 50% of the news pieces in **Greek** newspapers make direct reference to DE in their content (62 pieces), while 45% of such mentions are indirect (56) and only 5% of these pieces do not address development education (7). Of these 78.4% (98) were published in *Magnesia* and the other 21.6% (27) correspond to *Thessalia* news. In terms of page space, in both *Magnesia* and *Thessalia*, up to 87 times papers allocated between a quarter and half a page, followed by 20 pieces which use between half and one quarter and 17 times DE news used less than one quarter of a page. Only in one Greek sample there is evidence of coverage larger than a whole page, which suggests the relative importance of such type of information in the Greek media studied.

Taking into account the considerations regarding the coverage of education development in terms of page space, it is important to study the sections which address DE (chart 6). In the Greek press, such news reports are placed largely in the society section (54%), followed by politics (23%), culture (15%) and economy (8%), which suggests a type of positioning which leans more towards socio-cultural notions.

Chart 5. DE mentions in Greek newspapers
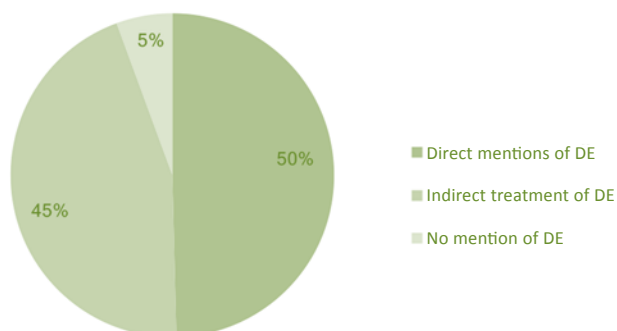
Source: Original compilation

This is also evident as we study key words present in the Greek news pieces studied. Among these, 'poverty', along with 'education' lead the information agenda (10 pieces). They tend to explain the importance of different stakeholders, such as national and international students, teaching staff and parents of minor students. And while they express opinions on the main news involving primary, secondary and university education, they also present a common concern for inclusion, and policies on structured education and voluntary work.

Other topics addressed in the sample include two mentions of international cooperation with Russia and Turkey, 'New episode between Turkey-Russia' (*Thessalia,* 15 December 2015), 'The responsibility of Turkey for the refugee flows was recognised' (*Thessalia,* 19 December 2015), and the inequality caused by the ongoing crisis in the country. Among cross-cutting themes we find direct references to unemployment (6) and up to 23 times, mention of Greek migration and refugee policies in crisis, and the role of the country as one of the main access points into Europe by migrants.

Chart 6. Distribution of news pieces on DE by sections in Greek papers

- Politics
- Economy
- Society
- Culture

15%
23%
8%
54%
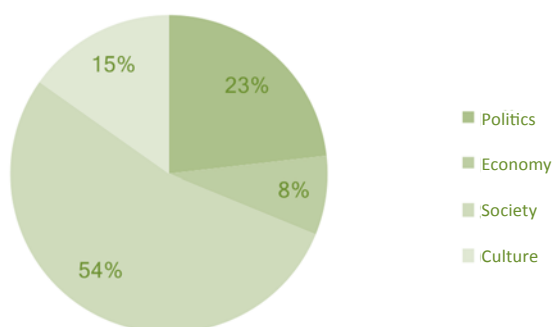
Source: Original compilation

Chart 7. Distribution of news pieces on DE in Italy by month

- oct-15
- nov-15
- dic-15
- jan -16

28%
55%
17%
0%
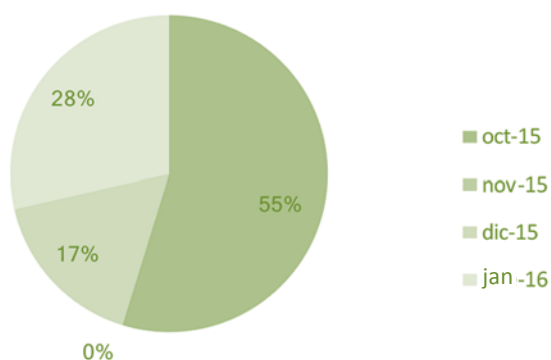
Source: Original compilation

In **Italy**, more than half of all pieces on development education and associated themes studied were published in October 2015 (23 pieces), followed by 12 news reports in January 2016 and seven in December 2015 (chart 7). Of these, 52.38% (22) were published by *Primo Piano Molise* and the rest by *Quotidiano del Molise* (20).

Of the Italian samples, 47.62% do not explicitly refer to DE (20), while 33.3% (14) touch on topics connected to development education indirectly and only 19.02% (8) clearly mention the term. This lack of focus on the topic is also observed in the space allocated to the issue on each page. On 20 occasions DE news use less than a quarter of a page, 15 times use between one quarter and half a page and seven times this news is allocated most of the page, that is, between half a page and three quarters of a page.

Even though the findings above suggest a lack of concern for this type of topics in their editorial line, both *Primo Piano Molise* as well as *Quotidiano del Molise* express the clear intention to position this type of information in the society section (13 pieces), followed by culture (5), politics (4) and economy (2). Therefore, it can be said that DE is usually positioned along socio-cultural themes and it is associated with economic and political issues.

Image 4. Information on a congress on immigration and human rights.

Source: Quotidiano di Molise. 27 October 2015

This perception is also present in the study of media content by key word. Pieces in these two Molise newspapers are connected with the word 'poverty' up to 16 times, 10 times with 'international cooperation', 3 times with 'education' and 'non-governmental organisations twice. The latter have a primary role as agents for social transformation in this Italian region. Human rights as a cross cutting theme is also very visible, the term featured up to 17 times in separate headlines, such as on 27 October 2015 in *Quotidiano di Molise,* with news about a congress on human rights and migration (Image 4), or a reference to affective-sexual diversity in the piece 'Registro Unioni civil, stop dei moderati' (*Quotidiano del Molise,* 28 October 2015):

Democrazia Popolare stoppa la proposta del regolamento comunale per l'istituzione del Registro delle Unioni Civili. L'annuncio della prossima discussione in Commissione Politiche Sociale smuove gli animi dei consiglieri. Dopo la sonora bocciatura del capogruppo Ucd, Michele Ambrosio, a mettersi di traverso, ora, è il capogruppo di Democrazia Populare in Comune, Francesco Pilone.

"Le istituzioni pubbliche –afferma- continuano a riservare una scarsa considerazione alla Famiglia fondata sul matrimonio. In Italia tutti i diritti personali riguardanti anche le persone omosessuali sono riconosciuti. Quello che manca è un serio e duraturo sostegno alla famiglia che continua a 'tirare un grosso carro': mettere al mondo i figli, educarli e construire quindi il futuro della nazione, di un popolo".[51]

The news sample from **Malta** is the widest sample found in all participating countries, with 364 pieces on development education. In October 2015 there were 91 pieces on this subject and associated themes; in November 135, in December 67 and in January 2016 there were 75 pieces on DE. Of the two newspapers studied, the *Times of Malta* features most prominently with 77.77% of the total (282 DE pieces) followed by *Malta Today* with 83.

However, the vast majority of pieces on development education do not address DE issues in great depth in terms of its causes and consequences. In fact, 92% of the pieces (335) studied in Malta, do not refer to DE directly, 7.97% of the samples mention it indirectly and only in one of the 364 pieces DE is mentioned directly.

Image 5. Tag cloud map of DE keywords in Maltese press samples

Source: Original compilation

The space used by DE information is also an important indicator of the treatment of development education in Malta. In 23.53% of the sample (82 pieces), DE news covered less than a quarter and half a page, 43.48% (158) covered between a quarter and half a page, 19.5% (71) between half a page and three quarters of a page and only 14.84% (54) DE news had been allocated more than one page.

Times of Malta and *Malta Today* opt for placing this type of development education information in non-traditional sections. Thus 96.46% of the sample (351) place this information in other sections; 2.73% in economy (10), 0.54% (2) in society, and one in culture. This suggests a weak editorial line on DE as a socio-cultural or political issue in the Maltese press studied.

The assessment of keywords in the Maltese newspaper samples suggests a concern for cross-cutting themes higher than that on topics directly connected to DE, such as 'international cooperation' (44 pieces), 'education' (45), NGO' 36, 'poverty' (28) the SDOs and MDGs (9), the 'impoverished countries' (6), 'inequality' (5) or 'underdevelopment' (1). Maltese media seem to be more interested in 'human rights' (66) or in 'development' (65) in general. The 'gender' perspective is another cross-cutting theme identified with up to 11 references. In addition, the media discourse in Malta prominently features a perspective not uniquely based on 'women' (4), but focusing on other social groups as well, such as 'LGBTI' (3).

Chart 8. DE mentions in Polish newspapers

- Direct mentions of DE
- Indirect treatment of DE
- No mention of DE
- Total
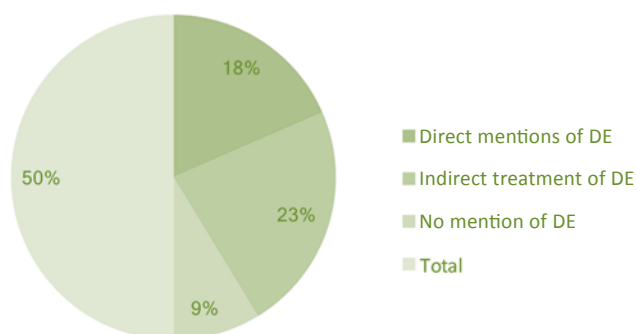
Source: Original compilation

The *Gazeta Wyboracza* and *Tydzien Trybunalski* are two newspapers in **Poland** which were included in this study. Between these two papers we accessed a total of 46 DE-related published news: 23 in October 2015, 8 in November, 10 in December and 5 in January 2016. Of these, 69.55% were published by *Tydzień Trybunalski* (32), and the *Gazeta Wyboracza* published the other 30.44% (14).

Nearly half of the published pieces address development education indirectly, which represents 46% (21), and 37% (17) do so directly. Only 17% (8) do not make any references to the topic (chart 8). Even though we could interpret this as a sign of interest in DE-related topics, when we study the use of space coverage on the printed page, we learn that the treatment is not in-depth. In 45.46% (21) of the samples the news pieces use less than a quarter of a page. This is not enough to understand the causes, consequences and the role of key stakeholder in the DE processes. In 19.56% (9) of the samples DE news are allocated between a quarter and half of a page, the same percentage of the news which use between half and three quarters of a page. Only on seven occasions these topics are developed within one of more pages, which represents 15.22% of the total (image 6).

Image 6. Odd page featuring a DE-related topic

Source: Gazeta Wyboracza. 16 October 2015

'Education' is the most frequent keyword in the Polish newspapers studied. It is referred to up to 19 times, followed by 'Millennium Development goals' or 'Sustainable Development Objectives' with 9 times, then 'inequality' with 3, and 'development cooperation' or 'NGOs' with two. It seems that in Poland, its geopolitical context and their commitment to resettle 5,000 people migrating from Italy and Greece, encouraged media to address topics associated with 'human rights' (2), 'development' (6) or 'migration crisis' (1).

In **Spain** we studied 53 pieces, 27 from *El Norte de Castilla* and 26 in *El Mundo.* These were published mainly in October 2015 (20), with subsequent months featuring considerably fewer pieces on DE; in November there were 1, ten in December and 12 in January 2016.

More than half the pieces (30) in Spanish newspapers address development education indirectly, while the rest of the samples do not refer to DE at all (21) and on two occasions there was a direct reference. However, unlike the other countries in the project, DE-associated themes are allocated a whole page or more (20), which is in direct connection with the amount of space that these papers normally allocate to local and regional news. In these instances, the pieces studied use between a quarter and half a page, followed by information with far less visibility (7).

Chart 9. Sections where DE pieces are published in Spanish newspapers

- Economy
- Culture
- Sports
- Viewpoint
- Valladolid
- Provincial
- Castilla y Leon
- World
- Back cover
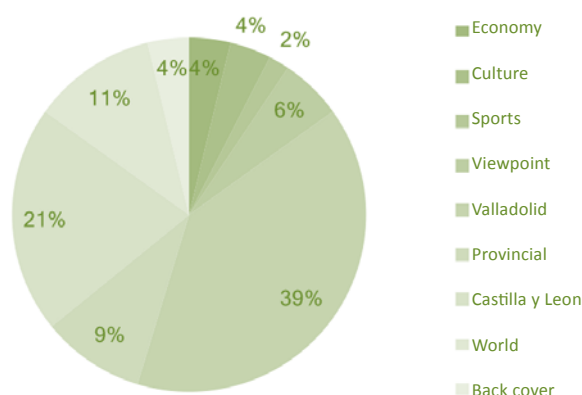
Source: Original compilation

The use of space on the page for the pieces studied in Spanish newspapers does not correlate with our findings for other countries. Furthermore, the majority of news pieces on DE-related subjects are found outside the traditional society or politics sections. In the economy (2), culture (2) and sports (1) sections there is some form of story involving DE. In most cases these types of news would be in specialist sections which, both in *El Norte*

de Castilla, as well as in *El Mundo,* have to do with geographical reasons: Valladolid (21), provincia (5), Castilla y León (11) or mundo (6), concentrate the bulk of the pieces on development education, followed by spaces with less related information and closer to interpretive content, such as opinion (2) and the back cover (2) (chart 9).

In terms of keywords, both *El Mundo* as well as El *Norte de Castilla* connect DE with 'Non-governmental organisations', with 40 direct mentions. This stands in contrast to the only two times news address 'civil society' organisations. 'Inequality' (20) is the second most frequent word, followed by the term 'development education' (12), and 'education' (12). 'International development cooperation' (6), 'poverty' (8)and to a lesser degree, 'development assistance' (2) are also keyword in these samples.

The most prominent aspect which features DE in the Spanish press samples studied is the cross-cutting themes. They refer to 'rural development' up to 16 times, which is directly connected to our study, notwithstanding the primarily financial approach of this topic's treatment. The term 'refugees' features four times, which has to do with the international attention which this topic received at the time of the humanitarian crisis ongoing while our study was being implemented. To a lesser degree, this type of thematic perspective is also linked to news on 'gender' (1), 'multiculturalism' (2), 'the economic crisis' (1) and 'employment' (1).

Summary of findings

After the examination of media coverage of development education within the media in Bulgaria, Cyprus, Italy, Greece, Malta, Poland and Spain on an individual basis, an analysis of collective findings was subsequently carried out. Of the 743 articles, 32.3% (240) were published in October 2015, 23.82% (177) in November, 21.94% (163) in December and 21.93% (163) in January 2016. It is worth highlighting that during the Christmas period, as opposed to what was originally thought at the beginning of the study, there was little quantitative impact, encouraging an increase in news related to DE during this period such as solidarity, joint responsibility or international development aid (chart 10).
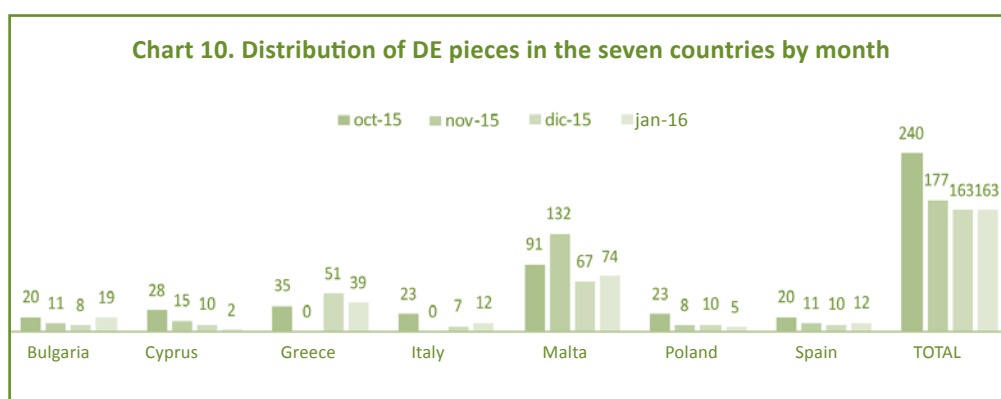
Source: Original compilation

The newspapers with the largest number of articles on development education are, as previously indicated in the country analysis, Maltese. *The Times of Malta,* with 282 articles, is the media outlet most concerned with this subject matter, with the Greek *Magnesia* following far behind, with 98, *Malta Today*, with 83, then the Bulgarian newspaper *Zov News*, with 37 articles and finally the Polish newspaper Lódź *Tydzień Trybunalski,* with 32. The vast majority of articles that make up the Maltese sample, compared to other countries such as Spain -*El Norte de Castilla* (27) and *El Mundo* (26)- are responsible for such an anomaly in our analysis of DE in relation to headlines (chart 11).

Chart 11. DE pieces in newspapers in the seven participating countries

Newspaper	Value
El Mundo (ES)	26
El Norte de Castilla (ES)	27
Tydzień Trybunalski (POL)	32
Gazeta Wyboracza (POL)	14
Malta Today (MAL)	83
Times of Malta (MAL)	282
Quotidiano del Molise (IT)	20
Primo Piano Molise (IT)	22
Thessalia (GRE)	27
Magnesia (GRE)	98
Alithia (CHI)	17
Simerini (CHI)	38
Konkurent (BUL)	21
ZOV News (BUL)	37
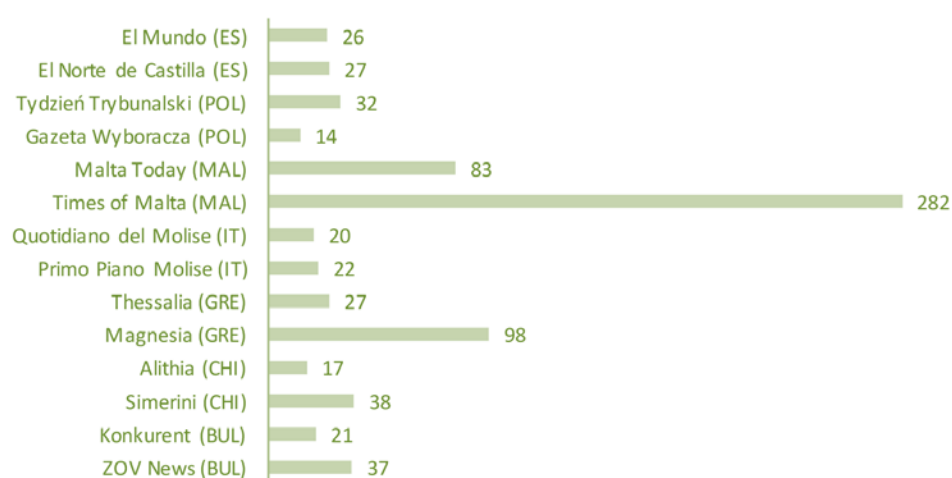
Source: Original compilation

Chart 12. DE mentions in newspapers in the seven countries

Direct mentions of DE   Indirect treatment of DE   No mention of DE

Country	Direct	Indirect	No mention
TOTAL	2	30	21
Spain	17	21	8
Poland			
Malta	1	29	334
Italy	8	14	20
Greece	62	56	7
Cyprus	38	9	8
Bulgaria	21	9	28
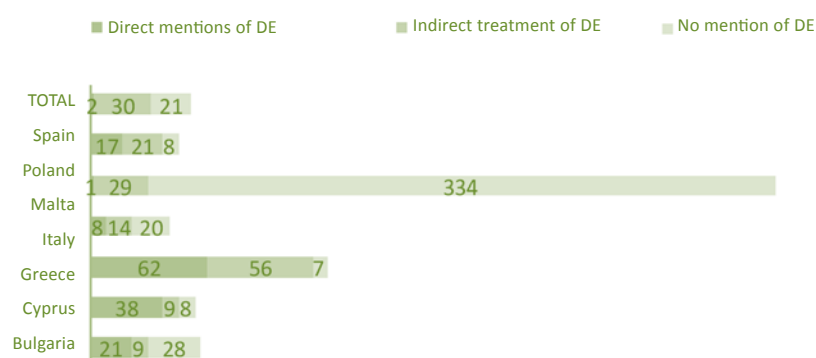
Source: Original compilation

However, the number of articles on development education across the seven participating countries is not directly related to extensive coverage of DE and similar subjects. In fact, in 57.43% (426 articles) of the texts examined, no direct reference was made to DE, only in 22.61% (168) of texts made indirect reference to the subject and in particular, 20.05% (149) of texts directly alluded to the subject of the study. Once again, Malta is the country in which most news reports were identified, although this result does imply a concrete analysis of DE, with Greece being the country with the most explicit references made to development education, on 62 occasions (chart 12).

Chart 13. Space coverage of DE pieces in the press in the seven countries
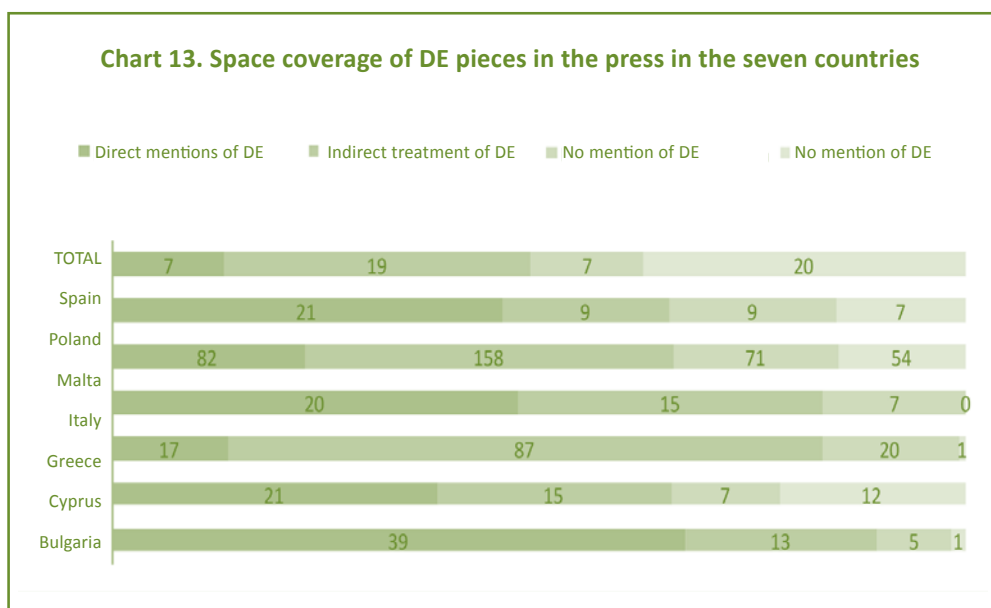
Source: Original compilation

Considering the space on the page dedicated to the subject, DE tends to take up fewer inches of text, limiting the possibility of explaining the causes and consequences of theses types of newsworthy events. In particular, on 42.53% of occasions (316 articles), texts on development education occupy between a quarter and half a page, in 27.86% (207), less than a quarter, in 16.96% (126) between half and three quarters of a page and only in 10.49% of texts (78) does news on development education manage to cover a full page or more, including in these cases infographics, prompting more reflection, such as photographs, diagrams or tables which are scarce when coverage is limited (chart 13).

The distribution of news reports on DE in newspapers in Bulgaria, Cyprus, Greece, Italy, Malta, Poland[52] and Spain also present significant data on the lack of editorial standards on this subject across the seven countries. Thus 65.18% (467) of articles in different European territories were found in different sections to those traditionally considered to

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[52] It must be pointed out, as a methodological note, that upon analysis of data from Poland, there was a slight deviation compared to other countries in that news reports were to be found across various sections, bringing the total to 54 pieces instead of 46, as in the rest of the analysis criteria. This brought the overall total of pieces in the sample up 751 instead of 743.

be natural niche for development education. Only 21.30% (160) of reports from the seven nations were found in the Society section, 6.26% (47) in Politics, 6.26% (47) in Economics and 3.46% (26) in Culture. These results also hint at a economics-centred bias in reports related to development education which, removed from a critical and constructive perspective of global citizenship, takes on a developmentalist conceptualisation, often based on the free market economy and rural development which is merely economic.

Chart 14. Distribution of DE pieces in the seven countries by sections

Country	Política	Economy	Society	Culture	Sports	Other
Bulgaria	11	33				10
Cyprus	7	20				26
Greece		10	67			
Italy		23				11
Malta	10	2		350		
Poland	7	15	22			
Spain	2		48			
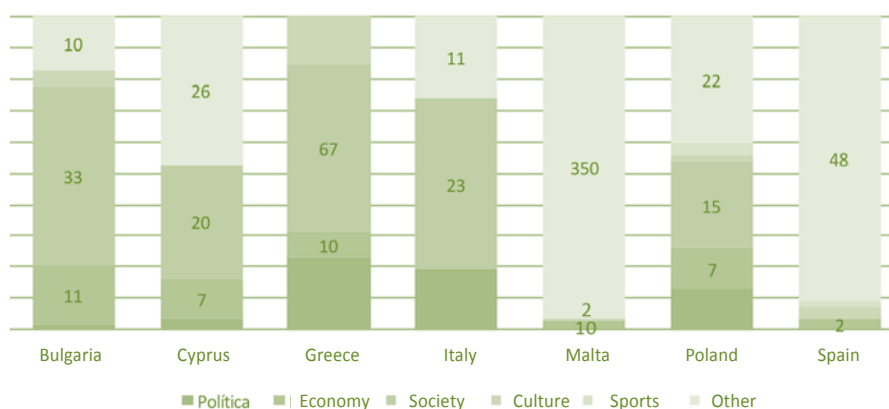
Source: Original compilation

Chart 15. Distribution of DE keywords in the seven countries

Keyword	Value
Agenda 2015	18
Development Objectives	21
Millennium Development Goals	2
Fair Trade	1
Development Assistance	5
Poor countries/ Rich countries	6
Third World	4
Civil Society Organisations	6
Non-governmental Organisations (NGO)	82
Inequality	41
Education	109
Poverty	80
International Development Cooperation	69
Development Education	17
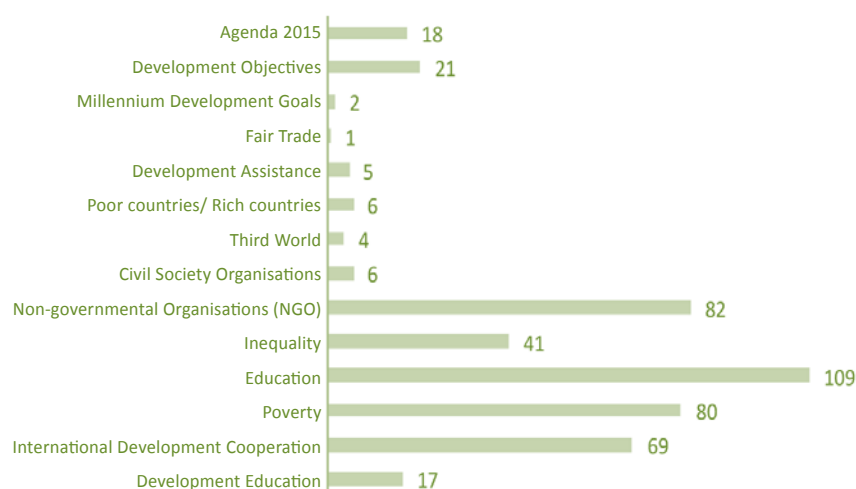
Source: Original compilation

This conceptual problem concerning development education is also seen in the analysis of keywords in the articles studied. With 17 news reports making reference to the term "development education" in the total of the analysed sample from the seven countries, 109 speak about formal and informal education.

"Non-governmental organisations", with 82 mentioned is the second most used keyword, followed by "poverty", cited on 80 occasions. The following group of keywords consist of "international development aid", alluded to on 69 occasions, "inequality", 41 times, "Millennium Development Goals" and "Sustainable Development Objectives" 21 times and the "2015 Agenda" mentioned 18 times. Equally striking is the little concern for "downturn" (2), "fair trade" (1) and "development assistance" (5), "Third world" (4) or "impoverished countries" (6) among all countries involved in the study (chart 15).

Migration and refuge, urgency as news content

The number of people on the move (refugees, displaced people and migrants) has grown significantly in the last few years and the humanitarian crisis resulting from the intensification of armed conflict and the latest adjustments to European migration policies have generated a considerable increase in media coverage in general and particularly in the countries included in this study.

More than 65.3 million people have had to flee their homes or have become internally displaced. Many people have also had to migrate for economic reasons, according to the United Nations High Commissioner for Refugees (ACNUR, 2016), which has led to an increase in the visibility of issues involving migration and refuge in newspapers in Bulgaria, Cyprus, Greece, Italy, Malta, Poland and Spain. This has in turn encouraged the promotion of a clearer focus based on fundamental rights and public freedoms.

This development, together with a focus on human rights and gender, has become the most consistent crosscutting theme in the news pieces in this study.

It is, however, important to note that non-governmental organisations such as Amnesty International (2016) have denounced the 'persistence of immediate expulsion of migrants and refugees by border police, living conditions for asylum seekers are still precarious and there is no integration plan for those officially identified as refugees' in Bulgaria. In Cyprus 'migrants without an official immigration status were imprisoned under inadequate conditions for prolonged periods of time' (ibid.); there was a 'drastic increase of asylum seeker arrivals to the Aegean Sea islands which overwhelmed an already precarious immigration system' (Ibid.). In Greece, forced mass evictions continued along the border up to Turkey, and in Italy there was 'a drastic increase in the number of deaths of refugees and migrants attempting to reach Italy from North Africa by boat'(Ibid.), while in Malta 'the number of illegal refugees and migrants arriving by boat or rescued by search and rescue teams continued to decrease' (Ibid.). 'Debates on resettlement of

refugees took place in an environment marked by increasingly discriminatory statements, fuelled through the year in some cases by individuals in public office' (Ibid.). In Poland and Spain 'the security forces carried out forced mass evictions and used excessive force against people attempting to enter illegally the Spanish enclaves of Ceuta and Melilla from Morocco' (Ibid.).

In this context, keywords were found across the 14 newspapers surveyed (chart 16), whose visibility was affected by unique circumstances in Malta. Thus, 66 newspaper pieces out of a total of 90 referred to 'human rights', and 65 out of 67 referred to 'development', high above the average in the participating countries.

Chart 16. Distribution of cross-cutting themese in the seven countries
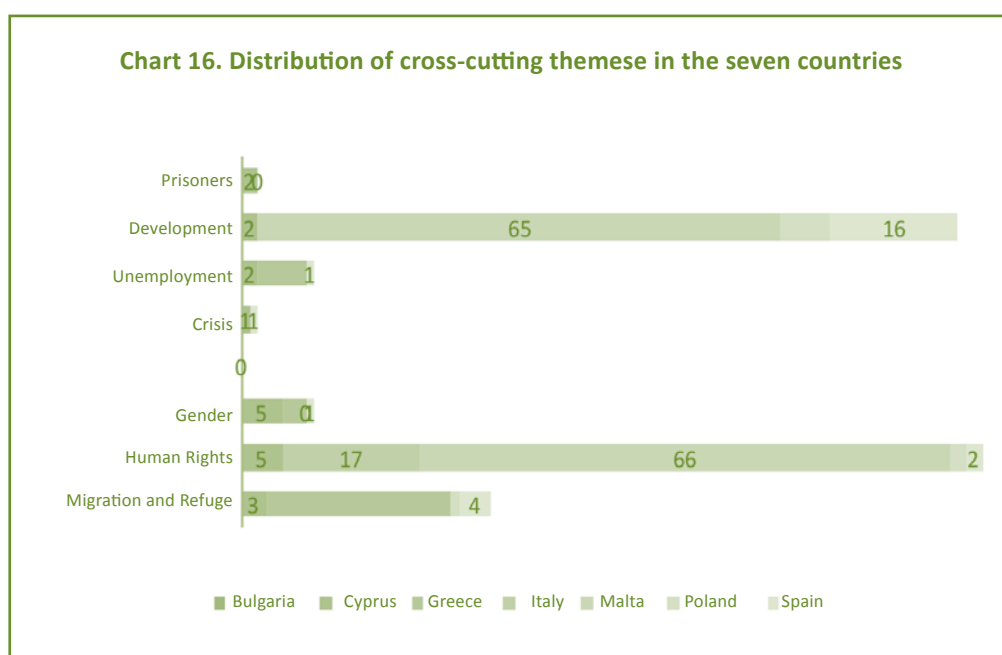
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Likewise, the samples present a gender focus which in some cases articulate a power narrative that goes beyond the heteropatriarchal man-woman dynamic, incorporating perspectives on affective-sexual diversity or gender identity, as portrayed in the Italian example in *Quotidiano di Molise* (image 4).

The incorporation of a human rights perspective and gender focus in countries with weak journalistic coverage of these topics makes the international historical context in which these news pieces are published particularly interesting. It is not a small matter that the increase of news on migration and refuge take place at a time when European migration policies are in crisis themselves (Žižek, 2016), just as it is not coincidence that there is such concern around the economic crisis or unemployment in contexts of deep inequality in the different regions, affecting especially rural environments, and therefore, also having an impact on the media coverage of these.

Conclusions

- Development education is not a subject of great interest in the main regional headlines across Bulgaria, Cyprus, Greece, Italy, Malta, Poland and Spain, where discourses with serious conceptual errors are not uncommon, without the editorial will to explain the causes and consequences of these processes, thus relegating information on DE to lesser spaces in the publications studied. The lack of a media strategy on coverage of newsworthy events relating to poverty, development aid, formal and informal education or issues relating to human rights results in disorganised content spread across different sections of newspapers, lacking both structure and chronological accuracy. This creates an amalgamation of disjointed information which renders coherent reasoning difficult on one of the European Union regional public policy priorities.

- The absence of specific sections or thematic blocks for such subjects in Bulgarian, Maltese, Greek, Italian, Polish, Cypriot and Spanish media reduce the capacity to generate a critical consciousness among readers who, on many occasions, see reading opportunities on issues related to development education relegated to a charitable perspective or developmentalist attitudes that have more to do with regional economistic progress than the construction of authentic global citizenship.

- In fact, in countries where the highest numbers of DE-related news reports were identified, such as Malta, headlines do not specifically mention this issue, causing confusion; whereby, although potentially increasing general awareness around development education on a quantitative level, such news reports lack real value according to qualitative parameters. Limited, shared space and a lack of editorial criteria also perpetuate empty discourse which fails to answer the classic 5 Ws of quality journalism, leaving aside the most important: *Why?* The causes of newsworthy events allow us to identify issues that can be improved upon in future and to create strategies for empowerment of citizens which has been seen on very few occasions in the analysis of news relating to development education in the seven countries covered in this study.

- Despite coverage characterised by a traditional vision of education, in which roles such as students, teachers and parents are clearly identified, the European regional press lacks sufficient interest in explaining the dynamics at play within formal, informal and non-formal education in regional areas working towards global citizenship. Information about international development suffer from a perspective based on joint responsibility and in countries such as Bulgaria, news items on this subject are related to charitable practices, closely linked to the religious origins of development rather than the dynamics of joint responsibility and social justice.

- The reduced space, usually on even pages and less important parts of the newspaper avoid deepening of understanding through other elements (such as photos, drawings, comics, tables and/or infographics) that facilitate reading and promote comprehension of DE-related content. Given the limited scope of this analysis, it was preferable to focus on these types of infographic resources within development education in EU rural areas in more detail in subsequent stages of this work.

- Finally, it is important to highlight and reinforce some positive points from our findings. The focus on human rights and gender mainstreaming are clearly evident in some of the news reports analysed, not only due to the detailed description of the issues, but rather because of the search for contexts for reflection beyond the newsworthy events that facilitate comprehension for the reader. In this sense, the example of the *Quotidiano de Molise* stands out in which the average Italian demonstrates the statements of a political leader on the subject of civil partnerships between people of the same sex suggesting that this political stance implies a fundamental denial of human rights.

- Development, gender, human rights, migration and refuge are the most recurring cross-sectional themes in the news reports analysed between October 2015 and January 2016 in across the seven countries, which allows us to distinguish between increasing concern about current serious circumstances which must be accompanied by a greater training of media professionals, such as a decisive editorial commitment by newspapers to deepen their knowledge of these subjects, allowing more space to articles related to development education.

Recommendations

1. To introduce the focus on human rights and gender mainstreaming in all local media outlets in Bulgaria, Cyprus, Poland, Malta, Italy and Spain, by incorporating this type of content into the regulations and self-regulation of media in these countries and across Europe.

2. To promote specific sections on development education in regional newspapers or, in their absence, a specific space within sections on politics, culture or society.

3. To dedicate increased space to articles on development education with the purpose of explaining the causes and consequences of newsworthy events related to these issues.

4. To encourage greater use of infographic resources that help to understand the totality of information related to development education and make such coverage more appealing.

5. To devise a panel of experts, with a solid foundation in these issues, who can enrich journalistic articles on development education leaving behind vague or

incorrect definitions, extremist stances, banalisation or spectacularisation of reality.

6. To train journalists in development education and related themes so that they will appreciate the importance of this type of coverage and be capable of rigorously and accurately disseminating information about DE.

7. To generate spaces for debate with those in charge of regional publications (area managers, regional delegates and newspaper editors) in order to raise awareness of the importance of development education so as to improve on coverage in their newspapers.

8. To bring together discussion forums between specialists on development education, editors and various social agents to deepen understanding of these subjects, generating a media strategy on these issues, identifying the focus of this type of news report and thus facilitating the work of journalists.

9. The media should work closely with various sources to disseminated information about activities and awareness-raising in relation to development education, promoting the participation of civil society in various programmes offered in rural areas.

10. To create a general strategy to eliminate stereotypes about various people related to development education through the inclusion of information on the 2030 Sustainable Development Agenda, paying particular attention to media coverage of people on the move (refugees, the displaced and migrants).

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4.5. SECTOR OPINION: WORKING GROUPS

Luis Pérez Miguel

Esther Domenech Llorente

The Rural DEAR Agenda-EYD 2015 project has as its core objectives to *contribute to a change in social attitudes towards sustainable development and to improve the quality and efficacy of development education initiatives and increase their scope and impact in rural areas. In order to accomplish this, its immediate intention is to develop, experiment and promote an Agenda for Development Education and Awareness-raising (DEAR) in rural areas and to propose lines of action to support the Post-2015 Strategy in rural European areas.*

Among the different phases of development of the Agenda, especially relevant is the implementation of participatory processes alongside the main agents of development education and the populations of selected rural areas. This is demonstrated in the type of activities developed, aside from carrying out a survey among a significant sample of the population, undertaking specific processes of consultation, debate and suggestion with local DE agents. The implementation of such working groups with different local agents has an especially important role.

With the hope of including all those involved in DE, working groups were made up of people from social sectors most directly linked to this activity:

- Local government: local political representatives, personnel responsible for delivering DE and international development, socio-cultural coordinators, social affairs personnel etc.

- Non-Governmental Development Organisations (NGDOs) and Civil Society Organisations (CSOs) involved in DE activities.

- Primary and Secondary educational centres: teachers, students and parent's associations.

Groups are composed of individuals from institutions and organisations with experience in DE in each context. They, better than anyone else, understand the opportunities, difficulties and characteristics in their local setting in terms of DE and can define strategies to be developed in such contexts. Moreover, these agents are potential beneficiaries of such action through using the Agenda, and their inclusion and input in the development process increases its effectiveness and impact.

In addition, the working group sessions allow participants the opportunity to debate everything relating to DE and discover for themselves the needs, shortcomings, strengths and potential of DE in their environment. These sessions are also an opportunity to create exchanges and synergies between local agents contributing to the promotion of networking.

The maintenance of the working groups over the course of the project will serve not only to gather support and suggestions but also to find out about their opinion on the proposal being developed and the best ways to implement it, in addition to being possible allies to it future implementation.

Methodology

As with the rest of the projects activities, for the working groups the research team at University of Valladolid developed a Guide[53] which details aspects relating to the composition, functioning and information gathering etc., of the working groups.

In relation to composition, basic criteria are suggested such as: maximum number of 10 participants, equal representation of men and women, heterogeneity in terms of age and educational level, diversity of perspectives (cultural, religious, political), different levels of understanding and experience in the field of development education etc.

The Guide also includes the procedure to follow for the functioning of group sessions, from the selection of space and distribution of participants to the structuring of debates (reception, presentation, development), besides the suggestion of a battery of questions designed to motivate and focus discussion and a template to collect relevant information, as well as an example of how to prepare reports. The Guide was distributed in English to each of the participants with the aim of facilitating and homogenising the process in each country within the consortium.

Given that the goal of the project is to strengthen the maximum possible social participation in all of its phases, it is envisaged that three working group sessions will take place each year, one with each of the defined social sectors (local government, educational institutions, and NGDOs/CSOs) in each participating country. In the first year, groups have the fundamental goal of contributing to the analysis phase, contributing information with regards to interest, understanding and performance in their rural area in relation to development problems and their causes and development education. In the second year, groups will share their views on the research findings DE activities undertaken with regards to their inclusion in the Agenda. Finally, in the third year, groups will complete a critical review of the Agenda and submit proposals for inclusion in it.

As was envisaged in the project calendar of activities, in the last quarter of 2015, participants were selected and the first working group sessions were held in each participating country, with a total of 22 sessions, three per country, one for each sector selected (Local government, Educational institutions and NGOs/CSOs), except in the case of Poland where four were held for reasons which we will explain later, which brings the total number of participants to 215. Although the Guide and indications facilitated establish a common frame of reference, in practice the undertaking of working groups in each participating country needed to be adjusted, as is logical, to the individual characteristics in terms of the type of organisation, sphere of relationships, networks, etc.

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[53] See attached

In the case of **Bulgaria,** working groups began preparations from the introductory workshops held in each of the eight participating towns in the North-West of Bulgaria. These initial workshops were held between 26 June – 7 July 2015 with a total of 235 participants from different non-governmental organisations, civil society organisations, institutions, youth organisations, associations, media, etc.

Each participant received a summary of the Rural DEAR Agenda and presentations about the DEAR project, best practices from the Centre for Infant and Primary Education (Centro de Educación Infantil y Primaria - C.R.A. Campos Goticos) and other Development Education initiatives. In the presentation we explained by who, why, where and when the project will be implemented and also showed useful examples and encouraged the audience to think proactively about DE issues, their promotion and the involvement of more organisations in project activities. All presentations were made available online in the hope of disseminating them to interested parties and to be accessible to others as possible references. Introductory workshops helped to quickly get to know the local population, explain the project objectives and discuss face to face and build confidence among local agents.

The Local Government and Administration Working Group was held on 7 December 2015 with 11 participants. The NGO/CSO Working Group was created on 7 December 2015 in the afternoon, with 8 participants. The Education Working Group took place on 8 December 2015 with 11 people participating, one of them also a member of the Local Government and Administration working group.

Participants were primarily young women. Half of participants were 34 years and under and 80% under 44, with women being a large majority (70%) of the total number, particularly in the younger age groups. The participation of women was particularly noticeable in the educational institutions group (9 out of 10 people were women) and NGO/CSO group (7 out of 10). Only in the local government group was the distribution in terms of gender equal (5 out of 10). In terms of knowledge/links to DE, the distribution of participants is very balanced across different levels and women are in the majority among those who know "Nothing" or "A Little", while in the case of those who know "A lot", they are a relative minority.
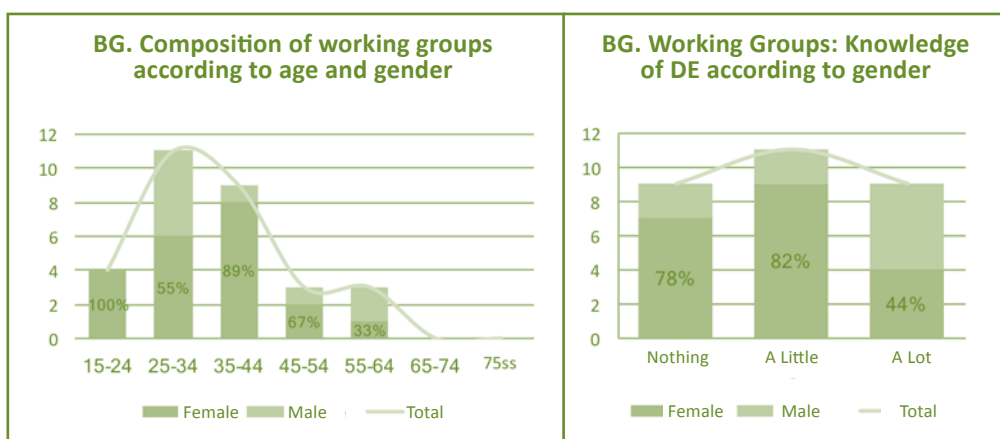
Source: Original compilation

According to evaluation questionnaires gathered, all participants are interested in the project and began to look for and identify best practices. They are looking forward to a second meeting to hear more news about the project and contribute to its success.

In **Cyprus**, on Monday 14 and Tuesday 15 December 2015, three workshops were held (each one directed towards different groups of participants) with the intention of understanding local opinion and attitudes about Development Education.

Prior to the workshops, four hundred completed questionnaires were collected by civil servants, representatives from the education sector, NGO representatives and citizens of Cyprus and other countries with the goal of registering and evaluating interest in problems relating to development and the level of understanding on issues related to and existing governmental policies concerning Development Education.

Participants were divided into three groups. The first was made up of people from local government (technical or political staff). The second comprised people linked to NGOs/CSOs (staff and volunteers) and the third group comprised people belonging to the educational community (teachers, parents, department heads, management and administration).

There is only information on the distribution of participants according to gender, with groups being equally balanced in terms of this criterion:

Working groups	Women	Men	TOTAL
Schools	6	6	12
Local Government	5	4	9
NGO/CSO	6	7	13
TOTAL	**17**	**17**	**34**

In Spain, Working groups were held in October (NGO), November (Educational institutions) and December (local government and public administration). In selecting participants, it was possible to meet the established criteria and the greatest difficulty was the equitable composition in terms of gender in the case of the NGO working group, in which there were only two men, which also reflects the social composition of this sector. In each group, there were three project collaborators: one as a facilitator and two others taking notes.

In terms of the composition of the groups, as has been mentioned previously, women were in the majority (69%), above all in the NGO/CSO group (80%), the majority of people were less than 54 years old and only one in five (21%) had no knowledge of or connection to DE.
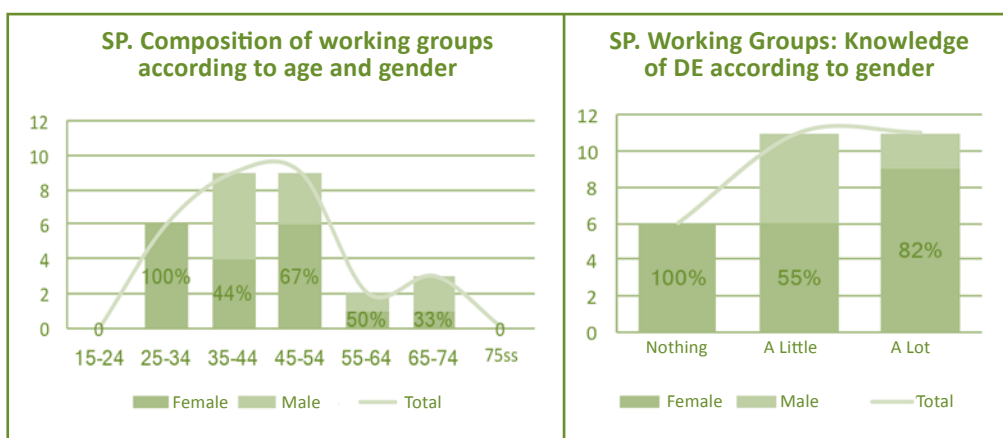
Source: Original compilation

In all groups participants showed their complete willingness to continue collaborating with the project and the research team at the University of Valladolid and the Provincial Council as coordinator took responsibility for keeping participants informed of the findings obtained from the comparative analysis of the results of groups committed to the project.

In **Greece**, the University of Tesalia organised three meetings of working groups with representatives from local government, schools and NGOs/CSOs. Participants hailed from the three rural areas chosen as part of the study: Trikala, Elassona and Almyros/Volos and were selected based on maintained collaboration with other parts of the project (surveys and other activities) and with the support of the President of the NGO Network in the Tesalia region.

The participation of people with different levels of interest and knowledge of Development Education in the working groups resulted in important contributions and once more it was emphasised that such activities are undertaken within the framework of other initiatives and participants expressed their commitment to including more DE actions in the agendas of their respective organisations.

In the Local Government working group, a total of 11 people participated including Council members, employees, the majority with experience in DE projects and activities. In the educational institutions working group, 15 people participated (parents and teaching staff) and in the case of the NGO/CSO working group, 10 representatives from five organisations participated.

Groups were made up by middle-aged participants (42% were between 35 and 44 years old), predominantly male (61% of the total) and nearly all (94%) with some or a lot of understanding of and/or connection to DE. In terms of the composition of the groups according to the gender of participants, it is significant that while in the NGO/CSO and Local

Government groups male participants were in the majority (80% and 73% respectively), in the case of the Educational Institutions group, the opposite was true (73% of total participants were female).

GR. Composition of working groups according to age and gender

GR. Working Groups: Knowledge of DE according to gender
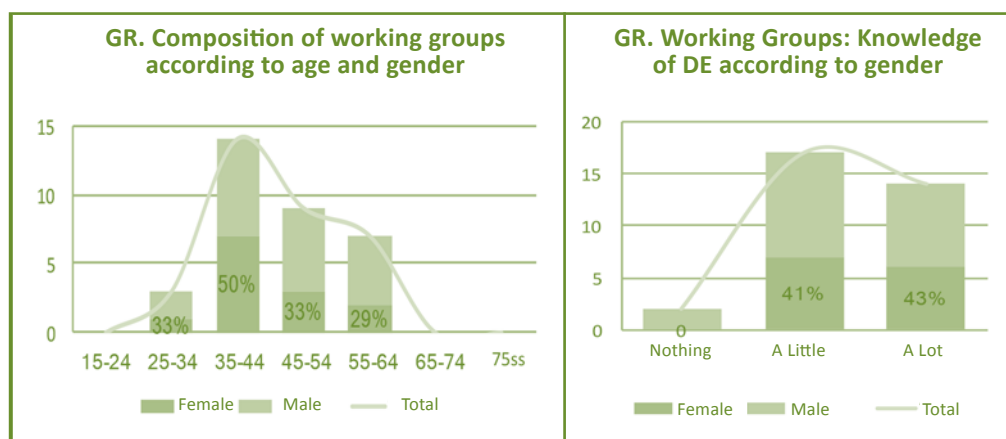
Source: Original compilation

In **Italy**, working groups were held on 14, 15 and 16 December. The total number of participants was 30, with 10 participants in each group, made up of people from institutions and organisations from rural contexts. Participants expressed a strong commitment to future project activities, proposing actions to be implemented and suggestions on issues on which to focus.

The selection of participants for each group was undertaken in different ways according to the objective of the group. For the Educational Institutions working group, all regional educational institutions were invited and for the selection of participants from the Local Government group, local authorities from the rural region of Molise were invited to participate. For the selection of participants for the NGO working group, the official database of non-profit, non-governmental organisations and cultural associations was consulted and 10 representatives from 9 different regional organisations participated.

IT. Composition of working groups according to age and gender

IT. Working Groups: Knowledge of DE according to gender
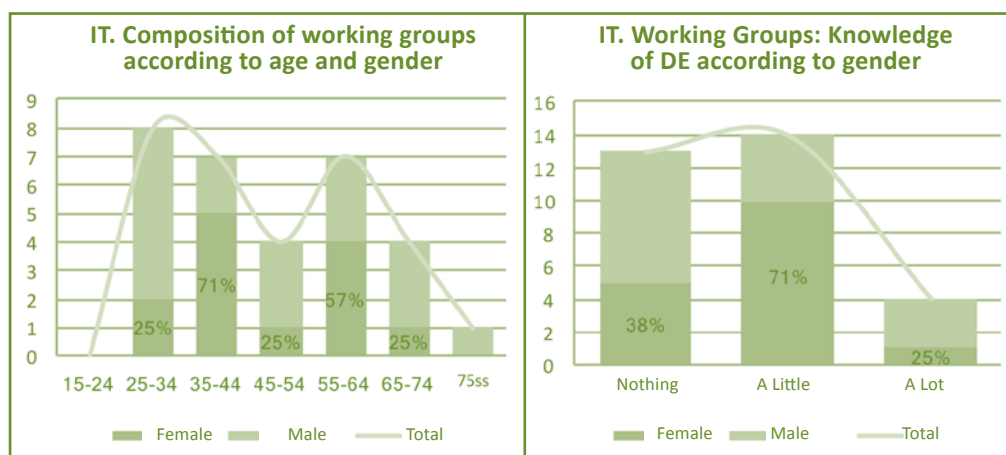
Source: Original compilation

With respect to the the composition of the working groups, we can say that participants are distributed across all age ranges, except the youngest and oldest, with the majority aged between 25 and 44 years old. Men are in the majority in the Local Government and NGO/CSO groups (70% and 64% respectively), while in the Educational Institutions group, women are slightly in the majority (60%). According to the data on knowledge of and/or links to DE, only 13% of participants had "A Lot" of knowledge of and/or links to DE.

In **Malta**, the NGO working group took place on 26 November 2015 with four NGOs participating. The educational institutions group was held on 2 December with four teachers and parents of students participating. The third group, local government, took place on 10 December with six people representing local areas, national institutions and ministries.

The recommended number of 10 participants per working group was not reached primarily due to the lack of time to organise sessions. In terms of the requirement for an even number of men and women, this was adhered to in the first two working groups, but in the third, the majority were women, above all because the majority of men contacted already had prior engagements that day.

With the intention of involving all interested parties, research was carried out to identify relevant bodies. It was difficult to involve non-governmental organisations in the first working group as it took place on the same day as the Commonwealth Heads of Government Meeting (CHOGM) in which many local NGOs participated. In relation to the meeting with the education sector, it was difficult to engage teachers and other staff from schools as they needed permission to attend during working hours, particularly with Christmas events organised in schools. All in all, working groups took place without difficulties in that participants enjoyed the sessions and expressed their interest in project objectives and attempted to contribute with ideas, suggestions and proposals.
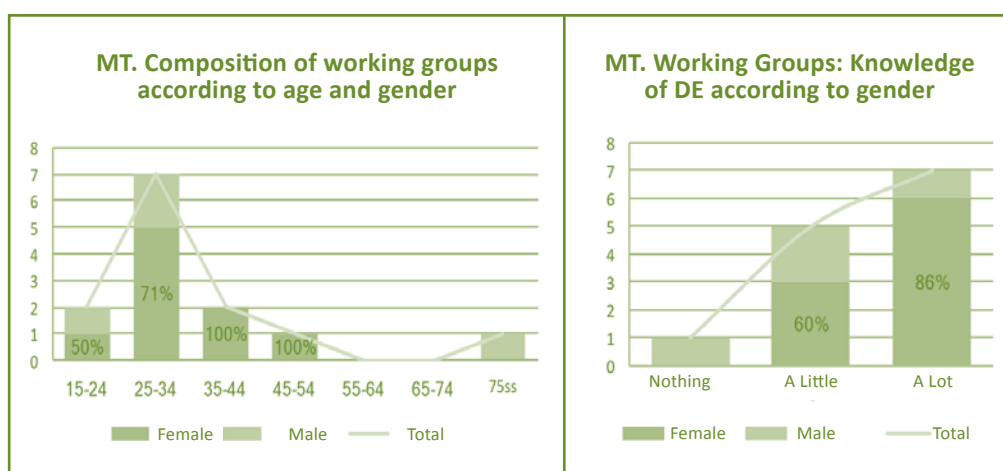
Source: Original compilation

All working groups included participants from different bodies/organisations concerned with different areas and issues related to development education, including gender equality, development aid, employment and education, young people, environmental protection and the eradication of poverty.

Some participants expressed their availability to share ideas, models and best practices related to previous projects undertaken by their respective organisations, with the goal of shaping DE activities that could be organised through the Rural DEAR Agenda project. Communication has been maintained with participants so that ideas expressed can be converted into the foundation for concrete pilot actions to be implemented within the framework of the project.

Overall, group participants were mostly young women with a high degree of knowledge on and/or links to DE. It is worth mentioning that in the Local Government groups, 5 out of 6 participants were women (83%) while in the other two groups, group composition based on gender was even (50%).

In Poland, a working group was held on 9 December 2015 in which 11 people participated; members of a cultural and community centre, teachers from local schools, NGOs and other organisations. Subsequently in May and June 2016, three more working groups took place, two with participants from NGOs and one with teaching staff from educational institutions. In these groups a total of 32 people participated.

In the group composition, women were in the majority (81% of the overall total), two of the four groups were made up completely of women and in the other they made up 80%. As can be seen in the graph below, participants, in terms of age ranges are distributed right across the scale, with the majority being of middle age, specifically between 45-54 years old (35% of the total).
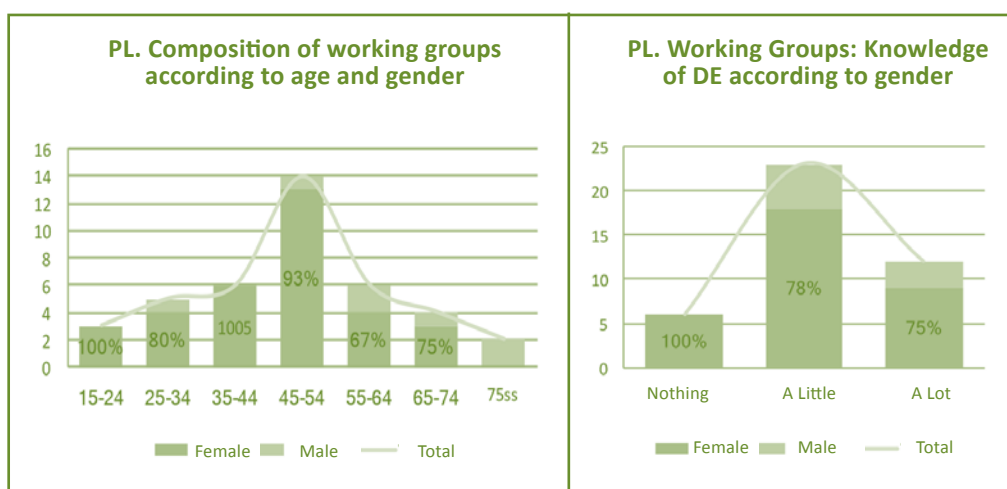
Source: Original compilation

Although the majority of participants stated they had little knowledge of Development Education, over the course of the discussion, it became apparent that many of their practices are in fact development education under another name.

Characteristics, difficulties and accomplishments of working groups

In the first phase of the project, 22 working group sessions were held, in which 215 people participated.

The main difficulties were to be found in the composition and functioning of the groups, according to report from participating countries and data on participants which shows that:

1. It has not been possible to comply with the established criteria of equal gender distribution. The overall distribution of participants according to gender, 130 women (60%) and 86 men (40%), does not accurately reflect the composition of groups as half were unbalanced, in that women were in the majority (in two groups women made up 100% of participants and in another seven women constituted more than 70% of the total). We do not feel that this imbalance is particularly significant in the overall results of the groups but it is an element to be corrected in future to ensure equality in all potential contributions and discussions.

2. Only 5% of participants fall within the age range 15-24 years, and in the case of educational institutions, nobody is in this age range. This shows that students have not been taken into account in the composition or have not been included in these groups, which implies a major deficit which should be remedied in future.

Working groups. Composition of according to age and gender
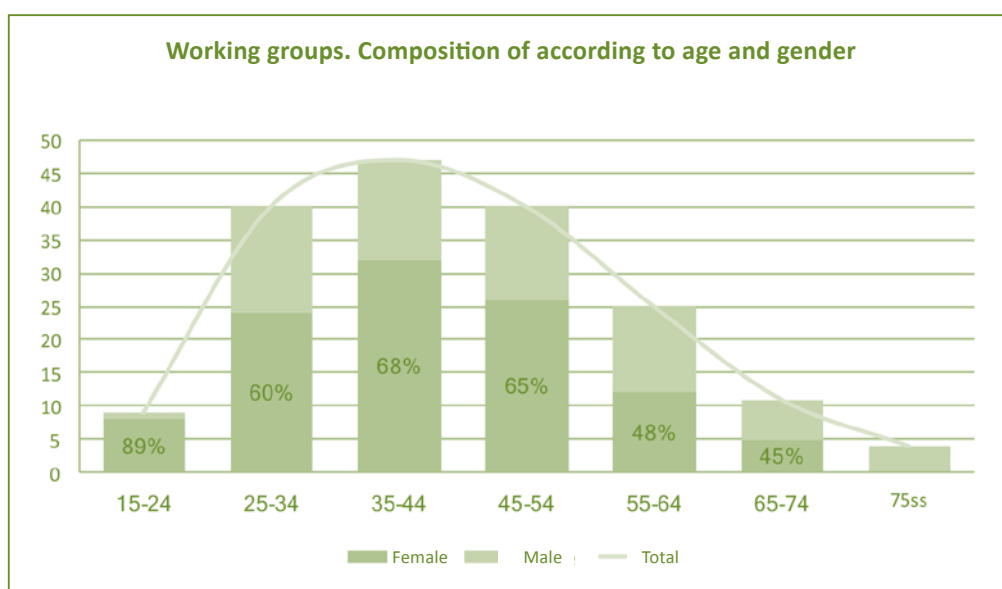
Source: Original compilation

3. Distribution according to age ranges show that more than half of participants (59%) are younger than 44 years old and that women are more present in younger age ranges (from 15 to 44 years they make up 70% of participants), while men are in the majority (75%) in the older age ranges, from 55 years up.

4. Finally, a number of countries mention as a specific difficulty in the composition of groups the *"lack of awareness of what DE is and limited knowledge in this field"*, however according to available data, the distribution of participants between those who are not familiar with DE and those who know enough is quite normal: 23% know a little, 45% know somewhat and 32% know a lot. This also indicates that women are in the majority in all groups, particularly amongst those who indicate very limited knowledge of DE.

Source: Original compilation

From the accomplishments of the activity, we can highlight that:

1. The activity has served to raise the profile of the Project and bring it to the attention of the key local DE agents who work in rural settings: local government, educators, organisations and associations linked to cooperation, development education and other social issues, etc.

2. The majority of participants, as evaluation questionnaires show, found the activity very productive and appear to be willing to continue collaborating: "The

meeting was well organised"; "The issues were interesting and stimulating"; "It is important that this initiative is maintained";... [54]

3. Significant aspects of DE were addressed in discussions and an initial local reflection on such issues has been obtained, with possibilities of contrasting this with what other local agents from participating countries think: *"It was very interesting to participate in this discussion and I would like to know more about what will happen next, in that I think that working together is key to development education and we all have a lot of experience to offer if we work in a coordinated way".*

Main contributions and discussion points

In the development of discussions within groups, a script of shared questions was followed which, according to notes and recordings of each session, introduced specific questions with the purpose of clarifying, broadening or deepening understanding in certain aspects that were addressed.

The shared script of questions for the three Working Groups was in general terms as follows:

• *Do you think, in general terms, people are interested in what happens in the world?;*

• *And is such interest different in a rural setting to an urban setting?;*

• *Do you think being male or female has an influence on the type of response?;*

• *Do we show an active attitude and a united front to the problems of other people/populations?*

While the responses to these questions during the discussion were full of interesting points and suggestions of other issues that could barely be addressed in trying to keep to the stipulated time (in fact, in many sessions moderators struggled to get participants to stick to the issue and/or redirect discussion), we can identify six points as being the most significant:

1. Lack of awareness regarding DE and debate about its conception and different names.

2. Perception on interest/concern among the population on the difficulties of development.

3. Role of the media in mass communication in our perception and attitudes.

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[54] Note: in this report, direct excerpts from Working Groups appear in quotation marks and in italics.
In Spanish, according to the Royal Academy of the Spanish Language, a pueblo (village) means

4. Rural and urban populations; differences and characteristics.

5. Gender differences in relation to visions of development and its impact.

6. DE activities in each region: the role of local governments, educational institutions and NGOs/CSOs.

1. **Lack of awareness regarding DE and debate about its conception and different names.**

Different groups and countries mention the lack of awareness participants have in terms of what DE involves. Thus, for example, in one of the NGO/CSO groups in Poland it was stated that: *"The main result of the working group was to know that the concept of Development Education is still not well known and even when someone is working in this field, they do not address the idea in its entirety and complexity. The majority of participants were aware that the concept of DE is quite broad and complex and connects various ideas, initiatives and focuses that are partially applied. Our participants affirmed that is it difficult to find initiatives that contain as global ("holistic") focus as Development Education."*

In Bulgaria, the NGO/CSO group also indicated that in the North-West activities such as concerts, exhibitions of books, food produce, crafts etc., which include fundraising, with people who are completely involved, but that there are important gaps of knowledge, such as the training of facilitators, specific funding, direction… *"And despite all of that, charity and volunteering still exist!"*

In Spain, the issue was raised exclusively within the NGO/CSO working group while in the rest of the groups, the term was accepted without question. Alongside those who maintained that *"We shouldn't put labels on education"*, the majority argued that *"the term DE is not entirely correct"*. The term is questioned because the concept of development has neo-colonial connotations, regarding the unsuitability of the reference model, etc. from which it is necessary to move away. Various terms were suggested as alternatives:

-   Reductionist Education to be understood *"not only in the sense of decrease in an ecological context but also in a personal context. To go more towards the internal, mundane environment which should be cared for and valued, etc."*

-   Emancipatory Education, understood from a critical viewpoint of the current development model and the active search for a more equitable world.

-   Global Citizenship Education, because *"the problems dealt with by NGOs are global, encountered in both North and South and it is essential to create a sense of global citizenship, social networks of citizens, for a global government to face the government of multinationals."*

In this discussion, DE content was also addresses, with the predominant opinion that most of what is carried out in the name of DE is actually awareness-raising, in other words, activities targeted at grabbing peoples attention, providing information, but not much else, while *"DE would be the next step, deeper, broader and convincing."* In any case, participants expressed that NGOs use DE as one of the fundamental pillars and strategic axis, although in some cases it was said that *"we do awareness-raising our own way. We are not professionals."*

2. Regarding **the interest rural populations have in what happens in the world and the difficulties of development**, it can be said that in the opinion of group participants, there is a generic and vague interest, characterised by being:

- Selfish. *First I look after myself.* Interest in how much things affect us.

- *Conditioned* by social media which determines the issues and their duration.

- *Superficial,* does not change personal opinion.

- *Socially sterile,* does not translate into behaviour, does not reach the community.

On the whole, the opinion seems to be that interest among rural populations in what happens in the world will depend on various factors, including the degree to which the problem affects them or not: *"People worry about what is happening on their doorstep, not what is happening far away";* or the environment in which they move: *"volunteers are interested in what is happening in Syria, well-informed young people are also more critical,"* etc. In one of the NGO/CSO groups in Poland, they also affirm that *"people from rural areas are interested in what happens in the world, but in general their interest is in how this information and these changes will affect them."*

This perception is in line with the vision of the characteristics of the rural environment itself which, in general terms, are defined from negativity, shortages, a lack of services, depopulation, ageing, a lack of opportunities, limited intervention, loss of relationships, counter-urbanisation… to the point that: *"if we took any regions of Castilla y León to any country in Latin America, they would be eligible to receive development aid".*

However, significant as these problems are, they are not the greatest difficulty in the rural environment. The largest problem is the psychosocial character: a certain degree of fatalism, the perception that being from the countryside does not imbue social prestige, *"living in the countryside makes me a second-class citizen"*, [55] and the perception of a non-future: *"my village is dying".* People from these rural areas believe that they are disadvantaged compared to those living in urban zones. The urban social model has *"quantitatively and qualitatively emptied the rural environment, leaving it without a critical mass to invest in the process".* This context, aggravated by the economic crisis, translates into negative attitudes towards certain changes, perceived as being prejudiced

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[55] In Spanish, according to the Royal Academy of the Spanish Language, a pueblo (village) means "population of a minor/lesser category" http://dle.rae.es/?id=UZpGOPN

by the interests of others. The Syrian refugee crisis, for example, underlines the rejection of immigration in what can be seen as the distribution of scarce resources available, including among the immigrant population (*"There isn't room for anyone else"*). *"Is there any sense of social conscience left in the countryside? When a person is in need, we become more individualistic and the rural environment has changed: families used to help one another, nobody went hungry, people helped out, everyone's door was always open, everyone knew what was happening and now people tend to be more individualistic"*. This has turned the rural population *"against globalisation".*

In any case, concern for global circumstances, when it is present, is not accompanied by subsequent actions: *"People talk but they don't know what they don't know what they can do". "People watch the news and sigh, but nothing more; you carry out activities and in that moment it seems… but nothing more"*. This inaction is also due to people *"feeling they lack information and tools and they are paralysed by what they need to do in their daily life: children, work".* In short, *"offers of involvement are lacking".*

In Bulgaria, both in the case of teachers as well as NGOs/CSOs, the same occurs: *"We are interested, we have the information but we don't analyse it in the proper way…"* although *"such interest has little weight, men like to talk about politics, sport, football, while women prefer chat shows, and cookery programmes/ But everyone is interested in retrospectives of the world, documentaries and/or channels of scientific discovery, climate, natural disasters…"* And also: *"The way of life of rural areas… the worries about daily life and the future… the pressing need to create the right conditions (employment, infrastructure, cultural amenities) for young couples and in general for young people."* In the local government group, the opinion was that people are interested in the global political situation *"but Bulgarians do not have any possibility to change anything locally."*

In Spain, within the NGO/CSO working group, participants affirmed that they are very or quite concerned by what happens in the world, with the caveat that *"those of us here are not representative of society in general"* and likewise, in terms of their immediate environment (family, friends etc.) *"Our children, because they see us, have an awareness that the majority of people do not have."*

Regarding the rest of the population, there was a split in opinion between those who think that *"people do not 'pass'… We all look for the least possible involvement in the world around us: neighbourhood associations, whatever, every one is searching"* and those who believe that *"there are three types of people: a minority who think critically, another minority with just one thought (to have more and more) and a large majority of people who are simply not 'bothered'."* A local government representative argued that people certainly do things and do have an interest in changing certain situations and the fact that in that area there are *"45 very active associations working on cooperation issues and who respond positively whenever there is a call to action."*

Also in Malta, the group of teachers are of the opinion that *"people are not very interested in what happens on a global or local level and the majority are more concerned by the things that have a personal impact",* and in the group of local bodies, they stated that *"the problem is that information received through social or traditional media does not always represent the truth and can be very biased, generating fear and speculation."*

3. Directly related to this concern is the source of information, that is, the means by which we hear about what happens in the world. It is quite a coincidence that **mass media** is to a large extent responsible for social disinterest given that *"they direct information", "they will confuse, trick and bore you"*, etc. This combined with the current form and rhythm of information: *"we pull the strings in headlines", "there is so much information and it moves so quickly that it isn't possible to follow it", "if you look at your computer screen, whatever is below will disappear", "excessive information is in fact counter-productive"*… makes understanding what is happening feel superficial. In order to look for causes and relationships, you have to *"leave aside mass media and resort to alternative media"*.

There seems to be agreement in that "the rural population does not have an excess of information", as less information -which is already biased and less diverse- reaches rural areas, resulting in mass media generally being the main source of information. Besides, rural populations, above all small villages, are generally home to older people which further limits access to and use of other sources of information, *"although it is sometimes surprising the information and perspective they have on a given situation bearing in mind the means of access they have"*.

In Malta, there is a fairly generalised consensus that mass media is extremely biased, politicised *"therefore tending to alter reality".* To this, we must add the fact that one no longer needs to "look for" information, but rather it continuously appears in the form of a 'pop-up'.

This method of the mass media of sharing information is in keeping with our way of life: *"we move very quickly", "people don't have time to deepen their knowledge because of the rhythm of work, family…", "the rhythm of life doesn't allow time for reflection, it doesn't allow us to get to the bottom of things"*. The repercussions of this process are important: on the one hand, "we tend to scan across headlines"; on the other *"we fall into generalisations and stereotypes: the speech we have to give coming from this or that NGO, from the left, etc.";* and also *"we live in a culture of gestures. We think that a gesture is enough. It is so incoherent that in Facebook, people will 'Like' a disaster or catastrophe. It is the most absurd thing in the world."*

In Bulgaria, doubts were also expressed concerning the objectivity of the news or the fact that the media present *'main'* daily news stories, points of view or data which they later never follow up on*. "In this way, they encourage a certain distancing from the realities on which they report." "The media should show positive new reports. They should focus on values such as empathy, humanity and development that have emerged as a result of the economic crisis across Europe."*

In Poland, there is agreement that *"information is incomplete, it isn't neutral, it must be interpreted and we must be the critics"*. Moreover, some participants warn, *"we must be aware of the way in which we are kept informed about the world. The media create 'informative bubbles'. The information that comes from outside, created for certain reasons we know nothing about." "The media interferes in the vision of the problem, provoking an excess of information, distorting the meaning/importance of the issue. This*

can clearly be seen when reading about issues of gender or refuge: now in Poland every foreigner is a refugee."

For this reason, *"Education is very important, in that it makes people interested in the world and helps to fill in gaps and verify information."* However, *"information related to DE is quite difficult to present: it is a complex issue and not all media outlets are willing to convey it correctly."*

4. This reality is **different in rural and urban settings**. Although with some discrepancies between groups, differences were raised concerning:

- a difference of mentality;

- the quantity of information;

- the way of *seeing* this information;

- attitudes and behaviours,

- …

In Greece, the group of teachers thought that *"there are big differences between children from urban areas and rural areas, in their perception of the world, in terms of their possibilities and capacity."* They do not suggest what these differences might be.

While some people affirm the rural-urban difference *"is in the mentality"*, in that *"the rural population has a cleaner vision of problems", "simpler", "more participatory"* or that *"the size of the population gives a completely different perspective", "that coexistence in a village is much easier than in a city", "there is more time to reflect"* …others maintain that *"such a rural/urban split does not exist. What does vary is the type of socialisation. Possibilities for intervention and ways of interacting change".* Even limited social participation can be due to the fact that there are fewer activities in rural areas.

Issues of interest and concern are also different to those in the city. *"Rural populations also worry about the issues that affect them: the price of agricultural produce, wood, unemployment, things people in the city don't worry about and it must be assumed that people wonder why this is the case and perhaps they worry about a more limited number of issues and about other 'more philosophical' matters or at least that is the message mass media sends".*

In Poland, it is felt that *"in rural zones, we face a different perspective: there is a difference in the needs of cities and villages: people from cities visit the countryside to rest, but people from rural areas in cities are there to work. This can be clearly seen, for example, when talking about the weather forecast (rain: good for the plants, bad for holidays). People in rural areas focus on what is nearby, in the neighbourhood. They are interested in their immediate surroundings and environment and changes are of interest when they affect people directly."*

In regards to better socialisation and coexistence in rural areas, this can be challenged by examples such as the difficulty in the integration of people of different sexual orientations,

the existing discrimination against ethnic minorities such as gypsies or the alienation experienced by groups of immigrants.

5. Regarding the question of **whether being a female or male entails a different level of interest or assessment of what happens in the world**, there is a split of opinion.

For some participants, living in a *"patriarchal society"* in which roles are clearly established and gender equality is still a way off, it implies that consciously or unconsciously, viewpoints or interests will be different: *"men tend to lean more towards politics and women caring for others".*

From the contributions of different groups, it can be deduced that a woman's interests are more related to *"care, cooking, social gatherings"* and her presence in social spaces is greater. In schools, young women are those who *"start debates. If you want initiative, discussion, you can rely on girls".* In social activities, *"women are the ones who worry more about general, cultural issues".* Women make up *"80% in awareness-raising programmes promoting solidarity."*

This vision, understood as a *"point of view"* by some and *"an interest"* by others, is applied to the interest provoked by specific problems such as *"gender-based violence and femicide, which affect women to a greater degree, who will be more concerned; men or women?"*, or the fight for land rights: *"In Latin American, the struggle of women for land rights, territory, family, is more powerful than that of men because they have a greater attachment to land, family, caring roles in general."*

In Poland, there was an important discussion about the differences between men and women. Some participants thought that *"girls, above all in the countryside, grow up with the belief that they do not need to be successful" they are not taught to be strong and successful women. Girls are raised to 'care'. They are not sure of themselves…"* Although for other participants these are stereotypes, what was made clear is that *"information and education are different for men and women, and stereotypes work in this way: we believe that knowledge about the economy and business is knowledge about the world, but knowledge about culture is NOT world knowledge. Information is profiled for men and women: sports and the economy for men, entertainment and health for women."*

In this discussion, some participants talked about the danger of "*essentialising what it means to be a woman and a man and labelling people: women think this, men think that. What makes a difference is context, concern for or interest in issues that affect you: equality, land ownership, feminism…" "We can't generalise. It is a question of feelings. A man can be inclined towards raising children, why not? Nowadays we are all interested in politics, the economy etc., both men as well as women".*

In Bulgaria, more than the issue of interest among men and women in what is happening in the world, participants discussed the impact of poverty on men and women, without reaching a definitive conclusion. In the group of teachers, the question was: *Do you think Development Education makes/requires a difference in the way of thinking and/or behaving between men and women?* In general, the definitive answer was 'No' and some contributions were as follows: *"Women have important roles as mothers, housewives,*

professionals, they are involved in everything." "Women are more expressive… They must look after day-to-day issues and towards the future."

6. **DE activities in rural environments** are *sporadic* and *time-limited*, irrespective of whether they are carried out or promoted by educational institutions, public bodies, NGOs/CSOs or religious organisations. They depend rather on the decision-making and goodwill of staff, parishes, adult education tutors etc. and concrete events and how they are presented in the media, e.g. natural disasters, the Syrian refugee crisis etc.

In educational institutions, activities generally "*are not part of the curriculum, but which can be carried out. Depending on the interest of those involved*" (generally speaking, teachers). In such cases, activities are undertaken in contact with "*people passing through the town: a missionary, the parish or a NGO/CSO linked to it…*" or by the characteristics of the centre itself "*as it is [a centre] for integration, we have a number of difficulties… and those from the outside tell us new things and prepare traditional dishes…*"

In Bulgaria, in the education sector working group, it was expressed that there are no scheduled plans for DEAR studies. In general, activities associated with national, European and/or global celebrations are undertaken and some individual initiatives, DE is considered something "*added*", not a fundamental part of educational achievement.

These activities are generally carried out using the teacher's own resources and materials and on occasions, as a result of an 'offer' from a NGO or initiative linked to the Europe Direct Centre in Vratsa. It is also relevant that young people respond positively, but the correct targeting of DE requires attention/effort/work. This requires: having the possibility of direct contact; an exchange of ideas and experiences; listening to other points of view; establishing relationships; building networks and implementing shared proposals.

In Italy, there is a general lack of personnel and experience in local administrations which prevents the implementation of meaningful DE activities. There is also a lack of information at a local level on DE issues. Only where there is stronger civil society is local government more active, which is why coordination between local political representatives and civil society is so clearly important.

In Poland, participants agreed that "*when we work in schools and nurseries, which are small and familiar, we have many positive experiences; a desire to learn, interest in the 'outside world', to compile 'best practices'. But it must be highlighted that is always depends upon the person working with us, whether or not they are motivated, etc.*"

In Greece, the general conclusion from the local government group was that there is a lack of DE policy, though local authorities in rural areas had implemented some initiatives, it is difficult to put these into practice as they lack personnel and experience. Some local authorities are fortunate to be supported by NGOs, associations and other organisations that do voluntary work in this field. With the cooperation between them, some progress was made. There are people, chosen representatives or employees, who participate actively and work extra hours on a voluntary basis in order to organise more awareness-raising activities.

In both the educational institutions group as well as that of NGOs, it was expressed that *"in the Tesalia region, diverse DE activities are being developed (conferences, events, concerts, information days, food and medicine collections etc., in the case of NGOs), with minimal funding and with the personal efforts and work of volunteers and that teachers are undertaking development education activities, despite not receiving any funding or training to do so. Activities in schools depend on the goodwill of the teacher".*

While there is not national policy on DE and it is not considered a priority for government, NGOs are very active in this field and the success of their work is the outcome of personal efforts and the dedication of those who work for nongovernmental and other organisations, who are constantly trying to find funding for events.

There is currently an ambivalent position towards NGOs/CSOs: their work and objectives are welcomed but support is fragile. Any reference to bad practice in a NGO/CSO means such support with be scrutinised. The problem is that it does not create real involvement: *"if you don't mind giving money, then you give money and that's it, but it is not what counts, it is not fulfilling".*

In terms of the role of NGOs/CSOs, three issues are outlined below:

- Faced with excessive information, misinformation and manipulation at the hands of mass media, *"NGOs have a fundamental role in being able to digest information and translate it into society."; "Focusing information on general issues such as poverty and making it of interest to everyone could be the mission of NGOs."; "Try to hook people in from their local reality, making global and local realities a continuum rather than a dichotomy."*

- Faced with disorientation and many people not knowing what to do, NGOs must *"propose alternatives and demonstrate the causes of things"; "a lot of people don't know what to do, they need direction"; "we must offer solutions. But as NGOs, we tend to offer solutions in the form of giving money to a project and that isn't always the solution. Offers of involvement are scarce."*

- Faced with generalisation and standardised visions, "*what is important is to contextualise and start from the interests of all concerned to then tackle other issues", although it is important to bear in mind that every NGO has its objectives and priorities… and that we only have the materials we have and the time we have, though we might try to adapt them to specific contexts."*

Local government and administrative bodies also have an important role to play. For some, it is a leadership role, for others, one of coordination, mentoring and facilitation of various courses of action, *"not only organising, but offering possibilities to organise…"* From this point of view, elected politicians are the target for DE. In Spain, it was expressed that *"the [economic] crisis destroyed the figure of the local development agent and the role of local authorities as mentors. It is necessary to recuperate this."*

Level of satisfaction with the activity

After the working group sessions and as part of the process of monitoring and evaluation of the project (in the case of Spain, questionnaires were sent to participants via email), participants were asked to complete a satisfaction survey on the activity (see Appendix IV) which gathered the assessment of the different phases and aspects: venue, materials, facilitation and the degree to which it met participant expectations.

From the responses received (133 completed questionnaires out of 216 participants, almost two thirds), a high level of satisfaction was recorded in almost all aspects: organisation and duration of the session, materials used, venue and infrastructure and meeting expectations. In all such aspects, positive assessments exceeded 90% and it should be pointed out that nearly all respondents (96%) answered that the activity met their expectations.

Working Groups: Satisfaction survey

	Organisation	Materials	Duration	Venue	Infrastructure	Presentation	Expectations
Excellent	71%	59%	68%	75%	65%	69%	64%
Good	25%	33%	24%	20%	25%	27%	32%
Very bad	4%	7%	7%	3%	10%	3%	3%

Legend: ■ Excellent ■ Good ■ Bad ■ Very bad
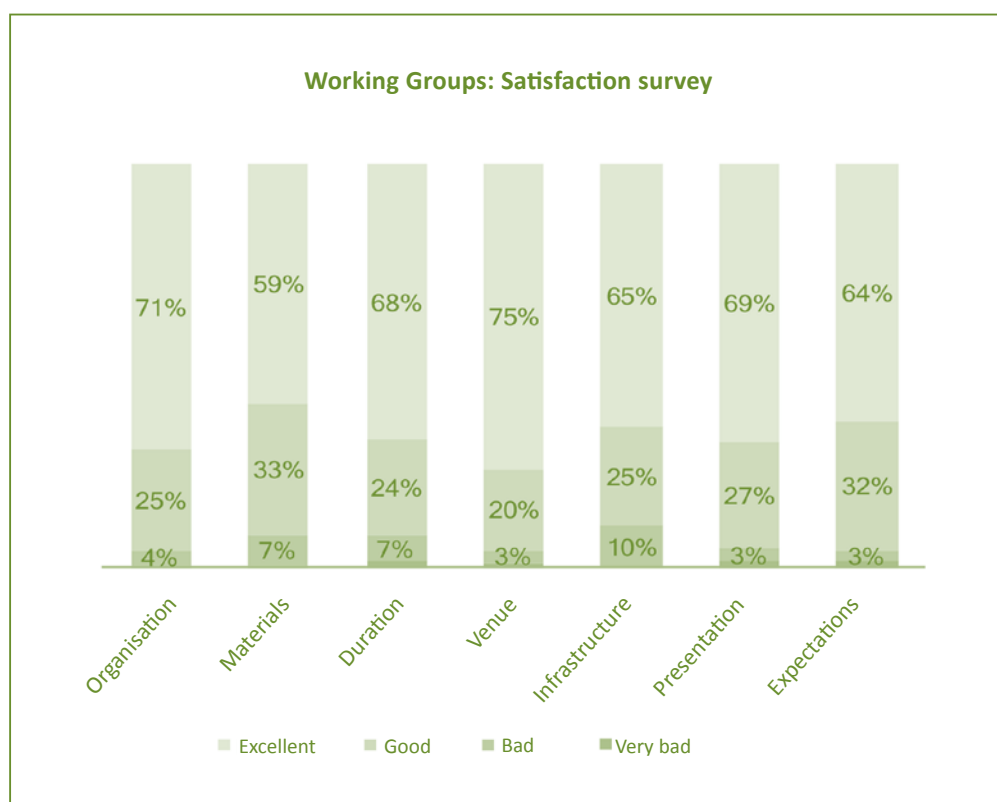
Source: Original compilation

Conclusions

The implementation of working groups has undoubtedly been one of the most complex tasks of the project. However, undertaking of this first session allows for its continuation and has demonstrated the potential for participation of the main agents involved in DE.

From this first round of sessions, we can highlight the following conclusions:

- The participation of 215 people belonging to local government, educational institutions and NGOs/CSOs to debate the vision of rural areas on problems of development and development education is a significant contribution in terms of the involvement and direct participation of social actors directly involved in the project and in terms of the construction of shared understanding through the inclusion of their contributions and proposals.

    Moreover, due to their composition, groups primarily captured the opinion of young women belonging to the education sector. This suggests the inclusion of perceptions and proposals from the point of views of women who understand educational processes which could contribute to new forms of understanding and implementation of development education in rural environments.

    It is important to bear in mind that in this report, only results from the first working group sessions have been included as such groups will continue to meet throughout the project, allowing for deeper understanding to be developed in relation to themes discussed.

- Excluding Spain, the term development education is relatively unknown in the majority of rural areas in this study. In different places and in different ways, it was necessary to explain to participants in these groups -who in theory are groups close to the notion of development-, the concept and praxis of DE.

    However, it must be emphasised that in different countries activities are carried out which, without the label of development education, are in fact activities that fit perfectly within this realm.

    It does not seem that this lack of awareness is due to the evolution in the name DE which has been used since the 1990s, above all in Central European countries where now the term Global Citizenship Education is more commonly used.

    In the case of Spain, the term development education includes the expression 'Global Citizenship' and has become more widely used. This might help to explain why it was in the Spanish NGDO working group where the concept of DE was most heavily debated. In any case, this change has not affected the fundamental purpose of DE, which continues to maintain its commitment to the construction of *"an active civil society, competent and concerned regarding collective issues and which reclaims its central role in the development of social and political processes"*.[56]

- According to opinions expressed in working groups, made up by people living in rural as well as urban areas, the rural environment is characterised by shortages,

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[56] Educación para el Desarrollo. Una estrategia de cooperación imprescindible. CONGE, 2005. http://coordinadoraONG.org/publicaciones/educacion-para-el-desarrollo-una-estrategia-de-cooperacion-imprescindible/

loss and a lack of opportunities. The description of the environment makes reference to a scarcity of resources, limitations to action, a loss of relationships, an ageing population etc., which is seen as a disadvantage in comparison to the urban environment. In the opinion of the groups, *"the urban social model has quantitatively and qualitatively emptied the rural environment, leaving it without a critical mass to invest in the process".*

This context, worsened by the economic crisis, defines the target themes and their scope: *people are interested in what affects them*; attitudes: *people have become more individualistic and resistant to change*; positioning in relation to what is happening in the world: *people know what is happening but don't know what to do*; and consequently, participation in social processes: *offers of involvement are lacking.*

There is no shortage of idyllic opinions and stereotypes: people have a *"cleaner vision", "simpler"* and on gender: *"men tend to lean more towards politics and women caring for others".* However, on the differences between men and women in the rural environment, there are important reflections and debates, including the debate about the power of education: *girls are raised to look after others*; on environments: *sports and the economy for men, entertainment and health for women*; on context: *women have important roles as mothers and housewives...* and diverging visions: *"we run the risk of essentializing what it means to be a woman and a man and labelling people. We can't generalise. It is a question of feelings."*

- *C*ontextual limitations also affect understanding and attitude which we possess in relation to everything that happens in the world. Our sources of information are almost exclusively mass media outlets who *"condition", "confuse", "trick", "bore"* us and there is an acute lack of access to alternative media and spaces for debate that can contribute to other ways of seeing things.

  In this context, subjects are of interest in the measure that they directly affect us or not. Changes to the European Union Common Agricultural Policy (CAP), the situation of refugees, etc., are seen from the premise of "first I look after myself". The prospect of changes and difficulties as a possible threat makes, for example, the integration of refugees in our own environment seem suspicious including for other immigrants themselves, *"there isn't room for anyone else"*.

  From this perspective, interest in global problems of development are superficial, not affecting any change on personal attitudes: *"People watch the news and sigh, but nothing more"*, and socially sterile, as they do not translate into concrete action, do not reach the community: *"People talk but they don't know what they don't know what they can do."*

- Finally, in all countries it was highlighted that *"there is no public policy for development education".* DE activities that are undertaken are *sporadic* and *time-limited*, irrespective of whether they are carried out or promoted by educational

institutions, public bodies, NGOs/CSOs or religious organisations. They depend rather on the decision-making and goodwill of staff, parishes, adult education tutors etc. and concrete events and how they are presented in the media, e.g. natural disasters, the Syrian refugee crisis etc.

In this context, we can appreciate the significant contribution made by NGOs/CSOs and educational institutions, as well as certain public bodies and the role they fulfil confirms that:

- In the case of local government, there is a lack of staff and experience, making it difficult to implement productive DE activities. However, they have an important role to play, in terms of leadership, coordination, mentoring and facilitation of various courses of action. Where stronger civil society exists, local councils are more active, which is why coordination between political representatives and local civil society is so important.

- In educational institutions, DE is considered something *"added"*, not a fundamental part of educational achievement, rather consisting of activities that *"are not part of the curriculum, but which can be carried out. Depending on the interest of those involved"* (generally speaking, teachers). Thus, "*development education activities are undertaken, despite teachers not receiving any funding or training to do so. Activities in schools depend on the goodwill of the teacher".*

- With respect to NGOs/CSOs, their active role in this field is evident, often the result of the voluntary effort and dedication of many people and the relative success achieved both through their support for local councils as well as educational institutions.

Recommendations for the Rural DEAR Agenda

1. The direct participation of those involved is essential in any development education project. Working groups constitute a consultation method that facilitates the incorporation of opinion throughout the process and in the "final product" of the project. However, they run the risk that such participation is left there, in consultation, especially if it happens sporadically or on a one-off basis.

   Participation in a continuum which goes from very low levels right up to advanced systems. One can participate as a consumer of decisions made by others or as a decision-maker. Thus, the construction of a strategy for development education needs a definition of continuous participation processes that include not only consultation but also involvement in final decision-making.

2. Development education processes in rural environments must stem not only from the political, economic and social context which conditions the life and attitudes of citizens but also the perception such citizens have of their own situation and perspectives.

The vision the rural population has of itself and its context will condition, as we have seen, the attitudes and behaviours in real life. An educational process, such as DE, which seeks the construction of *"an active civil society, competent and concerned regarding collective issues and which reclaims its central role in the development of social and political processes"*, needs to bear in mind not only *"collective issues"* but also the psychosocial dimension of participants.

3. The quest for equality between men and women, the fight against discrimination and prejudice towards other social groups, the changing of fatalist attitudes, the necessary vindication of rights etc., according to contributions within groups, have become important issues to bear in mind when working in rural environments.

    A position before the world and its development problems will depend not only on an understanding of the wider world and its problems but rather on a recognition of our own limitations, mutual connections and fundamentally our attitudes to these.

    Development education, which seeks to create active subjects, must stem from an awareness and analysis of these local difficulties and their connections with similar global problems.

4. Social organisations are developing a leading role within this educational process. At times accompanied by the work of teaching staff in particular educational institutions and local government, they have been capable of generating and/or maintaining awareness of and commitment towards situations of social injustice.

    Such work is not generally accompanied by the necessary support in terms of training and resources, which is why it lacks the necessary continuity to generate new understanding and above all, new attitudes.

    Generating shared processes of training among key players: local authorities, educational establishments and NGOs/CSOs should be a priority that requires more political than economic commitment, although the latter should not be entirely forgotten.

5. Economic and social development do not consist solely nor fundamentally of economic growth. It requires that citizens are educated about the problems, dimensions and direction of development. In this sense, the need for public policy for development education becomes an essential requirement to involve society in the process and guarantee the success or measures adopted.

    Local actors in rural zones have the capacity to greatly contribute to the definition of such policy and are natural and crucial allies in its application, strengthening them through providing necessary training and resources is thus an inevitable responsibility.

4.6. EXPERT OPINION: THE DELPHI METHOD

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Introduction

In the following pages we present a report on the use of the Delphi method in the RURAL DEAR AGENDA project. This report covers the first and second rounds of the questionnaire survey exercise. It does not include the third and last round of the survey which will take place in the third quarter of 2016.

The report is divided into sections which address the following aspects:

• First the use of a Delphi method is justified on the basis of its potential contribution to the goals of the project.

• In the following section the main advantages and possible inconveniences of using the Delphi method are listed.

• Then there is a break down of the main components of this particular research technique.

• Then we look at the particularities and general characteristics of the Delphi method used in this study.

• Then we examine a fact sheet for our study.

• In subsequent sections there is a copy of the questionnaire used on the first round, and its answers are analysed. We will also look at the questionnaire used in the second round, whose questions were designed with feedback from the answers to the first questionnaire.

• Finally, we present some brief conclusions concerning general implications in the current use of the Delphi technique.

Theoretical justification

The RURAL DEAR AGENDA project has among its objectives to contribute to a change in social attitudes towards sustainable development in rural European areas as well as promoting the improvement in quality and efficacy of DE initiatives and it aims to meet these goals through a participatory model with inclusive and efficient strategies.

From such aspirations, the idea of using the Delphi method emerged. The Delphi method is a technique that allows the participation of experts -in the sense of professionals with relevant knowledge and opinions based on experience-, which aims to be an efficient and organised approach to make the most of knowledge on a wide-ranging subject and in a holistic manner. Indeed, there can be no doubt that DE, sustainable and international development form part of such a holistic reality. The Delphi method is used to direct decision-making, based on the prior establishment of topics which are the object of consensus and provides a good working model to address themes to be submitted for discussion and opinion and is especially suited to the objectives and content, as well as the potential strategy that can be used within DE.

Besides interest in this technique alone, the use of the Delphi method complements other lines of work on DE already established in the project: the public opinion analysis carried out by means of a survey and analysis tools referred to educational centres, NGDOs and the media. It will also allow the inclusion of results extracted from some of the aforementioned studies. It will also serve as a basis for working groups envisaged in the project.

In brief, the essence of this research strategy can be described as follows: "the Delphi technique aims to obtain an expert vision on a particular theme based on repetitive rounds of questions, it is a method capable of obtaining and distilling the opinions of the group. The operation of the Delphi method consists in the dispatch of successive surveys" (Luna, 2005).

The Delphi method: advantages and disadvantages

Like any other tool, the Delphi method offers both pros and cons, including the following:

Table 1: Advantages and disadvantages of the Delphi method.

ADVANTAGES	DISADVANTAGES
1. It allows the gathering of data on distinct opinions on wide ranging topics as well as very specific topics. 2. It makes possible the coordinated participation of a high number of participants. 3. It helps to explore systematically and objectively problems which require specialist advice. 4. It eliminates or lessens the negative effects of face to face working group meetings. It safeguards anonymity. It does not require everybody to be physically present at the same time. 5. Participants feel committed to the issue and the agreed actions. 6. It utilises the advice of experts, and so an efficient outcome is more likely.	1. Time-intensive, physically and resource intensive as well. It also requires complex instructions to be followed in order to be successfully implemented. 2. It is a method which requires a timeline quite long between its original implementation and the final outcomes. 3. Bias in the selections of participants can occur. 4. Due to the method's duration, the risk of desertions during the process is high. 5. The preparation of good quality items for discussion takes a long time. Data analysis and reporting is also costly for the organisers. 6. It is susceptible to external influences.

Source: adapted from Silisqui lores (2011)

Main features of the Delphi method

It is difficult to categorise the Delphi method in either qualitative or quantitative approaches. Manzano (2012) agrees that Delphi shares with qualitative analysis the investigative nature of the discussion process implemented by a small group of individuals, who exchange opinions and then revise their responses. In addition, the method must continually adapt to the particular dynamic of each project. This method shares with qualitative epistemology interpretations based o statistical analyses of -at least semi structured- survey answers. The selection of experts is also qualitative, based upon the most relevant aspects of each individual's expertise in light of the research objectives, leaving random selection to one side. On the other hand, there is no use in implementing a random selection of experts, due to the small size of the sample, so statistical inference would not be of benefit in this case. This is why inference is also based on expert opinion, that is, the research team takes on the responsibility of drawing out conclusions based exclusively on the components of the Delphi, without resorting to probability inferences.

An important element in the Delphi method is the selection of participants. These are identified as 'experts'. They are selected on the basis of their knowledge of the key subjects (they are sufficiently knowledgeable), as well as for their predictive skills and availability to take part in the exercise.

The combination of these variables (knowledge, predictive skills and availability) is not perfect. Occasionally it is possible to select individuals who display more availability than knowledge. In our case, the selection of each expert for the Delphi was left to the responsibility of each associate organisation in the participating countries.

As it is the case with any research, even from a qualitative perspective, the number of participants is a reasonable concern. There is no agreement within Delphi method practitioners. This depends on multiple factors, such as availability, the desired variability, etc. It is generally agreed that under no circumstances there should be fewer than 7 and no more than 50 participants, given risks around information dispersion and subsequent challenges to monitoring and follow up of participants (Landeta, 2002).

This study finds itself along the limits of the above considerations: the total expected number of participants was 49, 7 for each participating country. With more participants we would have exceeded the recommended maximum number of participants and with fewer we would not have been able to introduce variables which we consider are essential for a multi-faceted perspective on DE in European rural areas.

The following are the phases or stages planned for the appropriate implementation of the method (Landeta, 2002):

1. Setting objectives.

2. Selection of the panel of experts

3. Design of the questions and items for the first round

4. Dispatch of initial questionnaire to members of the expert panel.

5. Collection of responses and preparation of report.

6. If a new round is required, go back to 4.

It is ¡mportant to consider that the Delphi method is a research procedure which was born in a particular context (financial predictions by experts in the business sector) and that over time it has been implemented with varying degrees of laxness, as it has been adapted to different contexts and objectives. It can be said that the procedure designed for this study takes inspiration from the original Delphi method, even though it does not match its framework completely.

Features of Our Delphi

Our Delphi is not a traditional one. A traditional Delphi will continue until a satisfactory level of agreement has been reached by participants. Agreement is not the procedural objective here, but rather participation and aside from consensus, divergence of opinion is also sought after. When working with groups, it is hoped that differences will be found, a diversity of viewpoints and not merely accord. In other words, if variables generated within groups are of any significance, it must be observed that conclusions indicate such differentiation. Thus there exists a tendency towards convergence (intra-group) as well as divergence (inter-group).

Two types of variables have been used to put together the panel of experts:

a) Nationality or Area. Each participating country in the project has selected at least seven specialists to participate in the study. With this criterion in mind, we can identify the following groups:

I. Spain: Valladolid

II. Italy: Molise Region

III. Cyprus: Idalion Municipality

IV. Greece: Thessaly Region

V. Poland: Lodzkie Region

VI. Bulgaria: Northwest Region NUTS III BG31

VII. Malta: Zejtum, Rabat, Birgu, Bormia and Isla

b) Perspective or area in which they have developed DE experience. This criterion is used to organise participants, independently of the geographical area in which they live, into four groups:

A. Members of NGDOs who have developed or promoted DE actions or who have participated such actions.

B. Teachers from educational institutions who have participated in DE actions or who have a broad understanding of such actions.

C. Professionals from other sectors (socio-cultural facilitators, social workers, employment advisors, arts/culture coordinators) familiar with development education.

D. Political or administrative officers in rural areas who participate in and are knowledgeable in relation to DE.

The process of investigation of this study will follow a series of stages arranged in the following order:

1. Establishment of study objectives and structure

The University of Valladolid research team agreed on the design and future development of the Delphi method and proceeded to establish objectives based on main purpose of helping the decision-making process and deepening holistic reality which DE represents. This task was undertaken in early 2015 and completed by April.

2. Selection of participants

The objective is to cover all defined groups using a system which meets two criteria: the voluntary nature of participants and the diversity of the geographical areas and contexts in which they have gained DE experience. Variables used for this purpose have already been described. The distribution of participants was decided in April and agreed with participating project countries who in turn took responsibility for selecting participants and sharing contact details with the research team. This process was carried out during September and October 2015.

3. Preparation and dispatch of initial questionnaire

The initial questionnaire was prepared by the research team and can be accessed at the following webpage, where it was completed, between November- December 2015:

https://www.ruraldearagenda.eu/survey/delphi-questionnairehttps://www.ruraldearagenda.eu/survey/delphi-questionnaire

https://www.ruraldearagenda.eu/survey/delphi-questionnaire

English and Spanish versions are available and member countries were requested to provide translations, if necessary, in their respective languages in order for each participant to complete the questionnaire in their native language, if they were not proficient in English. Member countries responded that translations were not necessary.

It is important to remember that through this use of this tool, participants are put in a

position where they have to make decisions. Their answers to such situations serve as indicators to identify definitive characteristics of what DE is or should be and its priorities for respondents. The dispatch of the initial questionnaire -in reality the above hyperlink and instructions on how to access it- was carried out between 16-23 November.

4. Receipt of responses and preparation of report

Reminders were sent to participants to avoid delays in completion and unreturned questionnaires. The research team prepared a report, available in Spanish and English, during January 2016.

5. Execution of the rest of the Delphi method phases

It is envisaged to have two more rounds. As was specified earlier, the first round begins with the development of a questionnaire -although a questionnaire should not be seen as a closed instrument, but rather an instrument that allows criteria to be selected in order to aid decision-making within the context of DE and also to express opinions, expectations and positions based on the experience of each participant- which will take into consideration, for its development, the responses obtained during the previous round. Then a notice detailing availability and the hyperlink will be sent to participants for them to complete during a specific period (reminders will again be sent to participants to avoid potential delays in completion and unreturned questionnaires).

Once this period is finished, the research team will prepare a report, using the characteristics previously described and share the findings, storing them in the webpage as earlier described.

Availability notices for the second questionnaire were sent in May 2016, along with the corresponding report from the first questionnaire. At the time of preparing this current report, analysis of the responses to the second questionnaire had not been completed. Likewise, the report on the last round will be completed in December and shared in January 2017, thus concluding the timetable for this part of the study.

Report on the first Delphi[57] questionnaire

This is a summary of the answers given by the expert participants in the Delphi process as part of the RURAL DEAR project. This summary will be used to design the second questionnaire for the present study.

1. Objectives on Sustainable Development Education

The first part of the questionnaire looks at the main objectives of sustainable development education. The experts can include up to three of these objectives if they wish.

The answers point to the idea that sustainable development education is usually understood as having many objectives, which are differ not only on the themes each of them addresses, but also in their educational aspirations, the underlying methodological issues, the level of specificity or even the geographical location of the target population.

Some aspects feature in most answers. These include notions of interdependence and convergence, as well as the promotion of awareness about inequality, a critical understanding of reality and campaigning against policies which result in an increase of poverty and exclusion.

This does mean that in the answers we find a complex, ambitious notion of DE. The almost unanimous aspiration is the eradication of poverty and inequality, approached from different angles: information about the real issues in the world, an understanding about the causes of poverty and the impact of our lifestyle -especially consumerism- on other communities or collectives in the planet, as well as a drive to participate in the social and economic politics that shape the current state of affairs. One of the answers can sum this up in three verbs: to inform, to raise awareness and to mobilise.

But along with these answers which demonstrate great ambition within DE, there are other more concrete ones, with more specific objectives. These include: to promote a better use of global resources, to promote good practice in sustainable development, to improve social equality through more efficient information sharing, to foster a values-based education model, based on solidarity, empathy and participation, to assist in the development of local areas, particularly rural sectors, to disseminate ideas about sustainable development, etc.

It also seems that a minority within the body of answers are connected with technical questions: to promote the development of sustainable technology, to spread information about sustainable good practice, to encourage the end of discrimination or even the promotion of employability skills.

The idea about using development education in the fight against poverty is common to most answers, to the point that it is the most recurring idea. Its impact features in connection with other concepts, such as sustainable development and the struggle against inequality. But the elimination of discrimination against women also features prominently, as well as

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[57] See ANNEXES

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the fight against social exclusion, the safekeeping of human rights, and the environment, international cooperation and advocacy for North - South relationships.

There are also references to the situation of rural development, or even about the elimination of cultural exclusion in rural areas being one of the main objectives of DE.

In sum, in relation to the objectives of DE, the survey answers provide a diverse picture which has some common elements, but it also includes differences in terms of the proposed questions. On the other hand, differences in how in-depth this concept may be addressed depends on main common ideas, such as poverty, inequality, exclusion; and also on the notions where there is less agreement, such as human rights, childhood, women, the environment, education and health care provision. This is why it would be of great interest to deepen our focus on these different emphases and on the methods and objectives of DE.

2. Public awareness: questions

The second part of the questionnaire centred around what aspects were essential for a hypothetical awareness raising campaign focusing on a specific topic. A simulated scenario where 5 thematic priorities needed to be ranked was used. An option to add a topic of their own was also added.

There was a narrowing down of answers in connection with the themes these presented in contrast with the previous question. We can therefore state that there is a reasonable degree of agreement on the order of priorities for DE.

As we can see in table 1, the issue perceived to be most pressing is campaigning for the defence and promotion of human rights and the environment ($\overline{X}$ = 11,85; Me = 12). Close behind this issue, we find the creation of awareness in the population about poverty eradication ($\overline{X}$ = 11, 08; Me = 12,50).

Then there is a descent in the mean values, which suggests that the other questions are considered less urgent or appropriate for an awareness-raising: for example, the importance of basic health needs in the population (diet, health), or emergency crises assistance.

We need to move down the scale before we can find the promotions of rural development ($\overline{X}$ = 9,18; Me= 10).

Table 2. Public awareness: topics

	Poverty eradication	Protection of human rights and the environment	Emergencies assistance	Basic human needs	Rural develop-ment	Contributions by experts
Mean	11,08	11,85	9,65	10,63	9,18	12,54
Median	12,50	12,00	10,00	11,00	10,00	13,00
Mode	14	12	12	11	10	15
Standard deviation	3,605	2,779	3,294	3,349	3,441	3,259
Minimum	3	1	1	3	1	0
Maximum	15	15	15	15	15	15

Source: Original compilation

In relation to the topics addressed by participants in this study, the largest value assigned is ($\overline{X}$ = 12,54; Me = 13), so the outcome is shaped by those included by this topic by its importance.

Here there is a significant diversity of answers once again, even though some of the experts coincide with the the terms. Examples include to achieve gender equality (also expressed as awareness raising about women's rights), the promotion of values such as solidarity, justice, equality and advocacy on issues such as climate change and human rights, as well as others which highlight the causes of poverty and the interdependence of the earth's inhabitants. There some agreement as well on issues such as the need to campaign for employment initiatives, targeting the young especially.

As well as the above, we find a sample of initiatives at the centre of the awareness-raising effort: the need for education, the effects of inequality amongst children, health and safety, leadership building, water issues in community development, the sustainable development objectives, the elimination of cultural barriers, the need for intercultural education, etc.

We will illustrate the above through a box diagram. These diagrams give us a general perspective on the distribution symmetry: if the median is not at the centre of the box (50% of the data), the distribution is not symmetrical. Below, diagram 1 illustrates the

distribution of different options presented in the answers to the question about an awareness-raising campaign.

Diagram 1. Public awareness: Topics. Box plot
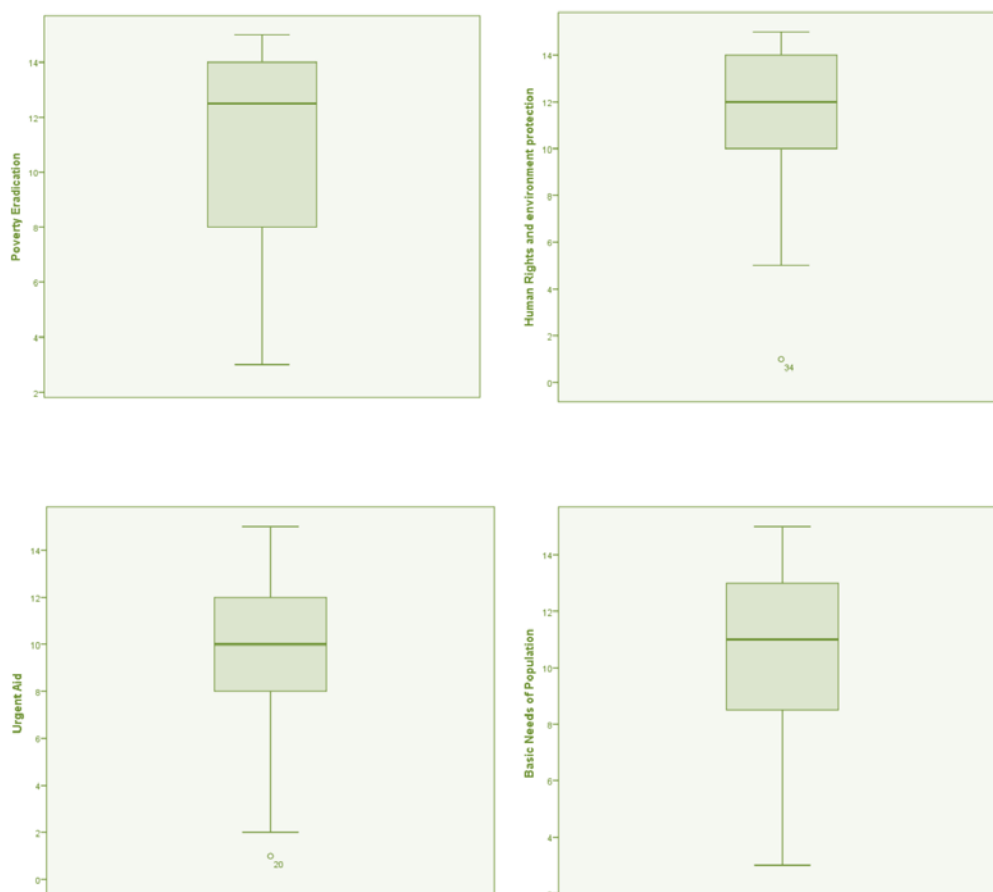
Source: Original compilation

In terms of the distribution of the answers there are some differences along national lines. For example, the high mean obtained on 'create awareness about rural development' for the Greek experts (also in Cyprus), in contrast with low scoring for poverty eradication (coinciding with Polish experts) or the protection of human rights.

Additionally, as it can be seen on Table 2, it is important to highlight coincidences between expert scoring by their occupation or job role, which may have an impact on high scoring on topics such as human rights and environmental protection, while specialists from different fields (social workers, careers advisors) may give such topics a lower score.

Table 3. Public awareness: themes. Mean scoring. Distribution by occupation and country media.

		Poverty eradication	Human rights and environmental conservation	Emergency Aid	Basic Needs of the population	Rural development	Contribution by experts
		Media	Media	Media	Media	Media	Media
Job role	ONG	12	12	10	11	10	13
	Political/ tech	12	12	9	11	11	14
	Professio- nal	7	11	9	9	5	11
	Teacher	11	13	11	12	8	14
Countries	Cyprus	12	12	13	12	11	13
	Greece	9	9	13	9	13	12
	Malta	12	13	10	9	7	13
	Poland	8	11	7	11	7	12
	Spain	12	13	8	11	9	14

Source: Original compilation

3. Priority fields for sustainable development education

The third part of the questionnaire explores what should be the future direction for DE. First, the possibilities and the reality of each expert is taken into account, and second, the answer follows their own priorities, without taken context into account.

Results, as we can see in tables 3 and 4, display few differences, which is why. In both cases it is fundamental 'to develop education in schools'. Subsequent options do not present a high score and with significant differences, whether context is taken into consideration or not ($\overline{X}$ =12,25; Me= 13). If we consider the context in which these questions are being answered, the priority is to 'increase voluntary work and numbers of participants in NGOs' ($\overline{X}$ =10,05; Me= 10), but if context is not considered, the priority is 'to have an influence in political activism', in order to have an impact on political, social and economic decisions.

There no significant differences in terms of context when it comes to selecting the lowest priority. In both cases the last priority is 'to increase donations to NGOs and child sponsorship'.

Tabla 4. ED: áreas prioritarias con contexto

	Schools (context)	Fair Trade (context)	Donations (context)	Volunteering (context)	Political activism (context)	Expert contributions (context)
Media	12,25	9,43	8,93	10,05	9,18	11,51
Median	13,00	10,00	10,00	10,00	9,00	13,00
Mode	15	10	11	10	13	14
Standard deviation	3,365	4,088	3,149	2,621	3,529	3,966

Source: Original compilation

Tabla 5. ED: áreas prioritarias sin contexto

	Schools (context)	Fair Trade (context)	Donations (context)	Volunteering (context)	Political activism (context)	Expert contributions (context)
Media	12,43	10,23	8,83	10,30	10,65	12,67
Median	14,00	11,00	10,00	11,00	11,00	14,00
Mode	15	11	10	12	12	14
Standard deviation	3,411	3,084	3,622	3,231	3,231	2,968

Source: Original compilation

Again, participants needed to organise their priorities in relation to questionnaire questions.

There is significant divergence in the answers at this point. However, we can identify two categories sufficiently large.

The first category focuses on the specific nature of the rural world and it can best be expressed in the same terms as one of the answers: *to improve the understanding about opportunities for sustainable rural development.* Different formulas are proposed, such as cooperation with local and regional authorities, NGOs, schools and activists or the use of technological resources.

The second category is deeper and it focuses on certain issues considered as priorities: gender inequality, the refugee crisis, to improve people's influence in safeguarding human rights, the development of a critical awareness, etc.

From these topics emerge once again issues linked to development in terms of economic growth. One of the answers simply points out the need to create good jobs and economic growth. There are other topics which could be included in this group, such as the use of professional training to foster competencies conducive to economic growth, or an increase in innovative investment to assist in the growth of sustainable development.

4. Development education: Methodology

The fourth part of the questionnaires addresses methodology. We cannot speak of a D-specific methodology; however, there are characteristics shared by different methodologies which are used in De educational programmes. Experts need to evaluate these particular characteristics and score them like in previous questions, using a scale that goes from 1 to 15.

The first thing to point out is that the central medians in these cases go above the score of ten. In other words, these are higher scores than those found in other questions.

The most important characteristic of this methodology as we can see in table 5, is the promotion of participatory activities and group activities ($\overline{X}$ = 12,05; Me = 13). In the rest, scoring differences are limited. The second feature is the 'glocal' nature of the DEAR methodology: it needs to focus on the needs of the participants and in a local context, but from a global and interdisciplinary perspective. The rest of the characteristics are found along slightly lower scores (there is a variability of 1/2 a point in a scale of 15): we start from the affective and existential elements in the learning process, to strengthen the methodology's innovative and creative character, or volunteer initiatives, in order to capture the attention of the target audience and increase their participation and engagement.

Table 6. DE: Methodology

	Participation	Affective and existential	Play dimension	Local and Global	Innova-tive and creative	Experts contribution
Media	12,05	10,70	10,15	11,33	10,28	11,41
Median	13,00	11,00	10,50	12,50	11,00	12,00
Mode	15	13	10	14	10	13
Standard Variation	3,522	3,123	3,159	3,826	3,883	3,282

Source: Original compilation

Significantly, among the answers by respondents who were asked to provide an extra feature, we find the need for a participatory methodology. This idea is articulated in different ways.

For example: 'methodology must involve all interest groups in order to share and produce common and sustainable results'; 'to increase participation, methods must take into account participants' ideas and experience'; 'education must be based in a strong use of multimedia tools'.

In this latter aspect, the use of multimedia technology or social networks (such as Facebook, or WhatsApp) is another recurring issue mentioned by the experts in their contributions.

Other significant characteristics are an insistence on using empathy as a methodological resource, to model good practice at a global scale, or to foster ground-up principles and a multiplicity of effects.

There are some isolated references to assessment as an unavoidable factor in any category.

5. Contributions of Development Education

The last part of the questionnaire invites people to picture themselves in a large geographic environment - the DE evaluation report by the EU was used here- to evaluate the contribution of DE until the point of achieving the following objectives:

A. To inform the EU public about development issues.

B. Mobilise public support in anti poverty activities.

C. To provide the public with tools to engage critically with global development.

D. To push forward new ideas and changes of attitude.

On this occasion, the scoring scale goes for 1 to 10 and as table 6 shows, no single theme features prominently, even though all reach the mean. It is also important to keep in mind the mode statistic in two of these objectives, along the bottom part of the scoring. So mobilise public opinion against poverty remains in 3, but the fostering of a change in attitude is lower still in position 2.

It is not unusual that the highest ranked objective is to educate the public on development topics. It is true that the mobilisation of people or attitudinal change cannot be achieved by circulating information alone and a more complex process is required. However, we can conclude that those participating in the research have a favourable perspective on the contribution of DE in achieving those objectives.

We believe it is important in this case to use a box plot, because it provides thorough information about the degree of data dispersion and the degree of distribution asymmetry, which, as we can see in diagram 2, are quite relevant for some of the objectives we have covered, so the range is wide (1 to 10).

Diagram 2. Contribution of DE. Box plot
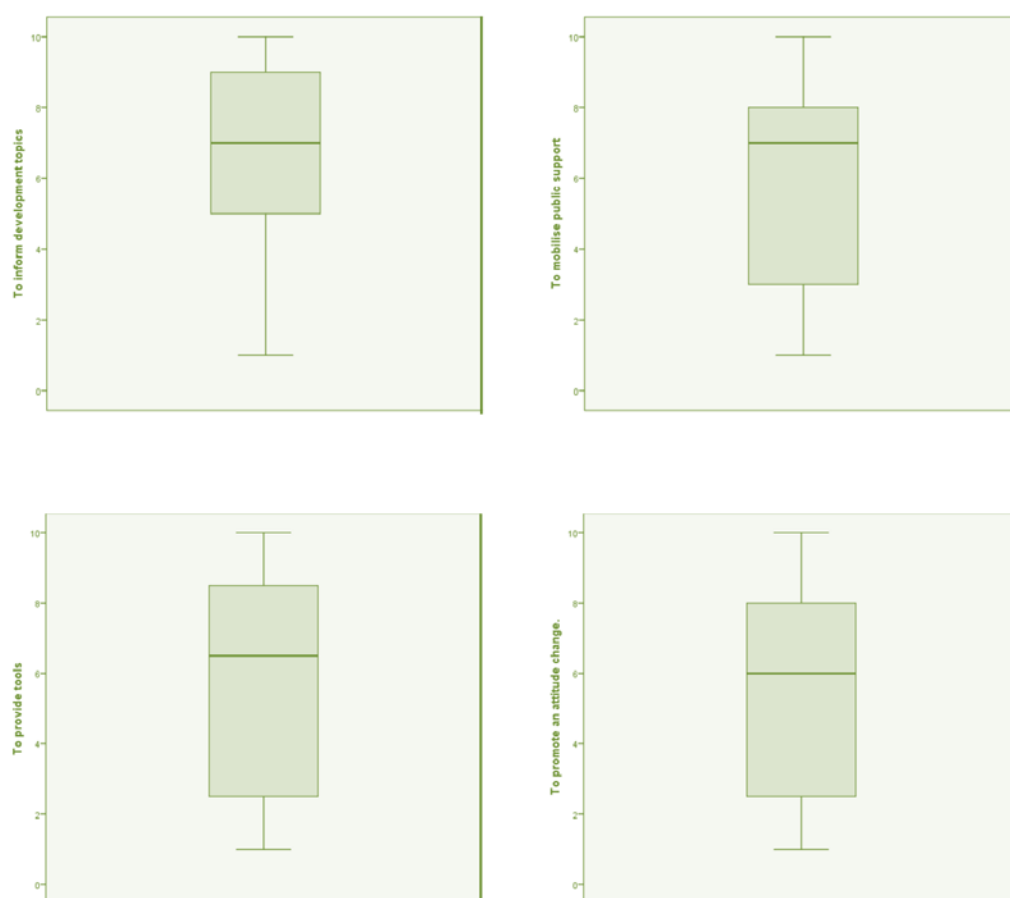
Source: Original compilation

Conclusions

- There is divergence in terms of an understanding about DE and its implications, depending on the geographical area and the role of the experts. Together with thorough descriptions of this concept, we also find responses which connect it with what is essentially economic and labour development.

- The objectives of DE prompted varied answers. However, the idea which generated the highest level of agreement was to use DE to fight poverty.

- The understanding of what priorities for DE should be include to make the public aware about poverty eradication in the world, and also about the need to safeguard and advance human rights and environmental conservation.

- The area identified a a top priority for DE belongs to the educational sphere. There is agreement on the need to build DE in educational institutions. There is a less strong agreement on the need to encourage political activism, in order for DE to have areal impact on political, social and economic decisions, and the need to develop volunteering programmes further and also the number of NGO members.

- In terms of DE methodology, there is strong agreement on the need to emphasise the participatory and engaging nature of DE activities, as well as the importance of utilising multimedia technology or social networks in DE programmes.

- From the body of answers, it seems that there is a poorly developed sense of contextualisation of DE for the rural sector. The objectives, methods and impact of DE seem to be largely oriented towards the urban environment.

Recommendations

1. It seems an opportune moment to suggest the possibility of some type of action -within or outside the education framework, in collaboration with NGDOs- to disseminate the concept of DE and its consequences, as well as its exigencies and possibilities.

2. Based on what we have just stated, it is important that any initiative or institutional action clearly distinguishes the concept of DE from and merely economic development, so as to avoid confusion and at the same time, raise awareness.

3. To intensify actions or initiatives in educational settings through either specific DE activity of by incorporating elements of DE into projects stemming from the curriculum.

4. To promote initiatives that specifically adapt DE to concrete rural areas with objectives, strategies and methodologies that are contextually situated in this environment.

5. At the point of designing and undertaking DE initiatives, it is helpful to bear in mind how to include strategies that foster participation. Likewise, we must consider how to use social networks and multimedia technology for effective dissemination and application.

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V. Current status and outlook 2016-2017

Esther Domenech Llorente

Luis Pérez Miguel

Introduction

The need to be mindful of the reality in both theory and practice of DE in rural areas in the participating countries in this project has led us to gather information about the most relevant DE practices implemented in these countries in the last few years. This process continues even as the Evaluation Report is compiled.

The introduction of activities phase of the project on behalf of participating bodies is open until August 2016. Once these activities in the formal education sector have been identified in the sphere of action by NGOs and SCOs, as well as those initiated by public authorities, we will carry out a deeper analysis via the criteria set out by *best practice in development education*.

Along with that activity, in the current semester (June-December 2016) we shall put forward a call for proposals for grants in development education to be implemented in European rural areas. These will need to put forward relevant proposals in agreement with the DE notion that Rural DEAR Project has defined; that is, proposals aiming at instigating spaces for reflexion and analysis, looking to effect change in the area of human rights and poverty eradication.

The conclusions from this gathering of best practice experiences in the Rural DEAR countries, together with the implementation of new proposals will help us realistically to get closer to the 'starting point' and to the potential of the European regions participating in this project, as well as of all stakeholders with a vocation towards serving as agents of change.

This framework, together with the evaluation part of it, and following the logic of Paulo Freire's approach, will enable us to carry out a shared reflexion among all participating bodies, about our understanding of development education, as well as of the impact that it has had on the general public (measured through a public opinion survey), educational stakeholders (survey for educational institutions), cooperation and social stakeholders (NGOs and SCOs survey), as well as the impact of the media on the collective consciousness (media analysis).

If we add to the above debates and analysis that have taken place within the working groups and the Delphi panels of experts, we have a wealth of expertise which enables us to put forward a proposal for the improvement of development education in rural areas, which is this project's objective.

Given the timelines of the present evaluation report, Best Practice and Pilot Project activities are already ongoing. Therefore, we will first take a brief look at the performance of both exercises. This information will need to be updated after all the anticipated data on their outcomes has been gathered.

5.1. DEVELOPMENT EDUCATION AND BEST PRACTICE

The formulation of the Rural DEAR Agenda Project 2015 in its Activity 1.3, it refers to the *identification*, *gathering* and *exchange* of *successful development education strategies,* in order to *facilitate access* to *innovative ideas and experiences* in Development Education in the participating regions as part of the Rural DEAR Agenda Project 2015.

The objectives for this activity can be outlined as follows:

- Medium-term objectives. This includes the identification of relevant experiences which will provide a point of reference for a call for grant proposals in each European region, with view to implementing a pilot project which will gather innovative strategies in DE applicable in rural areas.

- Long-term objectives. These seek to identify and define criteria for the drafting of a DE agenda in European rural areas in 2017.

The Rural DEAR Agenda 2015 project looks to identify gather and share best practice DE experiences, and first of all this means we need to analyse the importance of DE as well as to define the Best Practice idea in the context of development education.

Making use of very significant work on DE that has come out of Spain, we first looked at work coordinated by Ortega, Cordón-Pedrosa y Sianes[58]**; a very valid line of argument which points to the reasons why is important focus on** identifying, gathering and sharing best practice DE experiences.

The reasons include:

1. The systematic integration of Best Practice into the work facilitates the transmission of knowledge, as it improves content transference and exchange between stakeholders and different contexts in a wide and diverse environment.

2. It can facilitate and foster the search for innovative, successful and sustainable solutions.

3. It can contribute to the setting of excellent guidelines towards the development of new initiatives and, especially, to the definition of strategies and policies on the subject.

In this context, in 2016 the following activities are being implemented:

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[58] Ortega Carpio, Cordón_Pedrosa, Sianes, A. (Coords): Educar para la Ciudadanía Global en el espacio universitario. Buenas prácticas de colaboración entre ONG y Universidad. Edita: Universidad Loyola Andalucía, Fundación ETEA para el Desarrollo y la Cooperación. 2013

- Definition of the Best Practice concept in Education

  Best practice in education is *experiences or interventions which are significant in their relevance and achieve their objectives through an appropriate methodology. These innovative, efficient and useful practices are also 'worthy of imitation' in other spaces and contexts.*

- Development Education: Definition

  - European Commission:

  "The aim of development education and awareness raising is to enable every person in Europe to have life--long access to opportunities to be aware of and understand global development concerns and the local and personal relevance of those concerns, and to enact their rights and responsibilities as inhabitants of an interdependent and changing world by affecting change for a just and sustainable world".

  - Definition constructed in the context of the Rural DEAR Agenda 2015 Project[59]:

  "A dynamic process which stimulates reflexion, analysis and critical thinking around North-South relationships, attempting to improve the perception and comprehension processes by individuals or groups in reference to situations of inequality and injustice, as well as their own attitudes towards these and their long-term consequences".

- General categories for Educational Best Practice

  - Reliability: *It can be replicated across different contexts with satisfactory results*

  - Innovation: *it introduces new ways of doing*

  - Effectiveness: *it is aimed at achieving a particular result*

  - Sustainability: *it can be maintained across time with persistent results*

  - Replicable nature: *the process can be implemented in different contexts in an optimum manner*

- Criteria for Development Education Best Practice

  - The activity is directly in connection with the thematic contents of DE

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[59] Mesa, M. (Dir.) (2000): *La educación para el desarrollo. Retos y perspectivas.* Centro de Investigación para la Paz / Dirección General de Cooperación Internacional y Voluntariado de la Comunidad de Madrid.

- There is commitment by the NGO/institutions to address needs identified and to follow this up

- The activity is implemented taking into account gender perspectives and it promotes participation

- The activity aims at affecting change

- Thematic content associated to development education:

    - Global citizenship

    - Fair trade/responsible consumer behaviour

    - Development cooperation

    - Human rights

    - Values-based education: solidarity, justice, peace

    - Gender and development

    - Globalisation

    - Immigration and development

    - The environment and development

    - MDGs / SDOs

    - International organisations

    - Poverty and development / wealth distribution and power / North-South relations

    - Conflict resolution

- Design, translation and distribution of the Guide Report to participating partners to identify Development Education Best Practice

- Identification and compilation of significant experiences by participating partners, and their circulation to the Project Coordinator

The planned and pending activities which need to be implemented during the second semester of 2016 are the following:

- Continuation of the compilation and submission of the Identification Files

- Evaluation of the experiences submitted and selection based on Best Practice criteria, in order to add these to the Bank of Meaningful experiences in Development Education

- Inclusion of Best Practice activities selected onto Rural DEAR Agenda 2016 project web site.

5.2. PILOT PROJECTS

In order to continue Activity 1.3 referring to the identification, compilation and exchange of successful Development Education strategies and with the specific objective of putting into practice in rural areas intervention from participating countries in the project, in the second semester of 2016, a Call for funding aimed at supporting proposals with different types of methodology, resources, designs and interventions that are ultimately geared towards Development Education, i.e. promoting educational processes to build citizenship that is global, analytical, critical, purposeful and active in the development of spaces for coexistence.

Within this framework, in the year 2016, the following activities have been carried out:

- Proposal design for a funding grant call to fund Best Practice Projects in Development Education in rural areas.

  The proposal for the Call has been written up in two different versions. One of those, adapted to the Regulations for Public Entities in the Spanish case and another more general version, in English, so as to be adapted to the legal context and regulations of other local bodies within project participating countries.

- Proposal design for Technical Mentoring for educational projects funded by the Call.

  Such design presents a methodological proposal to be addressed with those involved in getting approved projects up and running. This design has been prepared in both English and Spanish.

Those gathered to present to the Call, who have 26,000 euros for each of the European areas included in the project, form part of the four areas of long-term intervention in the development of the Rural DEAR Agenda 2015, that is to say:

- Local bodies, such as local government and other public bodies with representation and action in rural areas.

- NGOs, Nongovernmental Development Organisations which, as private non-profit entities, focus part of their efforts in the area of education and awareness-raising.

- CSOs, non-profit Social Organisations and Associations that, in the frame of action undertake educational activities and awareness-raising among a wide spectrum of age and belonging (students, women, young people, unemployed people, immigrants and ethnic minorities etc.)

- Educational Institutions, centres of primary, secondary or adult education located in rural areas in European participating countries.

For funding proposals related to Development Education intervention aimed at rural populations to be considered, they must first meet a series of requirements, such as:

- DE activities oriented to school environments (students, teachers, parents), adults, local groups and associations and the general public.

- Proposals must have as a primary goal the promotion and development of educational aims with individuals and groups, supporting critical analysis, gender equality, human rights, and the will to be part of change in situations of poverty, inequality and rights violations.

- Projects must result in positive, assessable and quantifiable impact, both in the target demographic as well as in the target region.

- Subsequent projects and interventions must focus on and be guided by the fundamentals principles of Development Education Best Practice. See Annex II

Before implementing these 'pilot experiences', there is a period of time between the publication of results of the call for proposals up to March 2017, during which relevant information in connection with these experiences will be compiled, in order to prepare a set of presentations on these for the III International Encounter for Project Partners, to be held in Malta in March 2017.

At the time of writing, the call for proposals process has already taken place, and the selection of proposals in rural areas suitable for grant-funding has begun.

The activities still pending which will take place between the second semester of 2016 and the start of 2017 are the following:

- Call for proposals, selection and implementation of educational proposals

- Technical tutoring by the project partners responsible for each project

- Evaluation of the activities implemented

- A Report which includes a well-documented and defined descriptions of the educational project's implementation and a chapter with conclusions and recommendations which will form part of the Development Education Agenda in rural areas.

VI. General Conclusions

María Carracedo Bustamante,

Esther Domenech Llorente,

Luis Pérez Miguel

The current condition of development education in rural areas in the European countries studied can be better understood by looking at the following factors:

(A) The perception of the rural environment as a space characterised by shortages, loss and a lack of opportunities. In all participating countries, the description of the rural environment makes reference to a scarcity of resources, limited ability to act, loss of relationships and an ageing population etc. which is seen as a disadvantage compared to urban environments. In the opinion of one of the groups, "the urban social model has quantitatively and qualitatively emptied the rural environment, leaving it without a critical mass to invest in the process".

(B) The main source of information is mass media, which continues to present a 'hand-out' and/or developmentalist vision of global inequalities, without any kind of causal or structural analysis of news reports, thus relegating such issues to the background.

(C) The diversity of perceptions and rhythms of the implementation of development education in participating countries. The historical context of each country determines not only the level of implementation and development of DE, but also its conception and practice. On the one and, in countries which have recently joined the EU, as in the case of Bulgaria or Poland, a significant difference can be seen compared to other countries in terms of public opinion towards development aid and consequently, towards DE which will also influence institutional development.

On the other hand, the economic crisis which has hit the majority of participating countries (Spain, Greece, Italy, Malta…) quite hard and has, in some cases, resulted in a change in attitude among the population and in all the dismantling in the practice of policies of development education. Such processes, along with the spread of neoliberal ideology, seen as a hostile environment by the most innovative strands within DE, have also affected priorities and development of DE.

(D) Lack of local institutional or curricular policy/strategy for development education on the part of local and educational bodies.

Among possible reasons responsible for such institutional disinterest on a local level, we can see:

- In the case of local government, there is a lack of staff and experience, making it difficult to implement productive DE activities. However, they have an important role to play, in terms of leadership, coordination, mentoring and facilitation of various courses of action. Where stronger civil society exists, local councils are more active, which is why coordination between political representatives and local civil society is so important.

- In educational institutions, DE is considered something "added", not a fundamental part of educational achievement, rather consisting of activities that "are not part of the curriculum, but which can be carried out. Depending on the interest of those involved" (generally speaking, teachers). Thus, "development education activities are undertaken, despite teachers not receiving any funding or training to do so. Activities in schools depend on the goodwill of the teacher".

(E) The reduction of DE to mere awareness-raising. Interventions carried out, mostly by NGDOs, besides being isolated do not strictly speaking constitute development education activities, but rather they are awareness-raising actions, in that they "demonstrate" situations of social injustice but do not investigate their causes, they do not promote critical analysis of reality nor the active participation of citizens.

The sum of these four factors produce the following situations:

- Scarcity of information, training and interventions in relation to DE prevent a critical analysis of reality, provoking **a lack of understanding with respect to global citizenship issues** and ignorance brings with it an interest in global development problems that is either superficial or non-existent. People fail to see the connection between their individual situation and their actions with what is happening on a global level.

- The lack of a local DE strategy, along with scarcity of information and a sense of shortage make it that the issues of most concern and interest in general to the rural population are those that directly affect them, bearing in mind that *"first I look after myself".* This in turn causes **participation to be minimal** and that personal attitudes in relation to global problems are **passive**: *"People watch the news and sigh, but nothing more"*, and socially sterile, as they do not translate into concrete action, do not reach the community: *"People talk but they don't know what they don't know what they can do."*

However, there are also people who state that they sometimes buy fair trade products or offer their time as volunteers or make donations. These interventions are always time limited and are usually motivated by a feeling of being part of the problem, or because they believe the situation to be unsustainable and that the unequal distribution of wealth is unjust. From what we could gather, those who participate on one-off occasion do so out of critical awareness.

- DE in the rural context is **a grassroots initiative**, part of civil society. The fact that there is no institutional will to implement DE in an organised way, means that the interventions in relation to development education which happen more regularly are those within environments where social participation is stronger and more coordinated: educational institutions in which staff meetings are efficient and populations with stronger civil society organisations.

- The lack of a local DE strategy also means that that the majority of DE actions undertaken are **carried out in isolation** without a common thread, implemented by NGDOs, who often do not belong to the rural environment itself, which explains why they are not designed for this context and its inhabitants.

  This discontinuity and disconnection between interventions make it difficult to effect a change in attitudes, that is to say a real educational process. Development education, like all education is a process and requires continuity and logic that promotes change in those educated. The timing of these interventions contribute to such acts being rendered little more than awareness-raising.

- Neighbouring communities are often unaware of activities carried out and available resources. This suggests **a lack of coordination** between local entities, as well an absence of networking between civil society and neighbouring bodies and organisations.

- **Limited male participation** in working groups reflect the limited involvement of men in development education and social issues in general, not only in rural environments but also in urban areas. Moreover, these few male participants often occupy posts of relative responsibility and state that "they know a great deal" and "are very involved" in DE, while women being in the majority and generally at street level, state they "know a little on the subject".

VII. Recommendations for the DEAR Agenda

1. It is important for agents involved in DE (local entities, educational institutions, NGOs and CSOs) to clarify and/or agree on the concept of development education or global citizenship education, clearly distinguishing it from awareness-raising and local economic development. Stemming from DE practice, a rich theoretical debate has emerged about the name itself and its scope and it currently includes a broader and more comprehensive understanding in which DE is a generic name that encompassed other types of education: that pertaining to values, solidarity, interculturalism tolerance, peace, environmental issues, health, consumption, human rights etc. This richness of practices and theoretical positions in turn require, as emphasised by the *"Written Declaration on development education and active global citizenship"* [60], the implementation of European and state educational strategies in relation to development.

2. The rural environment has specific dynamics that include opportunities and characteristics, such as greater possibilities of other types of relationships based on proximity and mutual support, shared life events and collective knowledge, greater possibility of direct participation in common affairs etc., which should form the basis of planning development education initiatives. Development education processes in rural areas must develop from not only the "external" context (political, economic and social) that conditions life and attitudes of citizens, but also the perception inhabitants have of their own situation and perspectives.

    The vision a rural population has of itself and its context will condition the attitudes and behaviours in everyday life. An educational process, such as DE, which seeks the construction of "an active civil society, competent and concerned regarding collective issues and which reclaims its central role in the development of social and political processes" needs to bear in mind not only "collective issues" but also the psychosocial dimension of participants.

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[60] European Parliament (2012): *Written declaration pursuant to Rule 123 of the Rules of Procedure on development education and active global citizenship,* European Parliament 12/03/2012, DC/890262ES.doc
http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//NONSGML+WDECL+P7-DCL-2012-0007+0+DOC+PDF+V0//ES

3. Economic and social development do not consist solely nor fundamentally of economic growth. It requires that citizens are educated about the problems, dimensions and direction of development. In this sense, the need for public policy for development education, as is required by the European Parliament itself, becomes an essential requirement to involve society in the process and guarantee the success or measures adopted.

    This in turn suggests that local actors in rural zones have the capacity to greatly contribute to the definition of such policy and are natural and crucial allies in its application, strengthening them through providing necessary training and resources is thus an inevitable responsibility. Some interventions that could be undertaken in this sense are:

    •   Training of staff in local entities in DE issues and methodologies that will help them to introduce these issues in local interventions.

    •   Training of staff in educational institutions in rural areas to promote the inclusion of DE issues in educational curricula and programmes.

    •   Organisation of activities and programmes that imply collaboration and networking between agents and neighbouring communities.

    •   Incorporation of a "glocal" perspective in the planning of DE interventions, in that it demonstrates and invites reflection on how the local and global are interconnected, how local problems can have global causes and vice versa. To accomplish this, the most convenient approach would be to begin with what is already familiar to rural populations, what occurs in their context, analyse that which they identify as "a lack of opportunities", "shortages", etc. and start from this point of analysis to construct proposals for community-based action.

    •   To facilitate access for small local organisations to funding, through the creation of specific calls for rural areas and these types of organisations.

4. More than merely "adapting" DE activities to rural environments, what is needed is to create and design interventions that start from these strengths and promote the participation of local organisations present in rural areas, with their own goals, strategies or methodologies. To this end, it is necessary to collectively design local DE micro-strategies in each rural area based on participatory analyses of the people and entities involved.

    Such analysis and collective design in addition to directing DE in each rural area or population will also serve the following objectives:

- Appropriation of the strategy by agents and local population.

- Strengthening of civil society organisations in each area.

- Generation of new spaces for debate in rural areas between civil society, organisations etc., which can contribute to an alternative vision and allow reflection, joint analysis and the exchange of knowledge and opinions.

- Strengthen collaboration and networking between different organisations and agents in rural settings, both between those already present in the same area as well as neighbouring areas: schools, educators, NGOs, associated movements etc.

- Identify and leverage those characteristics from within rural settings which suggest a potential advantage for development education actions, such as relationships between agents, mutual understanding, closeness to nature, individual perspectives on development etc.

5. Social media is now an institution in the construction of reality (generating issues of interest, disseminating concepts and values etc.) which fulfils an educational role, especially in spaces where there is no or few other modes of analysis, which is the case in many rural European areas. Bearing in mind the level of social impact they have, it would be useful to:

- Urge the media to create a professional code of ethics on the way that issues of development are dealt with, providing deeper insight and analysis into causes, accurate information and respect for people and their dignity. The Agenda could jointly work on the development of such a code alongside the media and other agents involved in development education.

- Provide political training to those in the communication sector (journalists, editors, etc.) on global citizenship so that any news report, be it national or international, demonstrates critical analysis of reality.

Nowadays, however, it is highly improbable that mass social media, immersed in the logic of large companies, will take on this role. Therefore, independent of the capacity or willingness of the media to introduce perspectives on human rights or gender, for example, in its sections and content, it becomes especially relevant to encourage alternative media.

This is only possible if members of society and organised social groups can express their opinions. The use of democratic media allows "critical discernment" [61] and makes the construction of another world possible.

6. The limited male presence in the social sector is another indication of the division of roles and gender stereotypes that still prevail within Europe. According to the last Global Economic Forum[62] (Brazil 2016), the inequality gap between men and women has increased so much on a global scale since 2008 that it will take at least 170 years to effect equality. It is impossible to speak about human rights without equal rights nor to speak of development education or global citizenship education without addressing human rights, the basis of global citizenship. Therefore, it is imperative to work on these issues. The focus on gender and empowerment of women must be central in any political, social or educational intervention, from the planning stages to its execution and thus, it should be present in each and all proposals included in the DEAR Agenda.

[61] MacBride, S. et Al. (1980): *Communication and Society Today and Tomorrow, Many Voices One World, Towards a new more just and more efficient world information and communication order*. Kogan Page, London/ Uniput, New York/Unesco, Paris. UNESCO

[62] GLOBAL ECONOMIC FORUM. *The Global Gender Gap Report 2016*.
http://www3.weforum.org/docs/GGGR16/WEF_Global_Gender_Gap_Report_2016.pdf

ANNEXES
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ANNEXES

1. PROJECT DESCRIPTION

1.1. Name of <u>Coordinator of the grant contract:</u>

- Diputación de Valladolid (España) - (Provincial Council of Valladolid)

1.2. Name and title of the <u>Contact Persons:</u>
- Aurelio Baró (Project Coordinator. Head of the Area of Equal Opportunities and Social Services.)
- Ignacio Aranda (Project Manager)

1.3. Name of <u>Beneficiary(ies) and affiliated entity(ies)</u> in the Action:

- University of Valladolid (Spain)
- Chamber of Commerce and Industry Vratsa (Bulgaria)
- Idalion Municipality (Cyprus)
- University of Thessaly, Volos (Greece)
- Regione Molise (Italy)
- Fundation for the Promotion of Social Inclusion – FOPSIM (Malta)
- University of Social Sciences, SAN- Lozd (Polonia).

1.4. <u>Title</u> of the Action:

Development Education and Awareness Raising Agenda in European rural areas. (RURAL DEAR AGENDA-EYD 2015)

1.5. <u>Contract number</u>: DCI-NSAED/2014/338-383

1.6. <u>Start date</u> and <u>end date</u> of the Action: 01/01/2015 – 12/31/2017

1.7. Target <u>country(ies) or region(s):</u>
- Northwest Region (Bulgaria)
- Municipality of Idalion (Cyprus)
- Province of Valladolid (Spain)
- Region of Thessaly (Greece)
- Region of Molise (Italy)
- Local councils of Mosta, Rabat, Birgu, Zejtun, Bormla and Isla (Malta)
- Region of Lodzkie (Poland)

1.8.   Final beneficiaries & target groups[1]:

Final beneficiaries: Population of the above-mentioned rural regions.

Target groups:

- Local Authorities in rural areas
- Development Education agents active in the rural areas of the project.

- NGO (Non-Governmental Organizations for Development) and CSOs (Civil Society Organizations).
- Schools, colleges and educational institutions in rural areas.
- Adult education centers.
- Centers of social action.

[1] 'Target groups' are the groups/entities who will be directly positively affected by the project at the Project Purpose level, and 'final beneficiaries' are those who will benefit from the project in the long term at the level of the society or sector at large.

2. PARTICIPATING BODIES

In this project, designed to be executed simultaneously in 7 European Municipalities, Provinces or Regions are collaborating entities of different nature coordinated by the Provincial Council of Valladolid (Spain).

The Council of Valladolid (Spain)

The Council of Valladolid is the institutional body of the province and responsible for different administrative and executive tasks. It includes all the municipalities of Valladolid and has a range of competencies to achieve the overall aim of ensuring throughout the province the provision of municipal services and the balance between the municipalities. It coordinates these services, assists municipalities economic, legal and technically, and cooperates in promoting economic and social development of the province.

The University of Valladolid (Spain)

A public University founded in 1241, thus becoming the second oldest university of Spain. The University offers Bachelor's degrees, Master's degrees, PhD and specific own degrees. It possesses seven campuses all over the Castille and Leon in the following provinces: Valladolid, Palencia, Soria and Segovia. It has more than one hundred renowned research groups in the areas of: Humanities, Social and Legal Sciences, Experimental Sciences, Engineering and Technology, and Biomedical and Health Sciences. The University of Valladolid is one of the most important centres for higher education in Spain.It offers more than 100 Bachelor's degrees, 68 Master's degrees and 80 PhD programmes. Its extensive network of international relations, its prestigious research centres, the enormous cultural and sporting potential and a rich architectural and documentary heritage form a homologous exceptional academic environment, that of the oldest universities in Europe due to its history, level of excellence and quality of its research part.

FOPSIM, Foundation for the Promotion of Social Inclusion (Malta)

FOPSIM is a Maltese foundation that aims to achieve concrete progress for marginalized groups or sections within Maltese society in the following areas:

• Employment

• Social protection and inclusion

• Working conditions

- Struggle against discrimination
- Diversity and gender equality
- Youths and elderly

In this context FOPSIM's main mission is to promote and sustain employment, social solidarity, youth and other marginalized issues to achieve tangible advancement in the transition towards a fairer society.

The Foundation makes use of a diffuse network of resources in the professional, academic, research and journalism fields.

FOPSIM is actively participating and seeking participation in EU-funded programmes such as structural funding, Leonardo da Vinci etc.It seeks to increasingly promote Malta's participation in EU affairs in the social inclusion and youth areas.

 The University of Social Sciences (Poland)

The SAN is a private university located in the third biggest city of Poland. It was created by the Association of Polish Teachers in January 1995. Nowadays there are about 20,000 students enrolled. The SAN offers Bachelor's, Master's and PhD degrees. It is also very active in the area of scientific research, organization of national and international conferences and publishing of scientific books. The SAN has experience in the organization of courses in general and vocational education aimed at different groups.It works more and more often with groups of disadvantaged population (disabled, aged over 55, women, rural population, immigrants, etc.).

The University has a considerable experience in the participation in the EU educational programmes since 2005 as a coordinator and partner.

 Local Authoritiy of the Municipality of Idalion (Cyprus)

It is a city located in the district of Nicosia, Cyprus, 17 km from the capital, covering an area of 32 km2 that includes two residential areas, agricultural and livestock areas as well as two industrial zones. According to tradition, Idalium was one of the 11 kingdoms of Cyprus, founded by the king Chalkanoras after the Troy war. Since 1991 official archaeological excavations started, and in 2007 the Local Museum of Idalio was founded with the aim of promoting the various findings in the region so that later on the museum could function as vistors centre for the archaelogical site which surrounds it.This archaeological centre is one of the most important in Cyprus. For several years they have carried out various development projects in the city, as well as improving the cultural life of the citizens through various activities and cultural events.

Chamber of Commerce and Industry Vratsa (Bulgaria)

The Chamber of Commerce and Industry Vratsa was established in 1991 as a non-government, public, universal and non-profit organization in aforementioned region. In 2001 it was registered as an NGO. The Chamber's mission is to promote the development of a favorable economic environment for business development and facilitate their activities. Its main goals are:

• To support, promote, represent and protect the economic interests of its members.

• To stimulate exports.

• To enhance Bulgarian companies' entering the European Markets.

• To promote the corporate culture and the competitiveness of local businesses.

• To inform about local authorities (both municipal and regional).

• To encourage and support the launch of new businesses.

• To assist the local Labor Office in order to contribute to the reduction of unemployment in the region.

It is based on the principle of voluntary participation and self-financing. It works in close cooperation with local authorities, other non-government organizations and chambers of exterior commerce.The CCI has its regional offices established in the towns of Lom, Berkovitsa and Botevgrad, and comprises more than 1000 companies operating in the region of Vratsa.

Regional Authority of Molise, Campobasso (Italy)

Molise Region is a regional public body and its administrative organisation is divided into several departments, which pursue specific activities and objectives. This system enables an efficient governance providing development of economy, infrastructures and employment, protection of historical and cultural heritage, support for local investments and research. The staff of the President's Cabinet, with more than 20 employees, works on European Territorial Cooperation programmes and European funding programmes. The President's Cabinet is also responsible for international relations. It has an 'ad hoc' structure with a long experience in the management and implementation of international and European projects. The working group has knowledge, skills and competences to design project proposals concerning multiple programmes and to successfully manage funded projects. The Region is currently involved in several projects financed by EU funds, as project coordinator, as work package coordinator and as project partner. It has strong ability to communicate and disseminate project results at local, national and transnational level. In particular it has a relevant expertise in mobilising regional stakeholders such as policy makers, associations, chambers of commerce, SMEs and innovation clusters in order to involve them in project partnership and in awareness raising campaigns. For its geographical position, the Region cooperates manly with the Balkans and the Mediterranean regions. Most of the projects have been financed by the European Territorial Cooperation Programmes or directly financed by the European Commission.

The University of Thessaly in Volos (Greece)

The University of Thessaly was founded in 1984. Its administrative centre is located in the city of Volos. It is a public university and its primary mission is the promotion of scientific knowledge through research and contribution to the cultural and economic development of the local community and society in general. Emphasis should be put on the link between the University and the local society. This link is supported by the functioning of the University Hospital of Larissa, which covers the medical needs of the region of Thessaly. The University also offers to its students contacts with the labour market through its Careers Office and encourages to a great lot of social activities and public conferences on diverse issues, which is responsibility of qualified academic staff.

The University of Thessaly is made up of various departments, including the Department of Agriculture Crops Production and Rural Environment. This department was one of the first created in order to satisfy the necessities of the region.Currently the University has 9,647 undergraduates, 1,471 postgraduate students and 1,148 PhD students. It also has 560 members of teaching and research staff, 98 staff members with temporary contracts, 308 administrative staff members and 57 members of the Special Technical Laboratory.

It is the University with its own identity and occupies a prominent position within the national education system, known for its quality in teaching, research, human resources, the spirit of cooperation at all levels and dynamic presence in society.

3. TECHNICAL DATA SHEETS USED IN THE RESEARCH

3.1.- Local Context ID Sheet

3.2.- Public Opinion questionnaire

3.3.- Educative Centers questionnaire

3.4.- NGO & SCO questionnaire

3.5.- Delphi

3.6.- Working Groups

3.7.- Media Analysis

ANNEXES

3. TECHNICAL DATA SHEETS USED IN THE RESEARCH

3.1.- LOCAL CONTEXT ID SHEET

The purpose of this Form is to have as complete and significant information as possible of the organizations associated with the Rural DEAR Project.

It requests information related both to the entity and to the characteristics of the area of influence that is included in the DEAR project: population, educational centers, world of associations and organizations of cooperation, most representative media...

PROJECT IDENTIFICATION SHEET

PARTNER
NAME: COUNTRY: REGION: PROVINCE:

INSTITUTION (name and organizational linking)

MAIN ACTIVITY DEVELOPED BY THE INSTITUTION

CONTACT (person in charge)
Name:
Function:
E-mail:
Telephone number:

A BRIEF SOCIO-CULTURAL DESCRIPTION OF THE REGIONS AND MUNICIPALITES WHICH PARTICIPATE IN THE PROJECT

REGION:

Population	Included Municipalities	Regional Public Services of socio-educational character
Nº of inhabitants:	Total Nº: Small-sized (less than 500 inhabitants): Medium-sized (among 500 y 1000 inhabitants): Large-sized (more than 1000 inhabitants):	Total number of education centers: Basic education: Secondary education: Higher education: Nº of social centers :

SELECTED MUNICIPALITIES TO PARTICIPATE IN THE PROJECT (minimum 3 – maximum 10)

MUNICIPALITY 1:

Nº of inhabitants:

Total nº of education centers/schools and universities

Early Childhood Education	Primary Education	Secondary Education	Higher Education	Other (Special Education/Special Education Needs)

Other municipal social and educational services:				
MUNICIPALITY 2:				
Nº of inhabitants:				
Total nº of education centers/schools and universities:				
Early Childhood Education	Primary Education	Secondary Education	Higher Education	Other (Special Education/Special Education Needs)
Other municipal social and educational services:				
MUNICIPALITY 3:				
Nº of inhabitants:				
Total nº of education centers/schools and universities :				
Early Childhood Education	Primary Education	Secondary Education	Higher Education	Other (Special Education/ Special Education Needs)
Other municipal social and educational services:				
MUNICIPALITY 4:				
Nº of inhabitants:				
Total nº of education centers/schools and universities :				
Early Childhood Education	Primary Education	Secondary Education	Higher Education	Other (Special Education/ Special Education Needs)

MAP OF THE REGION

Please include a map of the region, and the rural areas selected to develop the project. Note the distance (in km and in time) to move between the selected municipalities and the capital of the region.

PUBLIC SERVICES / ORGANISATIONS / INSTITUTIONS FOR DEVELOPMENT EDUCATION AND COOPERATION		
Regional		
Name:	What organization depends?	Activity or function developed by the Institution:
Municipal		
Name:	What organization depends?	Activity or function developed by the Institution:

DEVELOPMENT EDUCATION AND COOPERATION PROGRAMS/ACTIVITIES		
Program's or activity's name:	Entity carrying out the activity or program: :	Brief description:
SOCIAL ORGANISATIONS PRESENT WITHIN THE REGION / MUNICIPALITY		

Within the region:

Within each of the participant municipalities of the project:

OPERATING MEDIA WITHIN THE REGION			
ON A LOCAL SCALE	AUDIOVISUAL	PRINT MEDIA	INTERNET
ON A REGIONAL SCALE			
ON A NATIONWIDE SCALE			

_____

[2] The total number of social centers of general nature and other existing centers targeted to specific groups of people have to be included (elderly persons/senior citizens, women, ethnic minorities, people at risk of social exclusion etc.)

[3] The type of center, whether public or private, and the number of existing centers for each of the educational stages have to be specified.

[4] It has to be specified if there are other municipal services which carry out educational activities as well as the groups these services are targeted towards (infancy, elderly, adult people, women, groups at risk of social exclusion,…)

[5] It has to be specified if activities or programs are carried out directly by the institutions, or indirectly, by means of the funding provided by the institutions to the different associations and/or groups.

[6] NGO and other associations, whether nondependent or belonging to the public administration, which have a head office and carry out Development Education (DE) activities within the region and/or the municipalities, have to be indexed or indicated.

3.2.- PUBLIC OPINION QUESTIONNAIRE

Dear Sir/Madam:

Rural Dear Agenda is an international project focusing on contributing to a social change towards sustainable development and support for the strategy beyond 2015 in European rural areas. It will be conducted from now until 2017 being this survey one of the designed tools to collect data.

The survey itself consists of XX questions and should take no more than 10---15 minutes to complete. Confidentiality of all your responses will be ensure and data will be just used and analysed in agregate form by means of statistical techniques.

The survey is intended to provide our research team with valuable feedback to ensure that we are focussing our efforts in the right areas that will deliver a defined improvement for development actions in rural areas.

Thank you in advance for your participation.

The research team

Demographics of respondent

Gender: M / F (circle yours)

Nacionality:

Age: 15-24 / 25-34 / 35-44 / 45-54 / 55-64 / 65-74 (circle your interval)

Current occupation:

Level of education: (circle the most accurate answer)

Below Primary / Primary / Lower Secondary / Upper Secondary / Post secondary or above

BLOCK 1.- PERCEPTION OF WORLD SITUATION

1.1. – To what extend do you follow...

	DO NOT CARE				VERY CLOSELY
... news and information about world affairs, issues and politics in other countries around the world?	1	2	3	4	5
... news and information about human development?	1	2	3	4	5
... global situation reports from United Nations?	1	2	3	4	5
... the evolution of the millenium development goals?	1	2	3	4	5
... international non---profit organizations activities?	1	2	3	4	5
... news on human rights around the world?	1	2	3	4	5

1.2. In your opinion which of the following are the three most important world problems (in accordance with their gravity and their extension -the population being affected by-) and the three main causes for the present situation of global poverty:

PROBLEMS	CAUSES
Wars and belic conflicts	Historical issues
Violation of human rights	War and political instability
Terrorism	National debt
Men and women inequalities	Discrimination and social inequailty
Natural resources degradation	Vulnerability to natural disasters
Economic crisis and unemployment	Corruption
Natural disasters	Lack of democracy
Rich and poor countries inequlities	Insufficient law and order
Climatic change	Labor standards
Migrations	Lack of access to education
Corruption of governments	Unemployment
Lack of access to foods	Low national incomes
Individualism y loss of values	Unfair global economy
Lack of access to potable water	The policies of rich governments
Lack of access to health system	The policies of wealthy companies
Lack of access to education	Big lobbies decisions

BLOCK 2.   KNOWLEDGE AND VALUATION OF INTERNATIONAL COOPERATION

2.1. – Grade your self-perception of knowledge on …

	NADA				MUCHO
the aims and projects of cooperation for development	1	2	3	4	5
the millennium development goals	1	2	3	4	5
the fair trade structures and concerns	1	2	3	4	5
the standards of humanitarian aid	1	2	3	4	5
the aims of anti globalization organizations	1	2	3	4	5
the origins of external debts	1	2	3	4	5
the ethical purchasing policy	1	2	3	4	5
the challenges for sustainable human development	1	2	3	4	5
children sponsorship programs	1	2	3	4	5
the links between education and development	1	2	3	4	5

2.2 Which of the following cooperation areas (all supported by programmes using the European Development Cooperation Instrument) do you consider as the three most relevant?

	Poverty eradication		Trade and regional integration
	Social cohesion and employment		Essential needs of population
	Achievement of the Millenium Goals		Protection of Human rights
	Support for institutional reforms		Environmental protection
	Sustainable energy technologies		Development of infrastructures
	Global access to ICTs		Rural development
	Assistance in post---crisis situations		Migration and asylum

2.3 To reduce the problems of the empoverished countries …

	DO NOT KNOW				KNOW VERY WELL
… the international help for them should be increased	1	2	3	4	5
… the present global economical system should be modified	1	2	3	4	5
… our habits as consumers should change	1	2	3	4	5
… political, social and economical changes should be promoted within their frontiers	1	2	3	4	5
… no one from abroad should intervene	1	2	3	4	5

BLOCK 3: ATTITUDES, PERSONAL ENGAGEMENT AND PARTICIPATION

3.1 - As a citizen: do you consider that your own actions could contribute to change the situation of impoverished countries?

	Yes, I do, and I try to		Yes, I do, but I do not know how to do it
	I do not think I can change anything		No, I don´t. It is a responsibility for politicians

3.2. - How often have you been engaged in any of the following activities?

	NEVER				VERY OFTEN
Educational programmes for development	1	2	3	4	5
Buying products from fair trade	1	2	3	4	5
Sponsoring children from developing countries	1	2	3	4	5
Political actions for helping developing countries	1	2	3	4	5
Donating to organizations that help	1	2	3	4	5
Developing countries	1	2	3	4	5
Active participation as a member of an organization for development	1	2	3	4	5
Volunteering	1	2	3	4	5

3.3 - Evaluate the influence of the following reasons in your decision to join the actions marked in the previous question:

	VERY LOW				VERY HIGH
Because it makes me feel as a better person	1	2	3	4	5
Because I feel my help is needed	1	2	3	4	5
Because the distribution of wealth is nor fair	1	2	3	4	5
Because the present situation is not sustainable	1	2	3	4	5
Because we are part of the problem	1	2	3	4	5

PUBLIC OPINION SURVEY

TECHNICAL INFORMATION

Scope:

International (European)

Universe:

Citizens aged 16 years or older registered or included in the census of European rural areas.

Population:

Citizens belonging to the defined universe restricted to the following areas:

- Spain: Valladolid Province (Va)
- Italy: Molise Region (Mol), Campobasso (Ca) Cyprus: Idalium municipality (Id)
- Greece: Region of Thessaly (Th) Poland: Łódzkie region (Lo)
- Bulgaria: North Western Bulgaria (NW)
- Malta: Mosta (Mos), Rabat (Ra), Birgu (Bi), Bormia (Bo), Isla (Is).

Sample size (theoretical or designed): 2800

Allocation: Proportional within each country. Non-proportional over the whole population (sample evenly distributed among countries)

Weighting: The sample is made on the basis of representativeness criteria based on age, which is the main variable of segmentation, using weighting coefficients that lend a significant weight to the sectors or strata of younger age. The following age strata were defined ranging between 16 and 90+ years: 16-24, 25-34, 35-44, 45-54, 55-64 and 65-90+.

Sampling design: Stratified with the strata determined by combining areas, age intervals and size of municipalities according to the following 3 categories: less than 2500 inhabitants (small); between 2501 and 10000 (medium); more than 10000 (large). The selection of the sampling units (individuals) is performed by means of routes and quotes (also looking for evenly distribution within each strata of men and women).

Sampling error: ±2.5% for the whole sample and a confidence level of 95,5%.

Date: May 25, 2015 – June 30, 2015

ANNEXES

Table 1 - Stratification by area and age

(The left column in red indicates the proposed weighting coefficients for age)

		ES	IT		CY	PT	GR	BG	MT				
		Va	Mol	Ca	Id	Th	Lo	NW	Mos	Ra	Bi	Bo	Is
1.8	16-24	120	48	72	120	120	120	120	12				108
1.2	25-34	80	32	48	80	80	80	80	8				72
1	35-44	66	27	40	66	66	66	66	7				60
0.8	45-54	54	21	32	54	54	54	54	5				48
0.6	55-64	40	16	24	40	40	40	40	4				36
0.6	65-90	40	16	24	40	40	40	40	4				36
Area total		400	160	240	400	400	400	400	40				360
Country total		400	400	400	400	400	400	400					
Total DEAR		2800											

Each cell in the table above should be stratified into three new cells, one for each municipality size category, distributing the corresponding sample portion into three "equal" parts. The new numbers thus obtained give us the quote of individuals to be selected in each final stratum having in mind that quotes must also balance -within the strata- the gender variable.

3.3.- EDUCATIVE CENTERS QUESTIONNAIRE

A QUESTIONNAIRE FOR THE TEACHING STAFF

These questionnaires respond to the fundamental objective of knowing the experience, interest and valuation that the schools of the European rural areas have of the Education for Development.

The Education for Development (ED) Contribute to the eradication of poverty and to the promotion of sustainable development through public awareness raising and education approaches and activities that are based on values of human rights, social responsibility, gender equality, and a sense of belonging to one World; on the ideas and understandings of the disparities in human living conditions and of efforts to overcome such disparities; and on participation in democratic actions that influence social, economic, political or environmental situations that affect poverty and sustainable development (European Multi-Stakeholder Steering Group on Development Education, 2010 p.5).

Complete the present questionnaire in order to elaborate a diagnosis which may allow the identification of actions which are carried out in your educational institution with respect to DE.

THANK YOU FOR YOUR COOPERATION!

General information regarding the Educational Institution

Location: _____

Educational stages which are taught : _____

Number of students: _____

Number of teachers (teaching staff): _____

1. Are there any coordinated actions to work on DE in your educational institution?

YES   NO

2. These coordinated actions are carried out: (answer yes or no in each box)

	with an NGO on Development Issues
	with a local organization/association
	with an institution
	Along with partners/colleagues
	None
	Other

3. What type of educational actions related to DE are carried out in your institution? (answer yes or no in each box)

	Isolated activities of awareness
	Complementary activities in the framework of a short or medium-term project
	Activities which are linked to tutorials
	Using a DE approach for the schedule of an area
	Activities which are carried out in collaboration with external agent (not belonging to the institution)
	Complementary activities within school hours
	Extracurricular activities

4. What reasons encourage the institution to participate into the previously mentioned educational actions?

5. Who provides the materials used within the DE Project? (answer yes or no in each box)

	NGO on Development Issues or other DE specific agents
	The Administration
	Commercial publishing houses
	Collectively prepared materials by the teaching staff
	Individually prepared materials
	Materials extracted from other sources

6. Your institution/centre works on contents/topics which are related to…

	Nothing	Slightly	Strongly
Millennium Development Targets			
Fair Trade			
Humanitarian Aid			
Responsible Consumption			
Anti-Globalization Movement			
External Debt Cancellation			
Ethical purchase			
Cultural diversity			
Sustainable Human Development			
Sponsorship/Patronage			
Means for Citizens' Participation			
World Economic Inequality			
Poverty			
Development Cooperation			
Ethical, Social, Alternative, Civic, or Sustainable Bank			
0.7% Commitment			
Social Movements			
Gender Equality			
Globalization			
Solidarity			
Intercultural Relations			

7. As a member of the teaching staff, do you consider necessary to raise student body's awareness of these issues?

NOT NECESSARY AT ALL	SLIGHTLY NECESSARY	NECESSARY	EXTREMELY NECESSARY

8. If you consider it slightly necessary/ necessary/ extremely necessary, what teaching methods would you apply? (select an option)

a) Specifically in a single course

b) Transversally in a bunch of courses

c) Both specifically and transversally

TEACHER SURVEY

TECHNICAL INFORMATION

Scope:

International. Spain: Valladolid Province; Italy: Molise Region, Campobaso; Cyprus: Idalion municipality; Greece: Thessaly Region; Poland: Lodzkie Region; Bulgaria: North Western Bulgaria; Malta: Mosta, Rabat, Birgu, Bormia Island.

Type of survey:

Descriptive. Transversal. Self-administered. Email project information and the questionnaire to all ships centers. Moreover, using the information to provide other sources like the NGOs send the questionnaire via e-mail to those institutions and / or individuals who work the ED.

Questionnaire used:

Closed questionnaire consisting of 7 questions of closed type (dichotomous and multiple choice) and 3 open.

Inclusion criteria / target / population:

Teachers who are working for Development Education in the schools of the participating areas.

Final sample response rate / (where possible establish):

3.4.- NGO & SCO QUESTIONNAIRE

NGO / SCO SURVEY

This questionnaire is part of the EuropeAid Project which attempts to analyze local Actors and Authorities in terms of raising awareness among the citizenship regarding development obstacles and the promotion of ¿Development Education (DE) in the scope of the European Union.

The main purpose is to elaborate a diagnosis which may allow the identification of NGOs and the type of actions which are carried out towards DE and raising awareness within the rural area of province_____.

INFORMATION ABOUT NGO ON DEVELOPMENT ISSUES

NGO on Development Issues:	
Register and Platforms to which it belongs:	
Central Office/Headquarters:	
People who complete the questionnaire:	
Post/Responsibility:	
WEB E-mail address/WEBSITE:	
Telephone number:	

Does the plan of action of your organization work on raising awareness and DE?	
Yes	
No	

Is/Has your organization carrying out/carried out (during the last 5 years) actions towards raising awareness and DE?	
Yes, both	
Yes, DE actions	
Yes, raising awareness actions	
None	
In isolated/ independent actions	

Does your organization possess a specific strategy of action in order to work on raising awareness and DE?	
Yes, jointly	
Yes, but only on raising awareness	
Yes, but only on DE	
There is no specific strategy	
There is no any specific strategy	

Where are/have you carrying out/carried out the actions towards raising awareness and DE?	
In urban areas	
In rural areas of the corresponding	

If you carry out actions within rural areas, please point out in which population centres have, those actions, been implemented taking into account the approximate number of inhabitants:	
	Fewer than 100
	100-500
	500-1000
	1000-2000
	2000-5000
	5000-10000
	More than 10000

Are there any differences between DE actions carried out whether in urban or rural areas?	
	No
	Yes (briefly explain)

Are the actions you are performing carried out independently or jointly with institutions and local actors?	
	Independently
	Jointly with

Which population sector are these actions oriented to when carried out in rural areas?	
	Educational Institutions
	Civic centres, associations...
	Youth
	Childhood
	Senior citizens centres
	Population in general
	Other (point them out)

What issues are discussed when carrying out actions within the rural area?	
	Fair and responsable trade
	Human rights
	Millennium Development Targets
	Environmental education and sustainable development
	Gender
	Food Sovereignty
	Other (point them out)

Which didactic material sor resources are used for the actions?	
Who made the materials?	
Where did the resources come from?	

Is your organization carrying out a previous analysis of the activities in order to become aware of both the demand and reality?	
	YES
	NO

And what about assessment?	
	YES
	No

Which is the overall cost of the actions related to DE that your organization develops within the rural area?
Are there any differences with respect to urban area?

| Funds used to carry out the actions

(If these are carried out by means of other specific programs which are convened by public institutions,   own funds,…) |
|---|

Point out the last three projects or actions which your organization has carried out within the rural area. In addition, point out whether these projects or actions have been published and/or if it is possible to obtain more information about them.	
1st Project/ Action	Title
	Subjects
	Period (month, year)
	Place where it has been carried out
	Information regarding the Project/Action
2nd Project/ Action	Title
	Subjects
	Period (month, year)
	Place where it has been carried out
	Information regarding the Project/Action
3rd Project/ Action	Title
	Subjects
	Period (month, year)
	Place where it has been carried out
	Information regarding the Project/Action

NGO / SCO SURVEY

TECHNICAL INFO

Scope:

International. Spain: Valladolid Province; Italy: Molise Region, Campobasso; Cyprus: Idalium municipality; Greece: Region of Thessaly; Poland: Łódzkie region; Bulgaria: North Western Bulgaria; Malta: Zejtun, Mosta, Rabat, Birgu, Bormia, Isla.

Type of survey:

Online / By email /

Questionnaire:

Questionnaire consists of eleven closed-type questions (dichotomous and multiple choice) and five open-type questions.

Inclusion / target / population criteria:

NGO professionals or volunteers from participating areas.

Final sample / Response rate (when possible to establish):

Obtaining questionnaires 20% of total NGO in the area.

Date: Before July 31, 2015

ANNEXES

3.5.- DELPHI

DELPHI QUESTIONNAIRE

TECHNICAL INFORMATION

Scope:

International: Spain, Italy, Cyprus, Greece, Poland, Bulgaria & Malta.

Experts:

Two experts per country from each of the three first following groups and one expert from the last one:

a)   Members of non-governmental organizations that have conducted Development Education (DE) activities or who aim to promote DE.

b)   Teachers and school staff who participated in DE actions or who have good knowledge of those actions.

c)   Professionals from other sectors (socio cultural workers, social workers, employment technician, cultural adviser,...) with knowledge of DE.

d)   Politicians and administrative officials responsible for the rural areas participating in the program with knowledge of DE.

It is very important to take into account the availability of the participants over all the successive rounds or phases when selecting them for the research to be conducted.

Rounds:

There are two or three virtual rounds planned.

Procedure:

The procedure of inquiry is virtual. Communication with participants will be done by email for initial information, the implementation of the successive phases and for any incident that may arise in the process. For the drafting and presentation of the issues and items of each phase documents and forms generated online will be used.

Participants will never be able to access identity information of anyone else. The answers are individual but the work is carried out in groups. The participants will go through the first phase which consists in providing information. Afterwards they will receive the conclusions of other members of the group. These conclusions will serve to learn from them and to refine own responses or add more reflection from the collective brain storming. This method is expected to help the researchers to see areas with more differences and areas with more coincidences not only among the participants but also among groups and areas participating in the project.

Dates:

These phases may last up to 9 months (September 2015 – June 2016).

3.5.1.- First Delphi Questionnaire

The goal of this questionnaire is to collect your personal impressions of DE function, actions and strategies by means of concrete situations in which a decision has to be taken. Your answers to these situations will be processed together with those given by the rest of participants, and thus, a synthetic report will be composed, and subsequently sent to you. Each of the following questions includes instructions regarding the responses. Certain calm and concentration will be necessary to respond the questions, as ask you are being asked to take a decision. Therefore, chose an adequate place and an appropriate moment so that the highest satisfaction can be reached with your response.

Thank you for you collaboration.

Question 1.- According to your judgment, which are the three main purposes of Development Education? (The enumeration order is irrelevant)

1.

2.

3.

Question 2 (A).- *In your Entity/ Institution / Organization a budget allocation by the European Union has been received in order to organize a Development Education campaign. The campaign is aimed to awareness raising among the population of your area on any topic or scope of Development Education. A commission made up of six persons has been created to establish the scope to which the campaign has to be aimed. You are a member of this commission. The first task to be done is to agree on the previously mentioned scope. Each commission member proposes a scope. When it is your turn to propose a scope, the other five commission members will have given their opinion by that moment, proposing the following ones:*

A. The campaign will be aimed to raise awareness among the population regarding the eradication of poverty all around the world.

B. The campaign has to focus on raising people's awareness about the necessity of defending and promoting human rights and environment protection.

C. The campaign focus will be the urgent aid which is necessary in post-crisis and emergency situations.

D. The campaign purpose will be to raise awareness about the importance of meeting the basic needs of population (basic feeding, health...)

E. The campaign has to centre its attention in raising awareness of the necessity of promoting a rural development.

Now it is your turn. You must specify scope F. It does not necessarily mean that this one will seem to be the most important to you, as the others have previously proposed theirs. You also think that this scope must be discussed among all the commission members.

Write it below:.

F._____

Question 2 (B).- *After specifying the scopes, a weighting will be applied to them by the commission, since it considers that if a punctuation is assigned to each scope, the final decision on the aim of the DE campaign will be clearer.*

There is a chart below. You must introduce each one of the six scopes (A, B, C, D, E, and F) in the lower line of empty boxes. The number of the top line indicates the weighting, value or importance you assign to each criterion. Please, do not introduce two scopes in the same box.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Question 3 (A).- The same commission, whose member you are, will be in charge of defining the DE priorities your Entity/ Institution/ Organization will carry out in the following three years. It deals with choosing the DE aim at medium-term, as well as showing the institution's commitment with DE purposes. Each commission member proposes to aim the future DE action towards one determined purpose. When it is your turn to propose an aim, the other five have already proposed the following ones:

A. It is essential to unfold DE in schools. Advantage has to be taken in order to teach the youth, and thus, it is fundamental to reinforce DE in schools.

B. Fair trade and ethical consumption have to be the future priority. Hence, the equity in international commerce and the development of an awareness regarding social and environmental impact will be strengthened.

C. The main purpose will reside in increasing the donations to NGOs and child sponsorship. It is fundamental to obtain economic support for cooperation projects.

D. The priority is to increase volunteering and the participants within NGOs on Development Issues. This will allow DE to have at its disposal more human resources for its evolution.

E. It is also important to make emphasis on the increasing political activism. One purpose of DE is to influence political, social and economic decisions.

Now it is your turn. You must specify a priority F. It does not necessarily mean that this one will seem to be the most important to you, as the others have previously proposed theirs. You also think that priority F must be put under discussion. Write it below:

F. _____

Question 3 (B).- *After specifying the six priorities, a weighting will be applied to them by the commission, since it considers that if a punctuation is assigned to each priority, the final decision on DE future aim will be clearer.*

There is a chart below. You must introduce each one of the six priorities (A, B, C, D, E, and F) in one of the empty boxes on the lower line. The number of the top line (from 0 to 15) shows the weighting, value or importance that you assign to each priority. Please do not put two priorities in the same box.

Firstly, introduce them taking into account the possibilities and reality of your context, so that a major efficiency in the DE future aim is obtained. Bear in mind that it is fundamental to undertake only those priorities that can be achieved, as well as to avoid working on questions that are quite difficult to carry out.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Below introduce them depending on how important they are according to you, without taking into account the characteristics of your context, as it were possible to achieve any of the priorities.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Question 4 (A). - The commission, in its task of aiming and taking decisions regarding DE, is in charge of the methodology. The methodology in Development Education is an essential aspect that defines DE programmes that are carried out. Although it cannot be referred to a specific methodology for development education, there are certain distinctive features which are shared by the different methodologies used in DE educative programmes. The commission purpose is to stress one of these features so that it is taken into account for the future evolution of DE by your Entity/ Institution/ Organization.

Thus, each commission member proposes the following aspects for the DE methodology:

A.   The essential aspect in the methodology is to promote the participation. The group-working participative activities must be strengthened. B. The methodology has to be based on the importance of affective and existential elements in the learning process.

C.   The methodology must pay special attention to the playful (diverting) dimension of the activities, as it is easier to establish a contact with the addressees and attain their participation and involvement.

D.   The methodology must especially consider that it has to be closely linked to the necessities of those who participate and their local context, but from a global and interdisciplinary approach.

E.   What has to be strengthened within the methodology is its innovative and creative character.

Now it is your turn. You must specify feature F. It does not necessarily mean that this feature seems to be the most important to you, as, once again, the members of the commission have previously made their proposals. Bear in mind that you also think feature F must be put under discussion. Write it below:

F. _____

Question 4 (B).- Alter specifying the six features of the methodology, a weighting will be applied to them by the commission, since it considers that if a punctuation is assigned to each feature, the final decision on DE future aim will be clearer.

There is a chart below. You must introduce each one of the six features (A, B, C, D, E, and F) in the empty boxes on the lower line. The number of the top line (from 0 to 15) shows the weighting, value or importance that you decide to assign to each feature. Please do not introduce two features in the same box.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Question 5. - In the dialogues developed in the commission, you are aware of the fact that the EU has just published a DE state report in which the challenges DE has to face as well as the contribution to determined goals have been examined. Before reading this report, we beg you to punctuate, from your personal point of view, the DE contribution carried out until the present moment on achieving the following goals:

A. To inform the EU citizenship on development topics.

B. To mobilise the biggest public support in actions against poverty.

C. To provide the citizenship with tools in order to critically commit themselves with global development topics.

D. To promote new ideas and an attitude change.

Please punctuate from 1 to 10 (0 means no contribution, and 10 means the highest contribution for carrying out the goal in question) the contribution to each one:

GOAL	PUNCTUATION

3.5.2.- Second Delphi Questionnaire

This questionnaire, like the previous one, has as the main objective to collect your personal impressions about the function, actions and strategies of the education for sustainable development. In order to elaborate new questions which define this questionnaire it has been taken into account the report based on the answers obtained in the first stage which demonstrate a high degree of accord in some themes. However it exists also some divergences about other themes.

On the other hand, it has been also included additional questions for comparing and analysing together the answers in comparison with the provided ones by the citizens of the other countries where the study takes places. This study takes places through a survey which is focused in the perception of the education for sustainable development, among other themes.

Each one of the next questions includes instructions about how to answer it. Remember that for answering you may need concentration and relief, due to the fact that you have to take decisions that require some kind of reflection. Search for a quiet place and a good moment for the compliance of the questionnaire.

Thank you for your participation.

Question number one:

You will find five definitions about the education for sustainable development. You should reorganize according to your grade of preference. That is to say, you should situate it in order, in a way that the first one is the definition you prefer and the fifth one will be the question that you are not in consonance with. Read carefully the definitions, please.

Definition A:

The education for sustainable development has as objective that all the people thought their life has access to the possibility of making aware and to notice the aspects of the world development and its local and personal importance, and to apply their rights and responsibilities as residents of an independent and changeable world, contributing to make it more fair and sustainable.

Definition B:

The ED has as purpose the change of mentality and the behaviour of each person with the aim of contributing collectively to the construction of a fair, solidary and long-lasting world. In order to get that it should favour the comprehension of the mechanisms of interdependence and exclusion in the world, and the awareness of the importance of the international solidarity as a factor of social change and the action for building a solidary world.

Definition C:

The ED is a process which is in search for contributing to the human development, economic and social of the poor countries (south countries), emphasizing its independence with the rich countries (north countries), by means of the introduction of positive changes in the behaviour of the people with the problems these countries have, acquiring and mobilizing the effective support of the citizens in the fight against the poverty.

Definition D:

The education for the sustainable development is the educative process (formal, no formal and informal), of constant character and on the right track, throught knowledge , attitudes and values, to promote a global citizenship which generates a compromise solidarity in the fight against the poverty and the exclusion, just like the promotion of the sustainable and human development.

Definition E:

The education for the sustainable development incorporates the global citizenship as key concept for embracing the claims and necessities more pressing for the actual societies in the persuasion that the education cannot only organize its sense with a local look, but it should be able to include a global vision, internationalist, as an instrument for preparing people to manage themselves in a social and political world affected by the interrelation of phenomenon with diverse origins and complex explanations.

Order now the definitions according the degree of agreement with them.

Priority order	1st plus agreement	2º	3º	4º	5º minus agreement
(Write the letter which accompany the definition)					

1-(B) – Why have you chosen the definition in the first place? Please, justify in detail your decision.

1-(C)- Why have you chosen that definition in the last place? Please, justify in detail your decision.

Question number 2::

2-(A). In this question you will find a list of areas in which the cooperation can be directed. The key is to value the necessity of orientation to those areas the efforts of the cooperation with an scale from one to fifteen. It means, 15 means absolute priority, 1 total absence of necessity for the cooperation. Punctuate all the areas:

Area	Puntuation
Elimination of the poverty	
Social cohesión and employment	
To reach the objectives of suistanable development	
To develop Technologies of sustainable energy	
Aid in post-crisis situations	
Global Access to Internet	
Attention to the Basic necessities of the population	
Promotion of the rural development	
Encouragement of the economic integration	
Protection of the human Rights	
Migration and refugie	
Development of infrastructure	

2-(B)-. *Would you add to this list other areas that can be important for the cooperation? If yes, please, specify which one and explain briefly the reason.*

Question 3

3 -(A)-. *After that paragraph you will find a list of affirmation about the poor countries. Its task is to value the effectivity of these affirmations, if it takes place, for reducing the problems of the poor countries. We return to use a scale from one to fifteen. That is to say, 15 will mean absolute priority, 1 total absence of necessity for cooperation. Punctuate all the actions.*

Actions	Puntuation
Should increasing the International Aid	
The current economic system should be changed.	
Our habits of consume should change	
It should be promoted in these countries political, social and economic changes.	
Foreign countries should not intervene.	

If come to your mind an action that can take place for reducing the problems of the poor countries, write it describing or justifying briefly.

Question 4

In a Surrey that we have realized with the aim of knowing the public opinion about certain questions linked with the perception of the world situation, we have found that few persons-less than one per five-are interested in the evolution of the Millennium Development Goals, the activities of the international organizations without profit and the news and information about the Human Development. Why do you think this happens?

4 - (B)- What can we do in order to change this situation?

4 - (C)- *In the answers of the first questionnaire there is a high degree of agreement about the important question which has to be considered in order to raise-awarness in the public opinion: to concienciate about the necessity of defend and promote the human rights and the protection of the environment. However, in the survey that we have done in order to know the public opinion about the participants that they should point the three main problems in the world(according to its importance and extension, the population it affects) and the next ones are scarcely elected: violation of the human rights (27.5%, degradation of the environment(12.5%), climate change(13.8%). Other problems, like war and armed conflicts, terrorism, economic crisis , unemployment or the political corruption are chosen with high frequency. What do you think about this fact?*

4 -(D)- What can we do in order to change this situation?

Question 5

5 -(A)- At least, we would like to know your opinion about the contribution for ED which has been taken until now in Europe. It is a global punctuation, to punctuate what has been realized for the ED until now. Please, give this global punctuation in a scale from one to ten, in which ten means the high punctuation and one is the lower one.

5 - (B)- Justify the punctuation given to the ED.

3.6.- WORKING GROUPS

GUIDE FOR THE DEVELOPMENT PROCESS

TABLE OF CONTENTS

Working Groups (WG) are seen as a useful tool to offer a deep and rich qualitative analysis of key matters in Education for Development (ED) from local entities, NGOs and educational centers involved in the project.

The main aim is to create a common space for debate where people with different profiles can meet to exchange points of views and experiences about ED issues in connection with their own countries and realities as well as assessing local and international policies in this area.

To be more precise, some questions will be posed in order to perform an evaluative analysis from a gender perspective so as to enable a reflective approach to the impact on reality of cooperation policies, actions and social participation of women and men and providing significant elements for the design of new proposals in ED.

The final product of the Working Group meetings should be a document with reflections together with feasible, achievable and realistic guidelines for ED.

1.- General Information

As stated in the Full Proposal, working groups will be held throughout the project with a total of three sessions (one per year).

Three working groups of about ten people each will be created in 2015 for each partner's influence area (municipality, province, region...). The first group will be composed of people from local government or administration (technical staff or politicians); the participants in the second group will be directly linked to NGOs/CSOs (aid workers, volunteers or technical staff); Finally, the members of the third working group will belong to the educational community (teachers, students´ parents, heads of departments and directors or administrative staff).

The composition of each working group should try to respect the following principles:

o   Same number of women and men.

o   Heterogeneity with respect to age and academic level.

o   Diversity of perspectives (cultural, religious, political,....)

o   Participation of people with different levels of experience in the field of Education for Development (from none to much)

2.- Responsibilities of each partner

Regarding the working groups each partner will assume the following responsibilities:

2.1.- Contacting local authorities, NGOs and schools within the corresponding area of action (influence area) to invite and recruit people for the formation of the WG ensuring that the composition principles described in the previous epigraph are satisfied to the best possible extent.

2.2.- Assigning a facilitator to each WG who will be responsible for convening the meetings together with the distribution of the documentation (in case it is needed), as well as for coordinating and stimulating the debates, taking notes of the relevant aspects emerging from the discussions and filling up the corresponding registration card and the data collection forms.

o   Prior authorization of the group, audio and video sessions will be recorded and incorporated into the working memory.

o   The estimated duration of the session will be two hours.

2.3.- Sending the information collected through the WG meetings to the University of Valladolid for later analysis according with the aims of the research project (registration card and data collection forms must be filled up in English).

2.4.- **CProviding updated information to the WG about the state of the art of the research project to ease feedback (points of views, recommendations, opinions, etc.) thus promoting the creation of new active and compromised networks in Education for Development.**

3. Functioning and Management of the Working Groups

o   Provide a quiet, comfortable and relaxing informal room for the WG meetings.

o   Look for a square or round table to sit around for discussion to all the members of the WG so that no one has a "special" or "dominant" position, everyone can easily seen and hear every other and the whole group can feel tuned.

o   The meeting schedule might obey the following structure:

a.   Welcoming participants and acknowledgements for participation.

b.   Brief presentation of the project.

*"**Rural DEAR Agenda 2015** es un proyecto financiado por la UE en el que participan siete regiones de siete países europeos que tiene como fin diseñar una Agenda de ED en el ámbito rural. El objetivo de los GT es aportar ideas, análisis, propuestas encaminadas a mejorar la calidad y el impacto de las actuaciones de la educación para el desarrollo, de manera muy especial, en el ámbito rural.*

The same activity will be carried out with two other groups of our area (specify the formation of the other two groups) and, in turn, in the seven European regions committed to the project.

For our part, we pledge to inform the results achieved over time by pooling the different debates of other groups".

c.   Description of the meeting intended agenda (stating the aims to be achieved by the end of the session and the prospective use of the results).

d.   Description of the working dynamics (time management, speaking up rules, procedures for decision-making, etc.) together with democracy principles to be respected (respect to each other, freedom to express, equality, active listening...)

e.   Informed consent procedure in order to get -or not- participants permission to audio/video recording the session.

f.   Self-presentation of participants, including those who represent the DEAR project's partner.

g.   Settlement of debate focus and core starting questions.

1.   Start by providing the group a summary of the results or the research that you are performing (results if you have some available or the research, process if you have no results yet): Public Opinion, educative sector, NGO and social society organizations surveys. Explaining that the aim of the research is to know the level of interest of people about what is happening in the world, their assessment on policy making, their proposals for acting and their personal and collective attitude towards the international affairs that are happening now.

2.   Explain that this action/research is being developed in other countries (partner countries) and that the aim is to get a general overview of European citizens on Education for Development issues.

3.   *Tell about the kind of questions that are included in the survey and that they are related to:*
    •   Perception about the worldwide situation:
        o   Interest about what is going on at international level.
        o   Opinion about the principal problems faced at global level and its causes.
    •   Knowledge and assessment of International Cooperation for Development:
        o   Measures to fight against poverty and inequality.
    •   Attitudes and personal commitment:
        o   Assessing if personal actions contribute to global change.

4.   Questions that could/should be posed in this stage in order to stimulate and motivate the discussion:

    •   *Do you think that in general, people are interested about what is going on at global level?*

    •   *And in our region/village?*

    •   *Do you think that the answers might be different between men or women?*

    •   *If you believe so, which questions do you consider that reflect the major differences? Why?*

    •   *Would you say that people is close/far from the actual situation? Do we get enough information about what is going on (from media, i.e)? Do you need to search for more information?*

- *Do you have an active, solidary attitude towards the problems suffered by other people?*

h.   Further analysis about the possible causes of the results presented and discussed in the previous stage followed by a group assessment of activities, programs and ED experiences described by participants of the WG. For this stage to be aligned with the general aims of DEAR project it is important to introduce into the analysis and the corresponding assessment a gender perspective. Some of the following questions might/should be posed for discussion:

- Do you think that women are more affected by poverty?

- Do development policies ease equity between women and men?

- Do you think gender perspectives diagnosis are considered when actions against poverty are designed?

- Do you think that we should consider «different» actions for education and development depending on the target group gender?

i.   Finally, a space is provided to provide criteria, proposals and recommendations aimed at defining lines of work, which should be taken into account in the future work plan of education for development in rural areas.

In this section, they go back to work the proposals from a gender perspective, explaining each and the reasons for it (which will be the result of previous analysis).

Some criteria to facilitate the development of proposals from a gender perspective:

- Do you think this proposal may be interest to men and women?

- Do you think that this project / activity can serve to change the reality of women? And the men? Is it made explicit in the formulation of objectives impact on gender?

- What changes are being sought for women?

- What changes are being sought for men?

j.   Summary and group approval of agreements together with individual/group review of notes and interjections to match to the optimal extent written statements with actual intentions.

k.   Group evaluation of the session.

4. Data collection and analysis

In case sessions are recorded -as desired- it is not necessary to transcribe the discussions, but significant contributions should be written down (in English) making use of the following Registration Card and Data Collection Forms 1, 2 and 3.

CARD 1. - Working Group Meeting Registration Form

Working Group Sector: Administration - Education – NGO

(Please circle the appropriate sector)

Day / Month / Year: …..   /…………   /……………   Session Time: From ………….. to ……………

Meeting point/room/place:

Name and role/responsibility in the project (collaborator, technical support, partner,…)

Participants

Name	Gender		Age	Active linkage with DE			Additional Information
	F	M		None	Some	Much	
…..							

DATA COLLECTION FORM 1: Overall rating based on the preliminary reports

First moment: Relevant session notes and behavior/progress report taken by the facilitator for further analysis

Name	Gender		Age	Opinion/Comment	Facilitator annotations (*)
	F	M			
…..					

 (*) Relevant notes that ease the interpretation/understanding of the context for later analysis of the opinion/comment (For example: if person X's comment generated much debate and/or little acceptance, whether the opinion/comment came from a long/short discourse or not,…)

DATA COLLECTION FORM 2: Analysis and assessments of opinions/comments from previous stage

Second moment: Relevant session notes and behavior/progress report taken by the facilitator for further analysis.

Name	Gender		Age	Opinion/Comment	Facilitator annotations (*)
	F	M			
…..					

(*) Relevant notes that ease the interpretation/understanding of the context for later analysis of the opinion/comment (For example: if person X's comment generated much debate and/or little acceptance, whether the opinion/comment came from a long/short discourse or not,…)

DATA COLLECTION FORM 3: Proposals for future actions to improve the quality and impact of Education for Development.

Third moment: Relevant session notes and behavior/progress taken by the facilitator for further analysis.

Name	Gender		Age	Opinion/Comment	*Facilitator annotations (*)*
	F	M			
.....					

(*) Relevant notes that ease the interpretation/understanding of the context for later analysis of the opinion/comment (For example: if person X's comment generated much debate and/or little acceptance, whether the opinion/comment came from a long/short discourse or not,...)

ANNEX 1: WORKING GROUPS REPORTS: STRUCTURE OUTLINE

I.- INTRODUCTION

This section must provide a short overview of the relevant aspects of the working groups session including the main difficulties encountered together with the most relevant achievements.

II.- PRESENTATION OF WORKING GROUPS

This section gives a description of the main features of the Working Groups (use Card 1 as a support).

III.- MAIN RESULTS

1.- Description of the working sessions

Describe the dynamics of the debates (conflicts and easy going moments, procedures for agreements, needs for facilitator interventions, time invested...)

2.- Topics

Aspects or issues that were addressed in each of the three stages (overall ratings, analysis and proposals) should be presented. It is highly recommended to do so by talking about the specific person who submitted each idea or proposal as well as to identify the group member who acted as a relevant motivator. This same suggestion, noting authorship, should also be made to introduce any aspect or approach that provoked any significant reaction, deep discussion, conflict... together with a short description of the event and its evolution.

IV.- CONCLUSIONS / REVIEWS

This section must present the main results achieved by the working groups including any kind of agreements on assessments, analysis and proposals for future actions in ED following this presentation structure:

a. General assessments

b. Analysis and explanatory hypotheses

c. Contributions and suggestions for future actions in ED

REMEMBER: The final report (as well as the corresponding and supplementary cards and data collection forms) have to be written down and submitted in English.

3.7.- MEDIA CONTENT ANALYSIS - MAIN STAGES

A. Sampling process

a. Where do we have to look at? All newspapers included in each partner's proposal

b. When are we collecting the information? We will establish a limited period of time in order to collect every news story/topic, depending on their availability:

    i. First month: From 15 September to 15 October 2015

    ii. Second month: From 15 December 2015 to 15 January 2016

c. Who is going to collect and code the information? Every project member will appoint an individual to perform the search and coding processes, under the guidance of an UVa researcher:

    i. SPAIN:

    ii. POLAND:

    iii. BULGARIA:

    iv. GREECE:

    v. MALTA

    vi. CYPRUS:

    vii. ITALY:

d. How to collect items to the database? A spreadsheet (Excel) will be distributed among the coding team, together with a coding book detailing the whole process

B. IDENTIFICATION OF UNIT OF ANALYSIS

Every news story/piece including a mention to the following topics/keywords:
- Development Education
- International Cooperation for Development
- Poverty
- Education
- Inequality
- NGO: Non-Governmental Association
- OSC: Organizations of Civil Society
- Third World Countries
- Impoverished Countries
- Development Aid
- Fair Trade

- De-growth

- Millenium Development Goals

- Sustainable Development Goals

- 2015 Agenda

- Gender

- Human Rights

- Rural areas

ACTION 1: Every national coder will need to read the full daily newspaper, identifying every single piece of news including a mention to the abovementioned keywords.

Read all newspapers' headlines in order to find news stories (any kind of them) including any mention to the list of keywords that we have established. It is important to be open and inclusive at this stage of the data collection, so in case of any doubt regarding whether a news piece should or not be considered, please include it.

ACTION 2: Every news topic will be stored in a separate folder with a scanned version of the full page where the content is published.

All news stories included in our analysis must be collected and scanned (PDF)

Once we have all our units of analysis (news stories), we are ready to apply our coding protocol, which is composed of the questions below.

C. CODING PROCESS

A coding protocol (see enclosed), composed by 26 questions, will explore salient categories regarding media coverage

ACTION 3: Once news topics have been identified and reported to the team in Spain, then coders should input an answer in the Excel spreadsheet (see enclosed) to all the 26 questions, finding the answers in the analysed news item.

ACTION 4: Once the grid with all the units of analysis has been completed, it will be transferred to the team in Spain, who will be in charge of all the subsequent phases of the analysis.

D. DATA ANALYSIS

This process will be integrally completed by an UVa researcher.

E. EXPECTED OUTPUTS

a. Statistical analysis: general data, comparisons between regions…

b. Improve media recommendations in order to increase the presence of Development Education in local/regional media

MEDIA CONTENT ANALYSIS - CODING BOOK

You will find some capital letters before every category, which are the same ones as you will find in the columns of your Excel spreadsheet. Besides, you will also find some numbers identifying every possible answer to the question. You only need to include the numbers in the spreadsheet:

A.- Date of publication: Input the day of the month when the news story was published
From 1 to 31

B.- Month of publication: Input the month when the news story was published

      1: January

      2: February

      3: March

      4: April

      5: May

      6: June

      7: July

      8: August

      9: September

      10: October

      11: November

      12: December

C.- Year of publication: Input the year when the news story was published

      2015

      2016

D.- Country: Input the country where the news story was published

      1: Bulgaria

      2: Cyprus

      3: Greece

      4: Italy

      5: Malta

      6: Poland

      7: Spain

E.- Newspaper: Input the newspaper where the news story was included

      1: ZOV News (http://zovnews.com/)
      2: Konkurent (http://konkurent.bg/)
      3: Phile News (http://www.philenews.com)
      4: Politis News (http://www.politis-news.com)
      5: Thessalia (www.e-thessalia.gr)
      6: Magnesia News (http://magnesianews.gr/print-edition)
      7: Quotidiano del Molise (http://quotidianomolise.com/)
      8: Primo Piano Molise (www.primopianomolise.it)
      9: Times of Malta (http://www.timesofmalta.com/)
      10: Malta Today (http://www.maltatoday.com.mt/)
      11: Gazeta Wyborcza - Łódź (http://wyborcza.pl/)
      12: Tydzień Trybunalski (http://www.tt.info.pl/)

13: El Norte de Castilla (www.elnortedecastilla.es)

14: El Mundo (Edición Valladolid) (www.diariodevalladolid.es)

F.- Number of page: Insert the number of page where the news story is published

G.- Size of the news story:

1: Less than 1/4 of the page

2: Between 1/4 and 1/2 of the page

3: Between 1/2 and 3/4 of the page

4: Full page or more

H.- Headline

Open category: type literally the headline of the news story

I.- Thematic section of the newspaper

1: Politics

2: Economics

3: Society

4: Culture

5: Sports

6: Other: please specify

J.- Publishing location: Insert the name of the place where the news story is being signed

Open category: type literally the place where the journalist writes the story

Most of the news stories include a brief note at the very beginning reporting the place where the journalist is writing (for example, Miguel Vicente / Valladolid).

In some cases, this information is not provided. If you cannot find any of them, please input "Information not available"

K.- Location of the reported facts: Insert the name of the territories that are reported in the news pieces

Open category: type the scenario of the facts that are being reported, including town, region and/or country

L.- Contextual information: Is the article providing some information regarding the social context in where the reported facts are happening?

1: Yes, including a lot of information about the context

2: Yes, but only some punctual and brief information

3: No information at all

M.- Photographic support: Is the article containing any picture?

1: Yes

2: No

N.- In case of an affirmative answer, describe briefly the content of this picture

Open category: include a short description about what is being portrayed in the picture.

O.- Main topic: Which is the main topic that is dealt with by the article´s author

 Open category: identify the main topic of the news story

P.- Additional topics: Are there any other topics included in the article? If yes, type in those additional topics present in the news story.

Q.- Keywords: Choose up to three keywords that you consider valid to synthesize the content of the news story

R.- Relation with ED: Is there any clear connection in the news story between its content and the issue of Development Education

 1: Yes, and it is clearly presented

 2: Yes, but is only briefly mentioned in the article

 3: No, there is not a clear connection.

S.- Main character: who is/are the main characters included in the news story?

 Open category: identify the main character (up to three) of the news story

T.- Quote: are quotes included in the news story?

 1: Yes, addressing ED issues

 2: Yes, but addressing other issues

 3: No

U.- Responsibility: is there a clear attribution of responsibility within the text?

 1: Yes

 2: No

V.- Responsibles:

 If the previous answer was yes, then type the name of the individual/group pointed out as responsible of the reported facts

W.- Causes: is there information in the news story regarding the causes of the reported facts?

 1: Yes, deeply covered

 2: Yes, but very superficially

 3: Not at all

X.- Consequences: is there information in the news story regarding the consequences of the reported facts?

 1: Yes, deeply covered

 2: Yes, but very superficially

 3: Not at all

Y.- Solutions: is there information in the news story regarding possible solutions to the reported facts?

 1: Yes, deeply covered

 2: Yes, but very superficially

 3: Not at all

Z.- Author of the information

   Open category: include the name of the journalist signing the information

AA.- Coder. Name of the person inputting the information: include the name and family name of the individual that entered the information in the spreadsheet

   Open category: just type in the name and surname of the coder, for identification purposes.