

# ANALYSIS OF DEVELOPMENT EDUCATION IN EUROPEAN RURAL AREAS

RURAL DEAR AGENDA PROJECT - EYD 2015

**EXECUTIVE SUMMARY**



**DIPUTACIÓN DE VALLADOLID**



**OBSERVATORIO**  
de la Cooperación Internacional para el Desarrollo  
de la Universidad de Valladolid



**RURAL  
DEAR  
AGENDA**



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***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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# PRESENTATION

Development Education (DE) is key to citizens' awareness of the local and global causes of development problems and inequalities between people and countries, and to their acquiring specific commitments to participatory actions that lead to change.

The **Rural DEAR Agenda** project aims to contribute to progress in the fight against poverty and inequality in the world through the participatory design of a Development Education and Awareness Raising agenda in European rural areas.

This project, co-financed by the European Commission, takes place from 2015 to 2017 in rural areas of seven countries: Bulgaria, Cyprus, Spain, Greece, Italy, Malta and Poland. It is coordinated by the Provincial Council of Valladolid (Diputación de Valladolid), in close collaboration with the Observatory for International Development Cooperation of the University of Valladolid, responsible for the methodology and drafting of the **Analysis of Development Education** in the participating areas, the Executive Summary of which is presented in this edition.

This diagnosis, together with the pilot experiences in Education for Development that are already being performed in the territories of the partners of the project, form the basis for the definition of a strategy, since the first step for the formulation of the Agenda is to know the current situation of DE in each local context, and in a second phase, the objective is to implement a Rural Development Education Agenda that allows effective and innovative DE plans that can be adapted to any European rural context.

Jesús Julio Carnero García  
President of the Provincial Council of Valladolid



# I. Introductory Framework

María Carracedo Bustamante  
Esther Domenech Llorente  
Luis Pérez Miguel

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 to 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), 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.

It is necessary 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<sup>1</sup> 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 social, economic, political or environmental situations that affect poverty and sustainable development.

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<sup>1</sup> The European Consensus on Development (2007): *The Contribution of Development Education and Awareness-raising*. Jointly ratified by the European Union Council, European Commission and European Parliament. [https://ec.europa.eu/europeaid/sites/devco/files/publication-development-education-for-the-european-consensus-200806\\_es.pdf](https://ec.europa.eu/europeaid/sites/devco/files/publication-development-education-for-the-european-consensus-200806_es.pdf)

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 the “RURAL DEAR AGENDA - EYD 2015” project, funded by the European Commission, is to be found, within the framework of the Call directed to Non State Actors and Local Authorities in development, 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.

The Rural DEAR Agenda - EYD 2015 project responds to the objective of increasing public awareness on problems relating to development and development education in the European Union. It 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 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 through the creation of a development education agenda or strategy which is appropriate for rural areas.

The project will be implemented from 2015 to 2017 in the following European rural areas within the sphere of influence of the consortium. 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 Industry and Commerce Vratsa (Bulgaria)
- Idalion Municipality (Cyprus)
- University of Thessaly (Volos, Greece)
- Region of Molise (Campobasso, Italy)
- Foundation for the Promotion of Social Inclusion (FOPSIM) (Malta)
- University of Social Sciences (Lodz, Poland)
- University of Valladolid, through the Observatory of International Development Cooperation with responsibility for methodology and research.

The project sees its development unfolding over different stages, beginning with an **Analysis of Development Education** in participating rural areas, the main results and methodology of which are included in this executive summary.

The Analysis has been developed by triangulating different factors that influence and/or provide relevant information on the current situation of development education in rural areas in question, carrying out the following parallel studies:

- Survey of public opinion.
- Analysis of local media (press) discussion of issues relating to DE such as inequality, cultural diversity, gender equality, displacement of peoples, economic solidarity etc.
- Analysis of DE within regulated educational institutions.

- Analysis of DE undertaken by Non Governmental Development Organisations (NGDO) and other Civic Society Organisations (OSC) relating to awareness-raising in such rural areas.

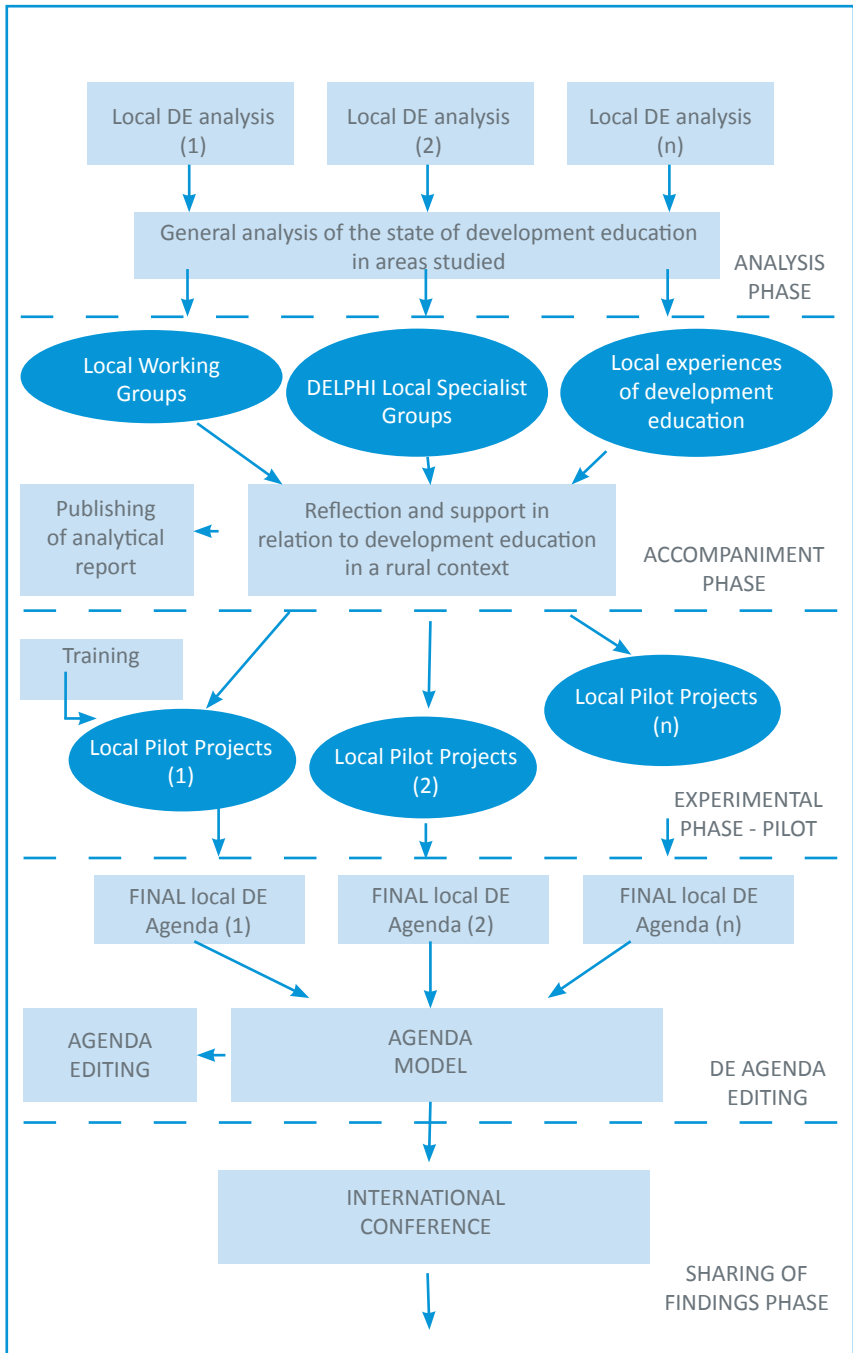
To accompany this analysis, two methodological strategies have been developed serving as a reflective framework and theoretical basis for development education practice: Working Groups and specialist DELPHI consultations, complementing local analyses and consolidating development education report in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









# II. Methodology

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María Carracedo Bustamante  
Luis Pérez Miguel

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 (OCUVa) in conjunction with Valladolid Provincial Council. 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 the ANALYSIS OF DEVELOPMENT EDUCATION IN EUROPEAN RURAL AREAS, which included:

- 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 good 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 NGOs. 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

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 at an international convention. 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

Luis Pérez Miguel  
María Carracedo Bustamante

## 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 like Spain have a national strategy for development education, yet others do not 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*.<sup>2</sup>

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.

<sup>2</sup> 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. p. 6 [https://www.coe.int/t/dg4/nscentre/Resources/Publications/Summary\\_Country\\_Reports\\_GE\\_Seminars2011.pdf](https://www.coe.int/t/dg4/nscentre/Resources/Publications/Summary_Country_Reports_GE_Seminars2011.pdf)

- 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.<sup>3</sup>

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 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.<sup>4</sup>

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.<sup>5</sup>

### 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. Moreover,

<sup>3</sup> Dolejsiova, Ditta: *Report on the impact of Global/Development Education in the 12 New EU Member States. On the basis of the global/development education survey on the outcome of the 2009-2011 National and Regional Seminars on Global / Development Education. European Commission - EuropeAid Co-operation Office and the North-South Centre of the Council of Europe, October 2012*, p. 14

<sup>4</sup> North-South Centre of the Council of Europe: *ibid*, p. 6

<sup>5</sup> North-South Centre of the Council of Europe, *ibid*. p. 6

between 1994 and 2004, the Cypriot Government also offered grants, on an ad-hoc basis, 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<sup>6</sup>, and according to CyprusAid, “the ‘Medium Term Strategy’ for the period 2006-2010, will remain valid for the period 2011-2015 also.”<sup>7</sup> 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<sup>8</sup>.

The Ministry of Education in Cyprus does not have a specific DE budget either.<sup>9</sup>

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.

<sup>6</sup> CyprusAid: *Medium Term Strategy For Official Development Assistance 2006-2010*. [http://www.cyprusaid.gov.cy/planning/cyprusaid.nsf/all/ACD30B2200A98B00C2257A0600337FEC/\\$file/%CE%9CEDIU%20TERM%20STRATEGY.pdf?openelement](http://www.cyprusaid.gov.cy/planning/cyprusaid.nsf/all/ACD30B2200A98B00C2257A0600337FEC/$file/%CE%9CEDIU%20TERM%20STRATEGY.pdf?openelement)

<sup>7</sup> CyprusAid: *Medium Term Strategy for Development Assistance*. [http://www.cyprusaid.gov.cy/planning/cyprusaid.nsf/page06\\_en/page06\\_en?OpenDocument](http://www.cyprusaid.gov.cy/planning/cyprusaid.nsf/page06_en/page06_en?OpenDocument)

<sup>8</sup> 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

<sup>9</sup> 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](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.<sup>10</sup>

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.<sup>11</sup>

## 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*

<sup>10</sup> Rajacic, A. y otros (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](http://www.kehys.fi/julkaisut/eu-instituutioiden-julkaisut/dear-in-europe-final-report-2010/files/final_report_annex_b_241110.pdf/attachment_download/attachedFile)

<sup>11</sup> Skinner, A., Oliveira, S., Wittig-Ferguson, K. and Kouvaras, G. (2014) *Journeys to Citizen Engagement: Action Research with Development Education Practitioners in Portugal, Cyprus and Greece*. Brussels: DEEEP. P. 16

*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).

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

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.”* (Strategic Plan 2005-2008:99).

The same strategic direction can be observed in *Cooperación Española’s Development Education Strategy* (2007),<sup>12</sup> 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). 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).<sup>13</sup> 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

<sup>12</sup> 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](http://www.aecid.es/Centro-Documentacion/Documentos/Planificaci%C3%B3n%20estrat%C3%A9gica%20por%20sectores/estrategia_educacion_desarr.pdf)

<sup>13</sup> Escudero, J. y Mesa, M: *Diagnóstico de la Educación para el Desarrollo en España*. Centro de Educación e Investigación para la Paz, CEIPAZ, 2011.

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.<sup>14</sup>

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.<sup>15</sup>

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 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.<sup>16</sup>

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),

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<sup>14</sup> 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>.

<sup>15</sup> Development Assistance Committee (DAC) (2011), *Peer Review 2011. Greece*. p. 9  
<http://www.oecd.org/dac/peer-reviews/49235273.pdf>.

<sup>16</sup> DAC (2011), *ibid*.



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.<sup>17</sup>

## 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<sup>18</sup> (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.<sup>19</sup>

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 that of

<sup>17</sup> 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](https://webgate.ec.europa.eu/fpfis/mwikis/aidco/images/4/4e/Final_Report_Annex_B_241110.pdf)

<sup>18</sup> Organisation for Economic Co-operation and Development (OECD, 2010): Italy. Development Assistance Committee (DAC) Peer Review. [www.oecd.org/dataoecd/54/59/44403908.pdf](http://www.oecd.org/dataoecd/54/59/44403908.pdf)

<sup>19</sup> Social Watch coalizione italiana (2010), *Italy. The Dismantling of Development Cooperation.* [http://www.socialwatch.org/sites/default/files/italy2010\\_eng.pdf](http://www.socialwatch.org/sites/default/files/italy2010_eng.pdf)

cooperation partners can and must increase their collaboration for the sake of economic and social development in disadvantaged nations.<sup>20</sup>

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.”<sup>21</sup>

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

<sup>20</sup> 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, septiembre de 2014

<sup>21</sup> 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

have developed prominent roles, mainly through the work of NGOs, CSOs and local government, which also funds DE programmes.

In 2009 a project called “Towards a National DEAR 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 Authorities; it also proposed the creation of a national group of multiple stakeholders.

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 NGO 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.

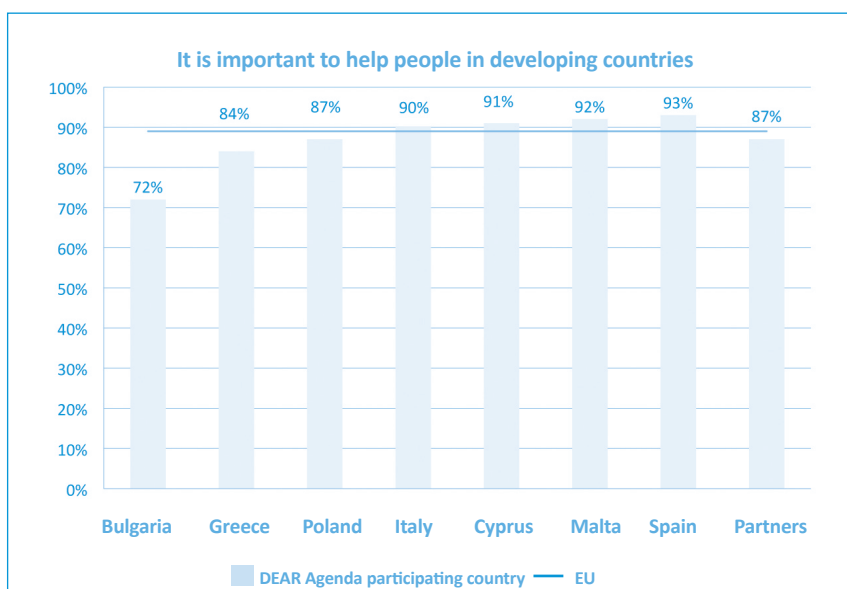
### Poland

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. Activists and participants at the national seminar therefore recommend a systematic and strategic planning of actions in order to promote global education, as well as a clarification of GE/DE terminology. So far, various terms and definitions exist side by side. 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”*<sup>22</sup>.

<sup>22</sup> GENE- GLOBAL EDUCATION NETWORK EUROPE: *The European Global Education Peer Review Process National Report on Global Education in Poland.* (2009)

### 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.

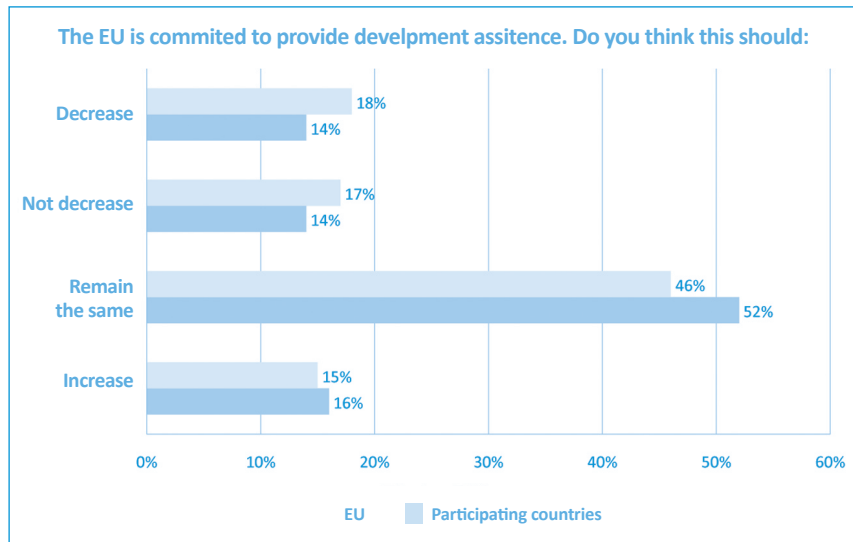


Source: original chart interpretation extracted from Eurobarometer 441, December 2015

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.

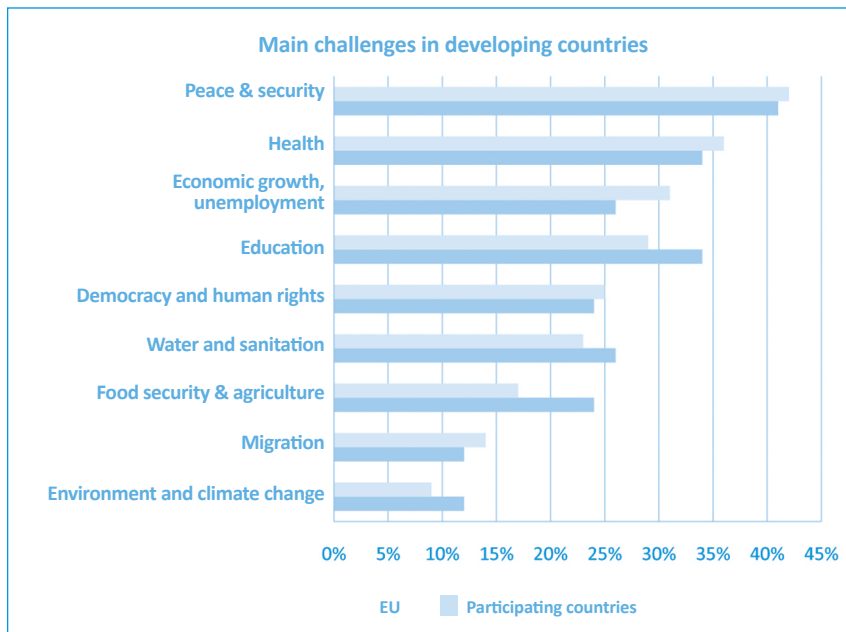
Similar results were obtained with a question on whether the EU should increase, keep or decrease its development cooperation commitments. In participating countries, 35% of the population think that promises of assistance should be either maintained or decreased, which represents a higher percentage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



Source: original chart interpretation extracted from Eurobarometer 441, December 2015

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%).



Source: original chart interpretation extracted from Eurobarometer 441, December 2015

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 NGOs.
- 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”.*<sup>23</sup>

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.

During the 1990s, NGOs 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 NGOs 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 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

<sup>23</sup> 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.

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 2004-2004 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<sup>24</sup>, 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.

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.

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<sup>24</sup> North-South Centre of the Council of Europe (2011): id.

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.<sup>25</sup>

### 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

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<sup>25</sup> North-South Centre of the Council of Europe (2011): p. 20-21

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 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.<sup>26</sup>

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.<sup>27</sup>

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 taught in short courses which can only be considered as being of an introductory nature.

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.

<sup>26</sup> North-South Centre of the Council of Europe: South-East Europe & Mediterranean Regional Seminar on Global Development Education. CONCEPT PAPER. Ljubljana, Slovenia, 4th – 5th December 2013  
[http://www.nscgloboaleducation.org/images/Resource\\_center/2013\\_SEE-Med-regional-seminar-concept-paper.pdf](http://www.nscgloboaleducation.org/images/Resource_center/2013_SEE-Med-regional-seminar-concept-paper.pdf)

<sup>27</sup> North-South Centre of the Council of Europe (2011): p. 25

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”.*<sup>28</sup>

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.<sup>29</sup>

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

<sup>28</sup> Bourn, D. (2015): *ibid.* p. 31-32

<sup>29</sup> Bourn, D. (2015): *ibid.* p. 35

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. 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. 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."*<sup>30</sup>

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.

<sup>30</sup> North-South Centre of the Council of Europe (2011): p.24

### Main Development Education Activities

Development education activities in participating countries are usually one-off events implemented by NGOs 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 NGOs.

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.

Another common phenomenon amongst participating countries is that the majority of NGOs 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.



# IV. Analysis of findings

## 1. PUBLIC OPINION SURVEY

José María Marbán Prieto  
Luis Torrego Egido

### Introduction

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.

The questionnaire used was of a mixed type, 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.

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 following rural European areas:

- Spain: Province of Valladolid (excluding urban areas)
- Bulgaria: Northwest Region NUTS III BG31
- Italy: Molise Region
- Cyprus: Idalion Municipality
- Greece: Thessaly Region
- Poland: Lodzkie Region
- Malta: Zejtun, Rabat, Birgu, Bormia and Isla

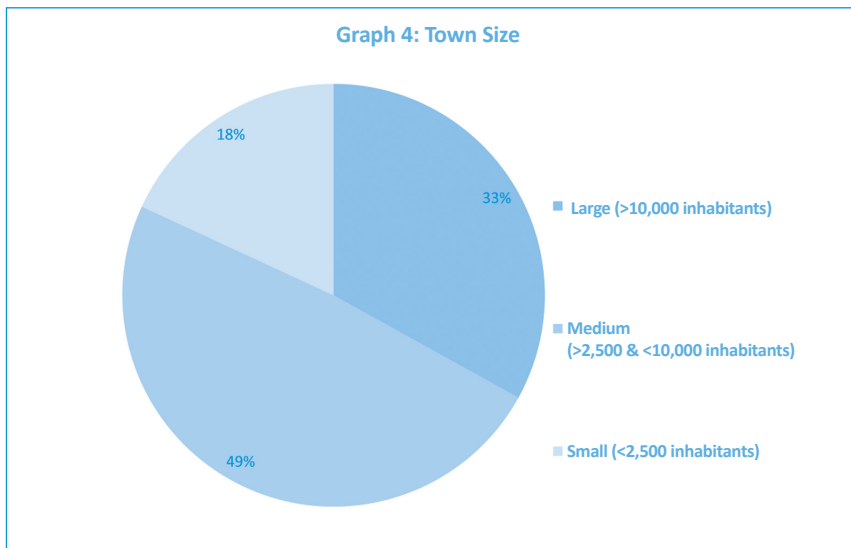
To this end, a sample design based on mixed method multi-stage sampling was used: a convenience sample to determine primary units (conglomerates/council areas) and a quota sample to select final units (individuals). Quotas were primarily defined on the basis of representative criteria based on age, the 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.

The theoretical sample designed had a size of 2,800 giving 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).

Next we examine data indicating the number of questionnaire originally planned and the number of valid questionnaires finally completed, ordered by age and sex, which collected between 15 June - 20 July 2015:

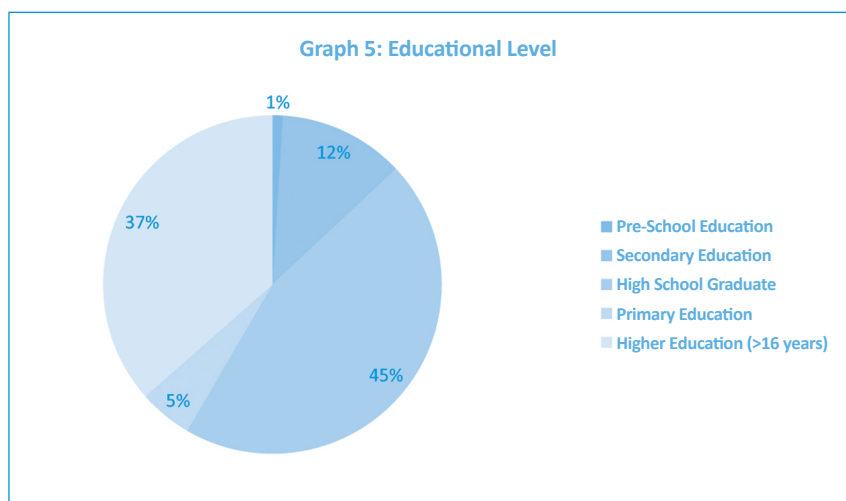
TOTAL						
Number of planned Questionnaires		Total completed				
Age	N	N	Men	Women	Men	Women
16-24	840	797	359	438	45,0%	55,0%
25-34	560	568	252	316	44,4%	55,6%
35-44	462	493	247	246	50,1%	49,9%
45-54	378	460	219	241	47,6%	52,4%
55-64	280	356	177	179	49,7%	50,3%
65-74	280	352	183	169	52,0%	48,0%
	<b>2800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

In the following graphs, we can see the distribution of the sample based on both the educational level and population size to which the respondent corresponds:



Source: Original compilation.





Source: Original compilation.

## Conclusions

Our analysis of data obtained leads us to draw the following 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

In light of the data obtained from this phase of analysis of public opinion and the conclusions drawn, we propose the following actions within the DEAR Agenda framework:

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. There is a need to encourage more local studies in order to allow efficient development programmes to be designed and adapted to local geographic, cultural and political contexts.
5. 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.

## 2. DEVELOPMENT EDUCATION WITHIN FORMAL EDUCATION

María Tejedor Mardomingo  
Elena Ruiz Ruiz

### Introduction

This research report is part of the Rural DEAR Agenda project – EYD 2015 and deals with the question of development education in the context of schools.

This chapter highlights the role that DE fulfils in strengthening feelings of international solidarity and to raise awareness of the two great challenges in relation to development: the eradication of poverty and sustainable development.

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 aforementioned project, by means of a survey among teaching staff. The aim of this initial situational analysis was to identify educational practices that would enable the design of future DE plans to best match the educational reality of countries participating in the project.

### Methodology

This study has taken a research approach informed by both quantitative and qualitative 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. The research questions we have attempted to answer are related to the presence of DE in curriculum projects, the type of action carried out, the subjects dealt with and the ways of addressing them.

We have also sought to see if there is sporadic or continuous collaboration with associations, NGOs and other entities in the field of development cooperation.

Based on the analysis carried out from the data obtained from the sample -which corresponds primarily to public educational establishments- and examining this data from a global perspective, we can draw some conclusions, which we will now look at in greater detail.

### Summary of findings

DE is present in classrooms throughout primary and secondary schools, although a third of teaching staff expressed that such activities are rarely carried out in a coordinated manner in educational settings. In general, such activities usually form part of an initiative or collaboration with a particular body; they are time-limited and tend to take place as an extracurricular activity. Only 32% of teaching staff interviewed include DE issues as part of their teaching systematically.

Issues most commonly featuring in school settings are those related to multiculturalism and cultural diversity, solidarity, humanitarian aid, responsible consumption, gender equality and sustainability. The fact that some subjects feature more frequently than others is often justified by the ease with which such subjects can be included, from a global perspective, within curricula of educational stages covered in this study.

The reasons cited by teaching staff to justify carrying out these types of activities are quite diverse; however, the majority (86%) consider it necessary or very necessary to address DE because it contributes to well-rounded learning for students, the development of social consciousness and the promotion of action that benefits community development.

## Conclusions

The main conclusions demonstrate that there are neither significant nor relevant differences between participating countries in the various aspects analysed.

- While there is no specific and agreed upon definition of what and how to cover DE, the topics/issues most frequently studied are solidarity, poverty, cultural diversity and gender equality.
- Almost all centres in different countries refer to the encouragement of critical thought, respect for human rights and in a number of cases, the environment and sustainable development.
- While DE is indeed present within classrooms, albeit in a sporadic format, the lack of a focus in the curriculum that guarantees capacity-building in this area is evident. One-off activities in collaboration with other educators and local government are carried out using diverse educational resources, some developed by teaching staff themselves or by other agencies or NGOs.
- In general, teaching staff surveyed felt that the inclusion of DE in educational curricula should not involve the creation of new school subjects but rather the integration of its propositions, from a holistic perspective, to current subjects. It is also widespread the opinion that, in order to efficiently implement DE content, it is necessary for the entire educational community to be involved.

Having completed our analysis of findings from this study, we will now put forward a number of recommendations in relation to the various areas outlined below.

## Recommendations for the Rural DEAR Agenda

1. Educational institutions should commit themselves to the formal inclusion of DE in educational curricula, so that DE becomes entirely incorporated into teaching offered by educational establishments.
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, we propose the use of certain evaluation strategies to understand the impact of DE action plans; particularly “outcome mapping”. 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.

4. To generate, within educational centres, spaces for innovation that will allow the development of cross-curricular and progressive DE proposals, through the use of new teaching methodology,

promoting transversal approaches and interdisciplinarity between areas of knowledge or introducing them in the first instance as free-standing themes within existing or specific subjects.

5. To strengthen the development of a theoretical model that justifies 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.
6. To design and / or improve policies for the inclusion of DE, focusing on global citizenship, within educational centers in general, and in rural areas in particular.



### 3. DEVELOPMENT EDUCATION WITHIN NGOS AND CSOs

Suyapa Martínez Scott  
Roberto Monjas Aguado

#### Introduction

Whilst outlining the initial analysis of the role NGOs play in relation to Development Education (DE), we will begin with the two main objectives established in the project Rural DEAR Agenda 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 purpose 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, with the ability to support:

- Learning about actions currently underway in rural contexts.
- Becoming established as agents that promote DE-related initiatives appropriate for a rural setting.

## Methodology

The data collection tool chosen 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).

In the initial months of the study, a questionnaire was developed based on that of Ruíz Varona (2012). 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 in a large sample (Santos Guerra, 1990), 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 (McKernan, 2001). 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.

The field of reference was set to 20% of the total number of active NGOs in rural areas of the consortium. A total of 81 completed questionnaires were collected as the following table shows:

TOTAL	BULGARIA	CYPRUS	SPAIN	GREECE	ITALY	MALTA	POLAND
81	14	7	15	14	18	9	4

### Summary of findings

In relation to the first question asking if one of the lines of work of the organisation is awareness-raising and development education, the majority of organisations responded positively with only 15 out of 81 organisations not involved in this type of activity, leading us to believe that their inclusion was not appropriate. In this sense, the data matches that obtained in the following question where respondents are asked if their organisation has undertaken any action, in the previous 5 years, aimed at awareness-raising.

From looking at responses to the question as to whether organisations have a specific action plan with respect to awareness-raising and DE, we can see that such a plan does not exist on a global level however; despite DE not featuring among the main lines of work of these organisations, they are indeed undertaking various DE-related actions.

To the question of whether there are differences between actions relating to DE carried out in urban and rural settings, the general consensus was that the same type of practices take place in both settings. It is worth mentioning the detailed description of practices undertaken by Spanish and Italian NGOs.

We can see that not all organisations operate in rural areas and there was no one uniform response in terms of the the size of towns given the significant diversity between types of populations at which action is targeted, from small

villages (100-500 inhabitants, or even less than 100) to larger towns (more than 10,000 inhabitants), with no fixed norm.

In relation to the question of whether actions are carried out in isolation or in collaboration with other institutions and local government, 29 respondents stated they work independently with 49 working in partnership with others. Of the latter group of respondents, the majority do not specify with whom they work in collaboration and the 23 who do specify other bodies do not have a clear profile of who their partners are.

The majority of activities are targeted towards the general public, followed by those targeting educational centres, young people, civic centres and associations. The population segments least targeted are those of children and older people.

In relation to the issues covered by NGOs, the majority implement actions and activities related to environmental education and sustainable development. Other subjects covered less frequently, in order of importance, are human rights, gender, food security, fair trade and ethical consumerism and the Millennium Development Goals (only five organisations).

Many organisations state they carry out a prior evaluation to better understand the local context and assess the needs of the population towards whom activities will be directed. However, there are many that do not with 33 organisations responding negatively to this question. Moreover, 29 organisations responded that they do not carry out any form of evaluation of their actions carried which is also significant.

In relation to funding sources and the economic burden of such actions, the majority of organisations affirm that they rely on their own funds. From what we can see, despite all countries receiving public funding, it is necessary to devote a separate portion of the budget to DE activities in rural settings.

## Conclusions

From the analysis of above data, we will now set out the following key points:

- 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 identify 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

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 the 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 action undertaken in order to improve and generate new ideas.

## 4. ANALYSIS OF ISSUES RELATING TO DEVELOPMENT COOPERATION BY THE MEDIA

Ruth Ainhoa de Frutos

### Introduction

The construction 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<sup>31</sup>. If we consider the maxim “*the medium is the message*” coined by Canadian philosopher Marshall McLuhan (2009), is 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.

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

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<sup>31</sup> See the United Nations Post-2015 sustainable development agenda, *Transforming our world by 2030: A new agenda for global action* (UN, 2015); a plan of action for people, planet and prosperity.

dissemination of integrated strategies for major global problems, the Rural DEAR Agenda project has the following specific objectives:

1. Quantify the presence of DE in each of the seven countries included in the project.
2. Explain the way in which the media keep the general public informed on DE and other related issues.

### 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. Firstly, 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: *ZOV News*, *Konkurent*, *Phile News*, *Politis News*, *Thessalia*, *Magnesia News*, *Quotidiano del Molise*, *Primo Piano Molise*, *Times of Malta*, *Malta Today*, *Gazeta Wyborcza – Łódź*, *Tydzień Trybunalski*, *El Norte de Castilla* y *El Mundo* (Valladolid edition).



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 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

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.

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 *Łódź 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.

However, the quantity 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.

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 this type 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.

The distribution of news reports on DE in newspapers in Bulgaria, Cyprus, Greece, Italy, Malta, Poland 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 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.

This conceptual problem concerning development education is also seen in 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.

## 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 economic 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 disseminate 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).

## 5. SECTOR OPINION: LOCAL WORKING GROUPS

Luis Pérez Miguel  
Esther Domenech Llorente

### Introduction

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.

### Methodology

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.

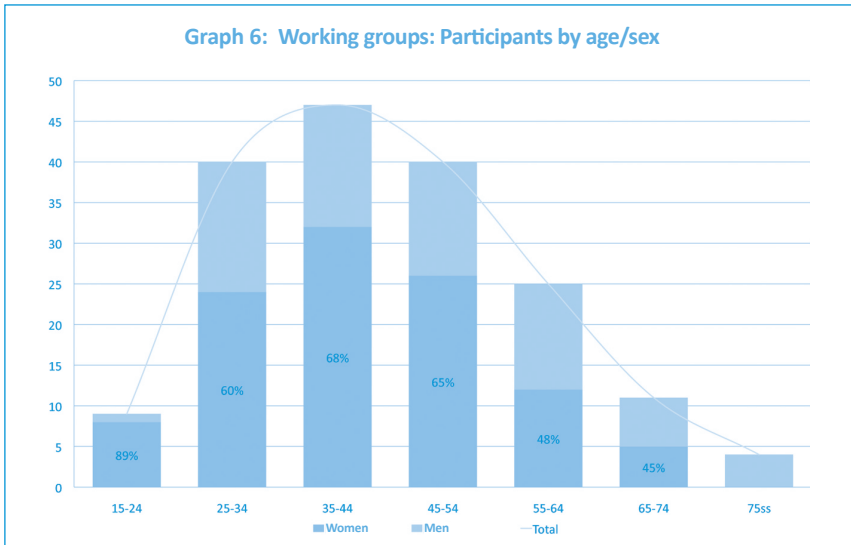
The research team at University of Valladolid developed a Guide in which details aspects relating to the composition, functioning and information gathering etc., of the working groups. In relation to composition, basic criteria are suggested such as: maximum number of participants, equal representation 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.

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.

### Summary of findings

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 in which 215 people participated, from educational institutions, non-governmental and social organisations and local authorities. In terms of demographics, groups primarily consisted of middle aged women from the education sector.



Source: Original compilation

Over the course of the sessions, participants were asked to complete a satisfaction survey on different organisational aspects (venue, materials, facilitation etc.) and on the whether or not the session met their own expectations. In the results obtained a high level of satisfaction was reported in almost all respects: organisation and length of session, materials used, venue and infrastructure and meeting expectations. In all these surveys, positive evaluations exceeded 90% and it should be emphasised that for practically the total group (96%) of participants, the activity met their expectations.

## Conclusions

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"*.<sup>32</sup>

- 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, 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*

<sup>32</sup> Coordinadora para ONG para el Desarrollo - España, CONGDE (2005): *Educación para el desarrollo. Una estrategia de cooperación imprescindible*. <http://coordinadoraongd.org/publicaciones/educacion-para-el-desarrollo-una-estrategia-de-cooperacion-imprescindible/>

*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."*

- Contextual 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.



## 6. EXPERT OPINION: THE DELPHI METHOD

Luis Torrego Egido  
José María Marbán Prieto

### Introduction

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, NGDO 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, p. 95).

### Methodology

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: Province of 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: Zejtun, 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 NGDO 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-questionnaire>  
<https://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 instrument, 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.

## Conclusions

Based on the results we have shared; the following conclusions can be extracted:

- Understanding of DE and its implications is varied, according to area and roles of experts. Along with detailed descriptions of the concept, we also found others that relate the term, on a simplistic level, with economic and industrial development.
- DE objectives encompass a wide diversity of issues and as such responses were quite varied. However, the idea of using DE to combat poverty was one of the most common answers.
- The issues DE should urgently address are, in line with its own objectives, that of raising awareness on the eradication of global poverty, as well as the need to defend and promote human rights and protect the environment.

- The priority area for DE is the educational sector. Responses obtained point to the necessity to strengthen DE in educational institutions. They also underline, although with less consensus, the need to increase political activism so that DE influences political, social and economic decisions and the need to increase voluntary work and the number of NGDO members.
- In terms of DE methodology, there is a high degree of consensus on the need to emphasise the participatory and committed nature of DE actions, as well as the importance of using multimedia technology or social networks for DE initiatives.
- From the responses received, there appears to be limited contextualisation of DE in rural areas. The objectives, methodology and scope of DE seem to be thought out for urban environments.

### Recommendations for the Rural DEAR Agenda

1. It seems an opportune moment to suggest the possibility of some type of action -within or outside the education framework, in collaboration with NGDO- 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 or 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.





# V. 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 NGDO, 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 NGDO, 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”*.





# VI. Recommendations for the DEAR Agenda

Luis Pérez Miguel

María Carracedo Bustamante

Esther Domenech Llorente

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”*,<sup>33</sup> 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

<sup>33</sup> 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>

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.

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”<sup>34</sup> and makes the construction of another world possible.

<sup>34</sup> 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 <http://unesdoc.unesco.org/images/0004/000400/040066sb.pdf>

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 <sup>35</sup> (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.

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<sup>35</sup> GLOBAL ECONOMIC FORUM. The Global Gender Gap Report 2016.  
[http://www3.weforum.org/docs/GGGR16/WEF\\_Global\\_Gender\\_Gap\\_Report\\_2016.pdf](http://www3.weforum.org/docs/GGGR16/WEF_Global_Gender_Gap_Report_2016.pdf)

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