

DEAR Projects: Achievement & Impact 2018

A review of European Commission supported
Development Education and Awareness Raising projects



Harm-Jan Fricke
DEAR Support Team for the European Commission
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www.capacity4dev.eu/dear



The contents of this report are the sole responsibility of the author and can in no way be taken to reflect the views of the European Commission or any other organisation or authority.

The DEAR Support Team ...

... is a project of the European Commission, assisting the Commission in the implementation of the Development Education and Awareness Raising (DEAR) Programme. Team activities include the organisation and facilitation of learning, capacity development and networking events, reporting on project processes, approaches and results, and communicating about DEAR projects and the DEAR Programme via www.capacity4dev.eu/dear and www.dear-programme.eu

The team of consultants consists of:

Harm-Jan Fricke - Team Leader
Sandra Oliveira - Capitalisation, Capacity Building & Networking
Caroline Vilos - Event logistics
Sarah Harris - Communication
and short-term consultants for specific assignments.

The DEAR Support Team is managed on behalf of the European Commission by a consortium led by EPRD (www.eprd.pl).



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This report responds to the DEAR Support Team's terms of reference where it mentions the need to develop, "based on individual project reports, aggregated reports and analyses [...], an 'Achievements and Impact of EU co-funded DEAR projects' report". The scope of the report and questions to be addressed were agreed with the European Commission in March 2018 and the report was developed in July-August 2018. Information from the 'project fiches', referred to in chapters 5 and 6 and elsewhere, was collated by Caroline Vilos, DEAR Support Team, but findings and analyses are the sole responsibility of the author and do not necessarily reflect the opinion or policies of the European Union or any other authority, organisation or individual.

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Acronyms

ALA	Association of Local Authorities
C-A	Campaigning-Advocacy
CfP	Call for Proposals
CONCORD	European NGO confederation for relief and development
CSO	Civil Society Organisation, including amongst others, NGOs, universities, community organisations, trade unions, education institutions
DEAR	Development Education & Awareness Raising, a collective term for actions within the European Union in support of raising public awareness of development issues, promoting development education, and engaging the public in global development efforts. It encompasses what, in other contexts, might be known as Global Education, Global Learning, Sustainable Development Education, Global Citizenship Education or similar terms and concepts
EC	European Commission
EYD	European Year for Development
ESD	Education for Sustainable Development
GCE	Global Citizenship Education
GE	Global Education
GENE	Global Education Network Europe: network of ministries and government agencies with responsibility for Global Education in European Countries
GL	Global Learning
LA	Local or Regional Authority
NG(D)O	Non-Governmental (Development) Organisation (see CSO)
NSA	Non-State Actor (see CSO)
ROM	Results Oriented Monitoring
SWD	European Commission DEAR Staff Working Document, 2012

Summary

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

Section A: EC Supported DEAR Projects 2013 and 2016

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

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

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

6. The 2013 Call supported CSOs and LAs in awareness raising and Development Education interventions: aiming for public involvement in actions that combated poverty, promoted "fairer relations between developed and developing countries" and contributed to attitudinal change regarding the issues "faced by developing countries and their peoples". The Call led to grant support for 23 projects, 16 of these involving consortia led by a CSO and 7 by consortia led by an LA. On average each project received a grant of €3.1 million for work to be carried out over a period of up to three years. Projects were implemented in 9 EU Member States on average. The 2013 CfP supported projects were implemented from 2015 to 2018.
 7. The main themes and issues addressed by the 2013 CfP supported projects related to: Sustainable Development, Human Rights/Justice, Global Citizenship, Ecology/Biodiversity/Natural Environment, and Consumption. In addressing these and other themes and issues 11 projects used a Campaigning-Advocacy approach and 12 projects a Global Learning approach.
 8. The main audiences addressed by the 2013 projects were: Other Civil Society Organisations (using them as a conduit for disseminating further attention to and involvement in the project's issues), Young people (<25 years, outside formal education), National and international policy decision
-

makers, Pupils/students in formal education, Teachers and other Educators in formal education, and Local Authorities.

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

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

Section B: Review of Completed 2013 CfP Projects

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

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

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

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

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

17. Although no project achieved all it set out to do, with one possible exception all reviewed projects appear to have made a significant difference. Within the context of the intentions of the DEAR Programme and the Call they did this for example in respect of:

- Contributing to poverty alleviation (through changing business practices and (inter-) governmental policies);
- Affecting Local Authority practice in support of the Sustainable Development Goals;
- Developing teaching and learning materials and curriculum content and teacher and student skills and understanding of global development;
- Involving young people (in and out of school) in disseminating understanding of and involvement in development issues;
- Supporting local communities in providing a positive response to recent immigration.

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

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

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

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

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

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

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

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

1. Introduction

Purpose

This report provides information about and an analysis of Development Education & Awareness Raising (DEAR) projects supported by the European Commission. It gives information about grant supported projects following the 2013 and 2016 Calls for Proposals and it provides an analysis of achievements and impact of completed DEAR projects supported by the EC following the 2013 Call.¹

ACHIEVEMENT:

- an assessment of how far outcomes from across all projects were attained and of the extent to which implementation approaches contributed to this

IMPACT:

- an assessment of the contribution of all projects to long-term sustainability of project outcomes and to the broader objective(s) aimed for by the Commission's DEAR Call for Proposals

Section A of the report (page 11 - 34, Chapters 3 to 6) provides:

- the key characteristics of the EC's DEAR grants programme;
- an overview of the 2013, 2016 and 2018² DEAR Calls for Proposals and how these Calls have interpreted the DEAR objective of the 'NSAs and LAs in development thematic programme';
- information about all projects supported by the Commission following the 2013 CfP³;
- information about projects currently in implementation following the 2016 CfP⁴.

Information about the 46 European Commission supported 2013 and 2016 CfP projects is given in chapters 5 and 6. These chapters collate information provided by the projects via the www.dear-programme.eu website. The overviews provide a snapshot of, amongst others, * the themes addressed by the project, * the audiences they work with, * the EU Member States involved, and * the activities employed.

FOUR ASSESSMENT ASPECTS

Section B (page 35 - 57, chapters 7 to 12) provides an analysis of 2013 CfP completed projects. All 23 projects supported through the 2013 DEAR CfP have completed their work, however, at the time of writing information about implementation and outcomes was only available for 16 of them and for 3 of those no quantitative data were available (see Appendix 1).^{*} The analysis therefore only draws on these 16 projects (and for quantitative information, as will be explained later, only on 13 of the projects). That analysis is concerned with:

1. The objectives of the projects and the changes created or contributed to;
2. The participants, audiences, target groups addressed by and involved in the projects;
3. The methods used by projects to engage audiences;
4. The extent to which project processes and results have provided a platform for further work that can lead to lasting change.

In reviewing the projects, the emphasis has *not* been on providing a detailed analysis of all evaluative aspects that are commonly reviewed about Commission supported development/DEAR projects. For

^{*} After completion projects have several months to submit final project reports and external evaluation reports. 'Due dates' for some projects didn't allow them to be analysed as part of this report.

instance, no or very little attention is given to issues of project efficiency, relevance or EU added value. Instead the focus has primarily been on the relationship between project objectives and approaches, and their relationship with the intentions of the 2013 Call.

2. Sources of Information and Methodology

Sources of information

The information drawn on in this report includes:

- the Guidelines published by the Commission for the 2013, 2016 and 2018 CfPs
- 46 'project fiches' completed by the 2013 and 2016 CfP projects;
- 16 Full Project Proposals submitted by the 16 reviewed 2013 CfP projects;
- 11 Final Narrative Reports and one draft report, and 9 external Evaluation Reports between them concerned with 16 projects. These reports provided quantitative information - of numbers of people engaged and actively involved – relating to 13 of the projects.

Reference was also made to Results Oriented Monitoring (ROM) reviews, externally developed for the Commission, where other information about a project appeared to be absent or incomplete.

The Project Fiches of each of the projects are publicly accessible.⁵ For the other sources European Commission staff and coordinators/managers of projects were asked for access to relevant information. Only information which was available by 1st August 2018 is referred to in this report.

In analysing the different DEAR projects, most of the sources used in this study have been developed by the projects concerned. The exceptions are the project Evaluation Reports and the ROM reviews which were developed by external reviewers.

Methodology

Information from the 'project fiches' developed by each of the projects has been collated. This synthesised information is presented in chapters 5 and 6 without significant analysis.

In analysing 16 of the 23 2013 CfP projects, available sources were reviewed against the Four Assessment Aspects mentioned in chapter 1. Information gained from each of the Four Assessment Aspects was then categorised by grouping together what appeared to be the same or similar issues. The findings and analyses of each of the Four Assessment Aspects are described in separate chapters, numbers 8 to 11. Chapter 12 brings together findings from all assessment aspects.

In agreement with projects, who sometimes submitted information which they requested would be treated confidentially, projects and their implementing organisations or local authorities are not mentioned by name (except in the case of publicly available information). To safeguard anonymity each of the reviewed projects has been given a randomly allocated number from 1 to 16. It is that numbering that has been used in the chapters dealing with the analyses of completed 2013 CfP projects in Section B.

Section A: EC supported DEAR projects 2013 and 2016

This section provides details of the European Commission's DEAR grants programme and the DEAR projects supported by the Commission following the 2013 and 2016 DEAR Call for Proposals. Chapters 3 and 4 primarily draw on publications developed for or by the European Commission, while chapters 5 and 6 draw on information provided by the projects and posted on www.dear-programme.eu.

3. The European Commission and 'DEAR'

Raising public awareness of development issues and promoting development education in European Union (DEAR)

Guidelines for grant applicants

Budget lines BGUE 21.020801 and 21.020802

Development Cooperation Instrument

Reference:

EuropeAid/160048/DH/ACT/Multi

Commission support for DEAR

European Commission grant support for Development Education activities carried out by NGOs started in 1979, following extensive discussions between the Commission and NGOs.[†] Since then the programme has expanded to also include financial support to projects initiated by Local and Regional Authorities.⁶

The legal basis for the provision of EC grants is currently provided by the European Union's 'Development Cooperation Instrument' and its 'NSAs and LAs in development thematic programme'. That programme includes as one of its three objectives:

"Objective 2: Support to actions in the EU and acceding countries aiming at raising public awareness of development issues and promoting development education, to mobilise greater support for actions against poverty and for fairer relations between developed and developing countries and to change attitudes to the issues and difficulties developing countries and their peoples are facing."⁷

[†] For a short video on the origins of the Commission's grant support to DEAR see:

<https://europa.eu/capacity4dev/dear/news/four-decades-development-education-more-relevant-ever>

Awareness raising, Development Education, Global Learning and Campaigning-Advocacy

For the European Commission 'Development Education & Awareness Raising' covers a wide range of actions that contribute to the achievement of each Call's objectives. According to the Commission's 2012 'DEAR Staff Working Document' the *Awareness Raising aspect* aims:

"to develop the public's awareness and understanding of an issue, as well as to develop its understanding of, and empathy with, the experience of development from the perspective of communities with which the public may not be personally familiar. These [...] actions may involve advocacy for policy change, or changes in consumption or other behaviour."⁸

The *Development Education component* of DEAR augments such awareness raising in that

"active engagement is further sought via an explicitly critical approach to development issues, including the development policies of governments or agencies [...]. While much awareness-raising work presents the case to be made and the proposed solutions to a particular issue as largely self-evident, in development education the case itself and the proposed solutions also tend to be explicitly questioned. Development education adopts an 'open-ended' approach to learning where what the learners conclude from their learning, and what they do with their newly acquired skills and understanding is not determined in advance."⁹

In this distinction the Commission takes its lead from the various DEAR actors in the EU. The European Commission initiated *DEAR Study* concluded in 2010¹⁰ that two different approaches to awareness raising of, campaigning on and educating for global development were common amongst European DEAR actors: one which the Study called 'Campaigning-Advocacy' and the other 'Global Learning'. These terms are also described in the Commission's 'DEAR Staff Working Document' (p. 14) and have been referred to in the DEAR Calls from 2011 onwards:

- "Projects that adopt a Global Learning approach aim to enhance the competencies of target groups in understanding and addressing issues of global development. They use learner-centred, participatory, and dialogue-oriented methodologies to develop such competencies. Projects of this type most often work within the formal or non-formal education sectors.
- Projects that adopt a Campaigning and Advocacy approach aim at concrete changes in behaviour at individual and collective levels, or in institutional/corporate policies. They use results-oriented strategies. They facilitate and support informed citizen engagement and advocacy for more just and sustainable policies, political/economic structures and individual practices."

Project actors and 'good practice' in DEAR

How different projects (and other stakeholders) interpret the intentions of the European Commission depends significantly on their own contexts, their values and their perspectives on their role and purpose in the process of creating change.

Although familiar with and using terms such as 'Campaigning and Advocacy' and 'Global Learning,' DEAR actors generally do not use the term 'DEAR' in their daily work. Instead they more commonly refer to 'Development Education', 'Global Education', 'Global Citizenship Education', 'Education for Sustainable Development', or other related terms. For others, particularly those involved in 'Campaigning-Advocacy', terms used to describe their work also include 'Development Campaigning',

‘Global Campaigning’ or ‘Political Action’. Each of these terms has its own origin and in practice a variety of usually overlapping interpretations.¹¹

Whatever the concept used, what is *not* considered to be a part of DEAR (however defined) is a focus on marketing or public relations exercises to garner support for specific development cooperation agencies, programmes or projects. Instead the emphasis should be on a broader context, as the Commission’s 2012 ‘DEAR Staff Working Document’ also makes clear: “DEAR is not solely or primarily concerned with particular development efforts but focuses instead on situating these efforts in a broader development context that can be and should be critically examined.”¹²

What that critical understanding could entail is explored in the 2010 DEAR Study where as one of the “common features of good quality DEAR approaches” the following was mentioned: “DEAR provides differentiated knowledge and critical understanding of global interdependence, global and local development and environmental challenges, power relations, and issues of identity/diversity.”¹³

ELEMENTS OF GOOD PRACTICE according to the DEAR Study involved projects giving attention to, developing, and implementing:

- *“Project partnerships*: time invested to build the relationship & develop a common vision between partners; projects embedded in already existing networks or building on previous co-operation and experience; multi-actor partnership.
- *Southern perspectives*: mutual visits, partnerships, twinning; migrant communities and Southern experts involved in key roles; Southern organisations as equal partners with similar activities.
- Methodologies based on a recognised and shared set of *values* including: empathy and a sense of common humanity, respect for diversity and cultural differences, sense of identity and self-esteem, commitment to social justice and equity, belief that people can make a difference, appreciation of participation and autonomy of the dialogue partners.
- Framework enabling *sustainable impact*: long term engagement on an issue/with an audience; mechanisms of organisational learning and sharing learning; targeted dissemination of (quality) outputs.
- *Campaigning/Advocacy*: projects embedded in long term advocacy processes; coherent strategy for concrete change at structural/institutional level.
- *Global Learning* focusing on formal education: work on structural changes within the systems of formal education (e.g. in initial teacher education and training); NGOs seeking collaboration with national education authorities and institutions; participatory, transformative pedagogic concepts.”¹⁴

The DEAR Study, and other related investigations, found that the **PROCESSES** that were typically used in DEAR tended to include one or more of the following¹⁵:

- ‘Awareness raising’:
 - with a focus on wider development issues,
 - having ‘awareness’ as its aim,
 - to be achieved through information provision,
 - and within a context delineated by development policy;
- ‘Global Education’:
 - with a focus on issues of global interdependence and North-South political, economic, social and environmental relationships,
 - aiming to lead to responsible policies and behaviours on the part of institutions and individuals,

- to be achieved through a process that involves awareness raising through learning that relates to participants' existing and new experiences,
- leading to understanding and the capacity to act either in the context of the participant's own environment and priorities, and/or in the context of, usually, pre-defined policy or behavioural changes;
- Development of 'Life skills':
 - with a focus on local and global ethical issues (beyond a North-South perspective),
 - aiming at social change that fosters communal and personal fulfilling lives,
 - to be achieved through educational processes of empowerment,
 - leading to results and actions that are 'open' (i.e. not pre-defined) but act within the contexts of the local community and its relations with global society.

Recent publications by GENE and CONCORD emphasise that different DEAR projects make different choices that either explicitly or implicitly affect their practice. Other publications allude to a fundamental divide that exists between those who see and analyse the issue of their action in isolation and those who place it within what has been called a 'power and systems' approach.¹⁶

For the CONCORD publication¹⁷ the choices that implicitly or explicitly are made by DEAR projects are primarily to do with:

- The extent to which the *learning process* is important.
E.g. do actions focus on 'Global Learning' (i.e. developing and strengthening the competences of individuals, through appropriate pedagogical approaches, enabling and encouraging those individuals to take action in a manner that is seen by the individuals as relevant to them) or on 'Campaigning-Advocacy' (i.e. attaining attitudinal, behavioural, policy change through, usually, pre-determined public actions)?¹⁸
- The extent to which *analytical, critical thinking capacities* are developed and used by and in the actions.
I.e. do actions promote a 'soft' approach to the issues, based on and often reinforcing prevailing assumptions and perspectives, or do they stimulate a critical investigation that explicitly questions assumptions and 'mainstream' perspectives?¹⁹
- The extent to which the *point of view* of the main proponent of a particular concept or action is highlighted.
I.e. "a particular stakeholder who promotes and explains the concept and thus represents a particular tradition, network, political or other framework."

The GENE publication²⁰ mentions related issues and suggests that it might be useful for both policy makers and practitioners to be aware of a differentiation between opposing perspectives:

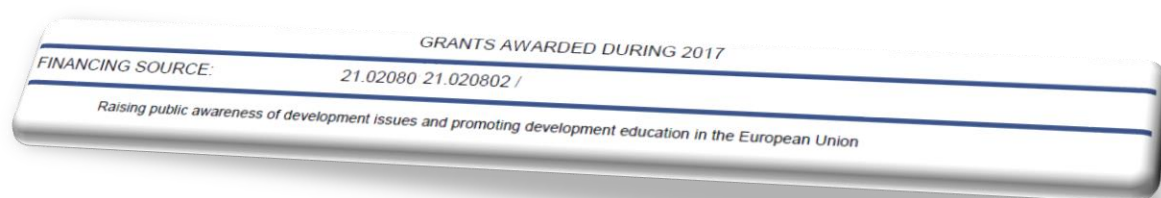
Holistic	Topical
Education	Activist
Learning	Advocacy
Individual	Civil society
Formal sector	Informal (non-formal) sector
Critical debate	Public support (for aid or certain goals)
Political	Non-political
Free/independent	Agenda-linked
Policy coherence for development	Aid (development cooperation)
Development Education	Development communication
Popular realism	Elitist moralism

The use given to DEAR – in policies, in the allocation of grants and in practices of projects - depends on the choices made on these issues: affecting the results and lasting impact of work done.

4. The 2013, 2016 and 2018 DEAR Call for Proposals

This chapter gives an overview of the intentions of the three Calls for Proposals. The overall and specific objectives of each DEAR Call for Proposals are derived from the DEAR objective in ‘NSAs and LAs in development thematic programme’ quoted at the beginning of chapter 3. Each Call is treated as a separate entity with its own overall and specific objectives and with different priorities. Since the projects analysed in Section B are drawn from the 2013 Call, the intentions of that Call are described in some detail. The remainder of chapter 4 compares the intentions of the 2013 Call with those of 2016 and 2018.

15



	Total grants disbursed/allocated ²¹	Number of projects grant funded
2013 Call	c. €70,500,000	23
2016 Call	c. €85,000,000	23 [‡]
2018 Call	€77,000,000 (available)	n.y.k.

Grants are available for projects lasting up to three years (four years in the case of the 2018 Call), which means that across the three Calls approximately €29 million per year is available to CSO and LA led grant funded projects.[§]

The 2013 Call for Proposals

The ‘global objective’ of the projects supported through the 2013 Call for Proposals was phrased as:

“to support actions [...] aiming at raising public awareness of development issues and promoting development education in the European Union (EU) and acceding countries, to anchor development policy in European societies, to mobilise greater public support for action

[‡] At the time of writing the European Commission is considering one further project to be grant funded through the 2016 Call.

[§] There is no set timetable to the organisation of the Calls. Multi-Annual Action Plans and Multi-Annual Indicative Plans arrange the disbursement of available funds within an EU budget cycle (e.g. that of 2014 – 2020).

against poverty and for fairer relations between developed and developing countries, and to change attitudes to the issues and difficulties facing developing countries and their peoples.”²²

The ‘specific objective’ of the 2013 DEAR Call was to enable LAs and CSOs to submit projects for co-funding that aimed to

“develop European citizens’ awareness and critical understanding of the interdependent world and of their role, responsibility and lifestyles in relation to a globalised society; and to support their active engagement in global attempts to eradicate poverty, and promote justice, human rights, and sustainable ways of living.”²³

In meeting or contributing to that objective projects had to deliver on all of the following three priorities:

1) ATTENTION TO THE 2015 EUROPEAN YEAR FOR DEVELOPMENT (EYD)

It was the Commission’s intention that during 2015 the Commission, Member States, civil society organisations and other stakeholders would give attention to “joint efforts to bring development cooperation closer to European citizens” by “* informing EU publics about development cooperation policies and actions, * fostering EU publics’ involvement in development cooperation, and * raising awareness of the benefits of EU development cooperation, including the benefits to EU citizens.” Projects had to show how they were planning to contribute to the intentions of the year.²⁴

2) ADDRESSING SPECIFIC ISSUES

Projects had to address issues highlighted in the Commission’s ‘Decent Life for All’ publication²⁵, i.e. give attention to one or more of the following:

- Basic living standards;
- Drivers for inclusive and sustainable growth;
- Sustainable management of natural resources;
- Equality, equity and justice;
- Peace and security

and/or to issues raised by the ‘High Level Panel of Eminent Persons on the Post-2015 Development Agenda’ in their report ‘A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development’.²⁶

3) HIGHLIGHTING GLOBAL INTERDEPENDENCE

Finally, projects should include a focus on “interdependencies between developing countries and Europe and seek to build citizens’ understanding of global public goods and challenges (such as environment and climate change, sustainable energy, food security and sustainable agriculture, migration and asylum, human development).”

THE APPROACH TO ACHIEVE PROJECT OBJECTIVES: GLOBAL LEARNING OR CAMPAIGNING-ADVOCACY?

In meeting these priorities and their own intentions project proposals had to specify if they were going to use a Global Learning approach or a Campaigning-Advocacy approach (see chapter 3 above for a description of these approaches).

The 2013, 2016 and 2018 Calls compared

The following table sets the key components of each Call next to each other. Quotes are taken from the relevant CFP Guidelines, ref. Notes 2, 3 and 4, emphases (shown in *italics*) have been added.

	2013 Call	2016 Call	2018 Call
Overall or Global Objective	“... to support actions [...] aiming at <i>raising public awareness</i> of development issues and <i>promoting development education</i> in the European Union (EU) and acceding countries, to <i>anchor development policy</i> in European societies, to <i>mobilise greater public support for action</i> against poverty and for fairer relations between developed and developing countries, and to <i>change attitudes</i> to the issues and difficulties facing developing countries and their peoples.”	“... to <i>promote development education</i> and <i>raise public awareness</i> on development and cooperation policies.”	“... to <i>ensure the commitment</i> of EU citizens to <i>development</i> and <i>contribute to sustainable lifestyle</i> patterns of EU citizens.”
Specific Objective	“... to develop European citizens' <i>awareness</i> and <i>critical understanding</i> of * the interdependent world and of * their role, responsibility and lifestyles in relation to a globalised society; and to <i>support</i> their <i>active engagement</i> in global attempts to eradicate poverty, and promote justice, human rights, and sustainable ways of living.”	“... to provide support for and <i>promote quality development education</i> and <i>awareness raising</i> among the European public. The proposed projects must foster a <i>growing awareness</i> and <i>critical understanding</i> of the role, responsibility and lifestyles of the public in relation to an interdependent world. It should <i>motivate</i> their <i>effective involvement in local and global Actions</i> in support of the social, economic, and environmental dimensions of sustainable development.”	“... to develop European citizens' <i>awareness</i> and <i>critical understanding</i> of the interdependent world, of roles and responsibilities in relation to the development issues of the “People” and “Planet” pillars of the [European] Consensus [on Development, 2017], and to encourage their <i>active engagement</i> with global attempts to <i>address these issues</i> whilst simultaneously <i>promoting fundamental values</i>
Priority themes	<ul style="list-style-type: none"> • Development cooperation • Interdependence and one or more of: <ul style="list-style-type: none"> • Basic living standards • Drivers for inclusive and sustainable growth • Sustainable management of natural resources • Equality, equity, justice • Peace and security • Post-2015 agenda 	<ul style="list-style-type: none"> • One or more of the Sustainable Development Goals • Interdependence EU-developing countries and one or more of: <ul style="list-style-type: none"> • Migration • Climate change • Gender equality 	<ul style="list-style-type: none"> • Migration • Climate change or broader environmental issues • EU fundamental values • Gender equality/women empowerment
Primary Audiences	<ul style="list-style-type: none"> • (From amongst) European citizens 	<ul style="list-style-type: none"> • (From amongst) European citizens 	<ul style="list-style-type: none"> • People in the EU aged 15 – 35 years
Approach	<ul style="list-style-type: none"> • Global Learning, or • Campaigning-Advocacy 	<ul style="list-style-type: none"> • Global Learning, or • Campaigning-Advocacy 	<ul style="list-style-type: none"> • Communication and public outreach (but ‘Global Learning’ cannot be the focus of the project)

Both the 2013 and 2016 CfPs drew, often explicitly, on the findings of the 2010 'DEAR Study' and on the content of the Commission's 2012 'DEAR Staff Working Document'. Both Calls offered a broad spectrum of global development issues for projects to act on, albeit within a context set by the global development priorities of the European Commission. The 2016 Call appeared to take on board the, by then agreed, Sustainable Development Goals and its universal remit (i.e. not just a Global South focus), hence the attention to "local and global attempts ..." (Earlier, the DEAR Study in 2010, had already suggested that linking local issues and concerns to global contexts was an effective practice in engaging the European public.)

In terms of approach both the 2013 and 2016 Calls required applicants to select either a Campaigning-Advocacy approach or a Global Learning approach, and 'awareness raising' and the 'promotion of development education' were key intentions to be pursued by the projects (see chapter 3 above for the European Commission interpretations of these terms).

The 2018 Call has moved away from the previous two DEAR Calls in that reference to 'development education' has been omitted from the objectives and in that projects that focus on Global Learning will not be supported through the Call.²⁷ Instead projects need to raise awareness and critical understanding to 'ensure commitment' to 'development' and 'sustainable lifestyles'. The emphasis is on "actions and activities [that] will be linked to campaigns, awareness raising, communication and outreach activities."²⁸ Another major change is that all supported projects will need to focus on one audience group (people aged 15 to 35 years), rather than applicants being able to select from a broad range of audiences as was the case in previous Calls.²⁹

5. Projects supported through the 2013 DEAR CfP



The 2013 Call for Proposals led to submissions by CSOs and LAs of approximately 180 Concept Notes. From amongst these initial proposals 23 project plans were developed that received co-funding from the Commission.³⁰ On average each project had a budget of €3.6 million spread over up to 3 years. Of this approximately €3.1 million came from the European Commission's grant.

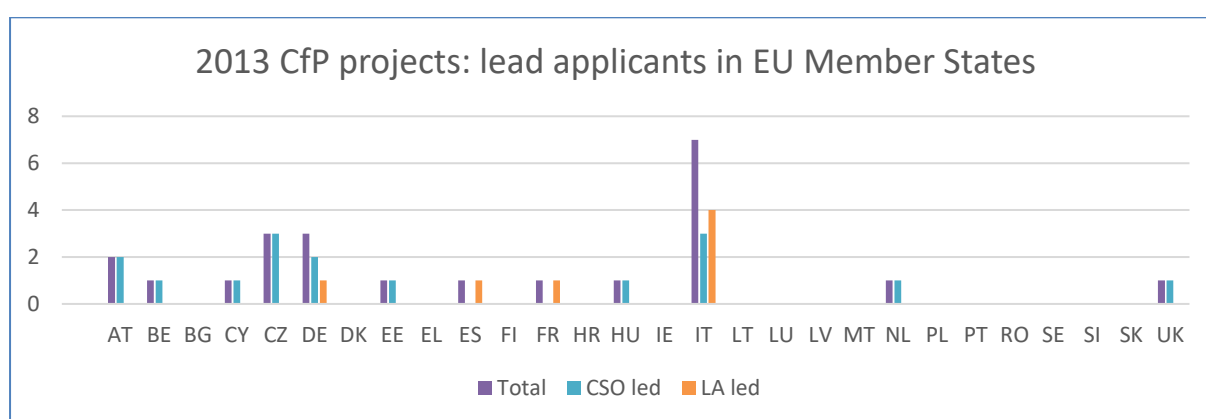
The information given in this chapter is primarily drawn from 'project fiches' completed by each of the projects and uploaded on the www.dear-programme.eu site. The project fiche asks for information about various aspects reported on below. Although all 23 2013 CfP projects completed their fiche, not all projects gave answers to all questions.

Lead applicants

- Seven of the co-funded projects were led by a Local Authority or Association of Local Authorities,
- Sixteen projects were led by a Civil Society Organisation.

More than half of all LA led projects and almost one-third of all projects were led by a CSO or LA based in Italy. The lead partner of a project is usually the one that has taken the initiative in developing initial ideas for the project and developing a broader partnership involving CSOs and/or LAs in other EU Member States. Where the lead partner of an EC co-funded DEAR project is based is likely to depend on a variety of factors, including for example:

- the existence of CSOs with significant financial reserves to underwrite a multi-million Euro project;
- the ability of Local Authorities to engage in work of an international nature;
- the ease with which alternative (non-DEAR Programme) funding can be obtained.



Global Learning and Campaigning-Advocacy

Of the 23 projects:

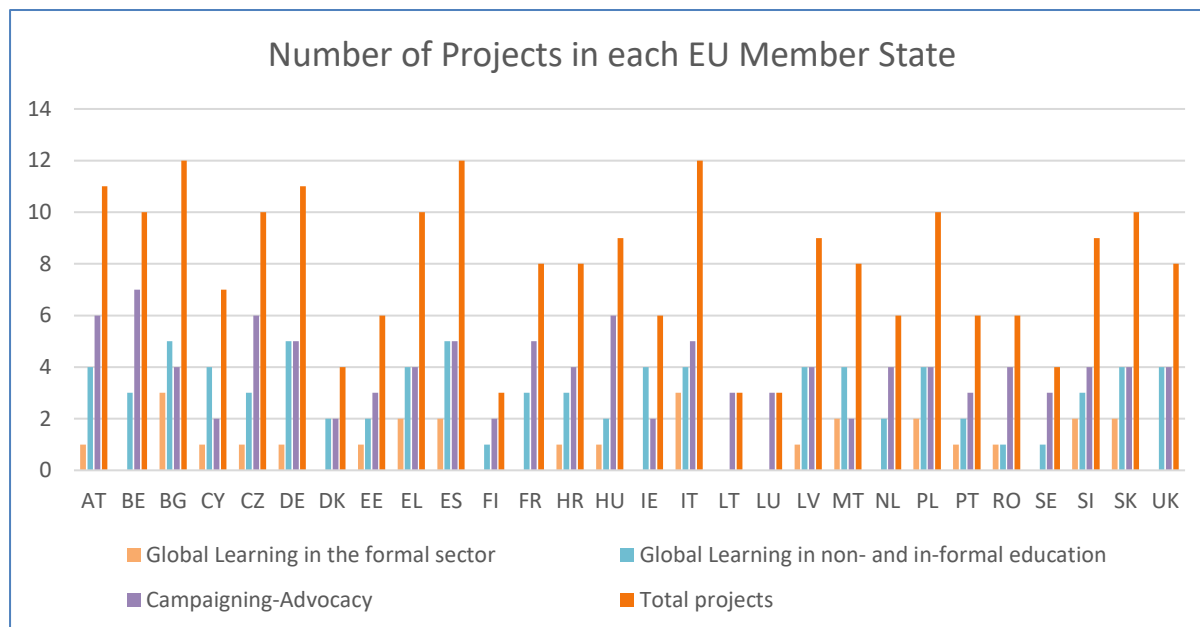
- Six projects were using a Global Learning approach in actions focussed on the formal education sector (schools, colleges, HE institutions);
- Seven projects were using a Global Learning approach in actions focussed on non-formal and in-formal education settings (for instance in youth organisations, trade unions, community development and adult education);
- Eleven projects were using a Campaigning-Advocacy approach (for example in work on consumer behaviour, supermarket purchasing policies, international tax regime practices).

[N.B. One of the projects was focussed on both the formal and non-/informal education sectors, making a total of 24 in the bullet points shown.]

Implementation countries

Each project was implemented in multiple EU Member States.

- Adding the implementation countries of all 23 projects together, then there were 221 project country 'locations' in total. Global Learning projects on average worked in 9.25 countries whereas Campaigning-Advocacy projects on average covered 10 EU Member States each;
- Each of the 28 EU Member States had, on average, 7.9 DEAR projects taking place.



- The countries that had the greatest **NUMBER OF GLOBAL LEARNING PROJECTS** were:
 - Bulgaria (8 Global Learning projects), Spain, Italy (7 each), and Germany, Greece, Malta, Poland and Slovakia (6 each);
- The countries with the least number of Global Learning projects were:
 - Lithuania and Luxembourg (no Global Learning projects), Finland, Sweden (each with 1 project), and Denmark, the Netherlands and Romania (each with 2 Global Learning projects);
- The countries that had the greatest **NUMBER OF CAMPAIGNING-ADVOCACY PROJECTS** were:
 - Belgium (7 Campaigning-Advocacy projects), Austria, Czech Republic, Hungary (6 projects each), and Germany, Spain, France, Italy (5 each);
- The countries with the least number of Campaigning-Advocacy projects were:
 - Cyprus, Denmark, Finland and Ireland (each with 2 Campaigning-Advocacy projects), and Estonia, Lithuania, Luxembourg, Portugal and Sweden (each with 3 Campaigning-Advocacy projects)

What affects the number of EU-DEAR projects taking place in a country includes amongst others:

- the existence of knowledgeable and interested CSOs;
- the ability of LAs to contribute to (local delivery and policies on) education and/or global development efforts;
- the existence or not of other sources of funding for DEAR;
- the existence or not of governmental policies and/or programmes that are supportive of DEAR.

Funding

EC GRANTS

- Together the 23 projects were awarded grants totalling approx. €70,500,000**
 - the average grant was in the region of €3.1 million with the range of grants varying from €1.1 million to €5 million;
 - assuming that project grants were distributed equally across all 221 'locations' mentioned above then the average grant per 'location' would be in the region of €320,000 per project (over a period of almost three years).

PROJECT BUDGETS

- Commission grants covered *up to* 90% of total project costs. Taking the share of EC contributions into account then the total project costs were budgeted at approx. €81,900,000
 - the average budget for the projects was in the region of €3.6 million with the range of budgeted costs varying from approx. €1.2 million to €5.9 million per project;
 - assuming that project costs were distributed equally across of 221 'locations' mentioned above then the average project cost per 'location' would be in the region of €371,000 per project.

Thematic focus

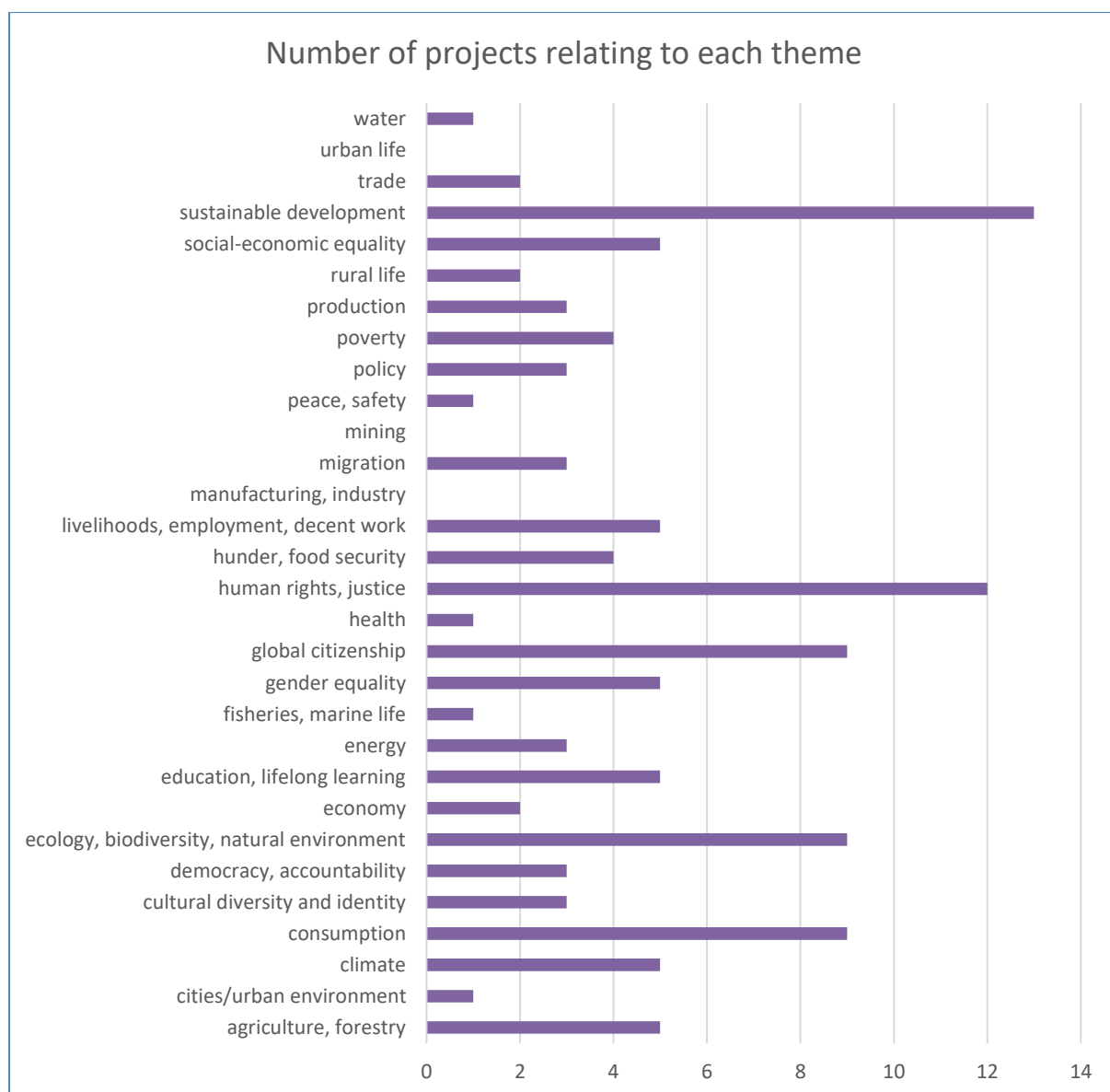
In completing their 'project fiche' projects were given a list of 30 themes as shown on the following page. Projects were asked to identify all those themes with which they were concerned. They could also add themes if their particular concerns were not covered by the list.

The five most common themes addressed by the 2013 CfP projects were:

- Sustainable Development;
- Human Rights/Justice;
- Global Citizenship;
- Ecology/Biodiversity/Natural Environment;
- Consumption.

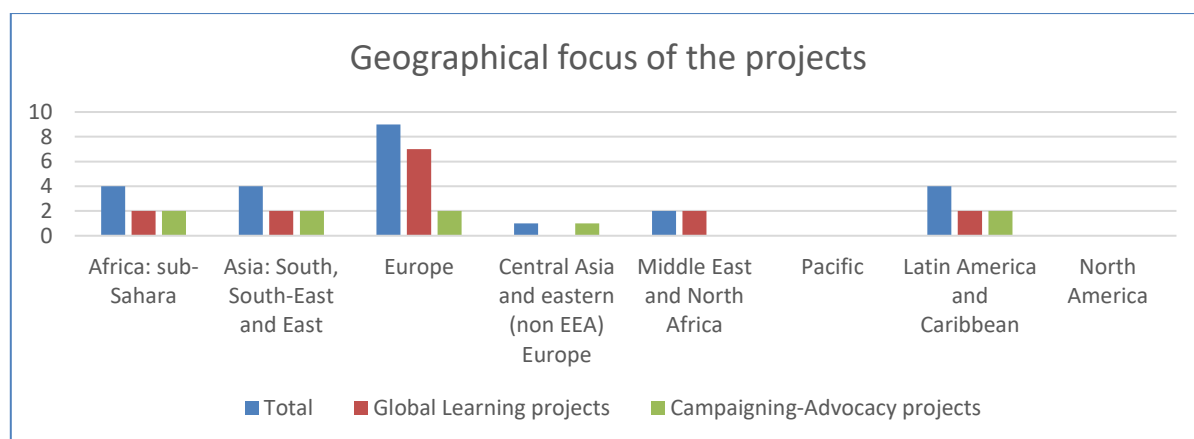
Both Campaigning-Advocacy and Global Learning projects tended to address the same themes, except for Global Citizenship and Human Rights/Justice, which were slightly more common in projects using a Global Learning approach. All projects gave attention to more than one theme.

** These sums are based on grants awarded. Approximations are given since the *actual* grants provided and total budget costs may of course have been different. Information about final project costs and grants received was not drawn on.



Geographical areas

Projects were asked to identify the global region(s) which informed their project. Nine projects did not give information about this. Information in the following diagram is therefore based on those fourteen projects that did provide this information.



Audiences

The fiche completed by the projects enabled identification of audience groups which were targeted by or participating in the projects (from a pre-determined list as shown on the following page). All projects indicated that more than one audience group was involved in their work.

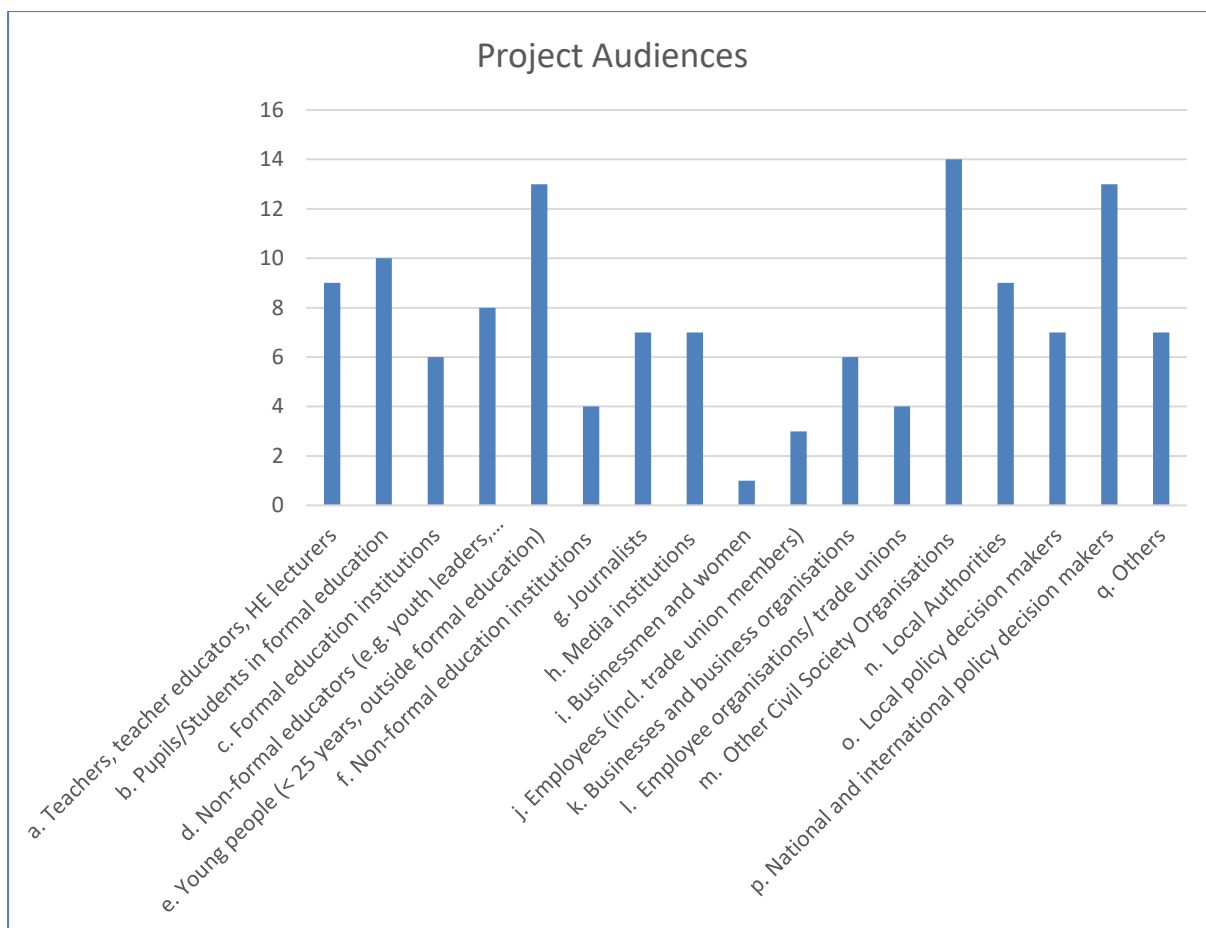
Not surprisingly, the 12 Global Learning projects primarily targeted educators and young people in (formal and non-formal) education. CSOs were mainly involved as a conduit for further promotion of and involvement in the Global Learning project and its issues. Local Authorities were also targeted for this purpose and in addition as policy makers for local support (e.g. provision of in-service training for educators, provision of youth services or community education). The main audiences involved in Global Learning projects were:

- Young people outside formal education settings (9 projects);
- Teachers a.o. formal sector educators (8 projects);
- Pupils/Students (8 projects);
- Non-formal educators (youth workers, etc.) (6 projects);
- Other Civil Society Organisations (6 projects);
- Local Authorities (6 projects).

For the 11 Campaigning-Advocacy projects the audiences were more diverse. Depending on the objectives of the project they focused on policy makers (both at governmental and company policy levels), on channels to raise public awareness and understanding (e.g. in their work with journalists and media institutions), or as an audience to gain support from (e.g. employee organisations, trade unions). The six main audiences of Campaigning-Advocacy projects were:

- National and international policy decision makers (9 projects);
- Other Civil Society Organisations (8 projects);
- Journalists (7 projects);
- Media institutions (6 projects);
- Businesses and business organisations (6 projects);
- Employee organisations, trade unions (4 projects).

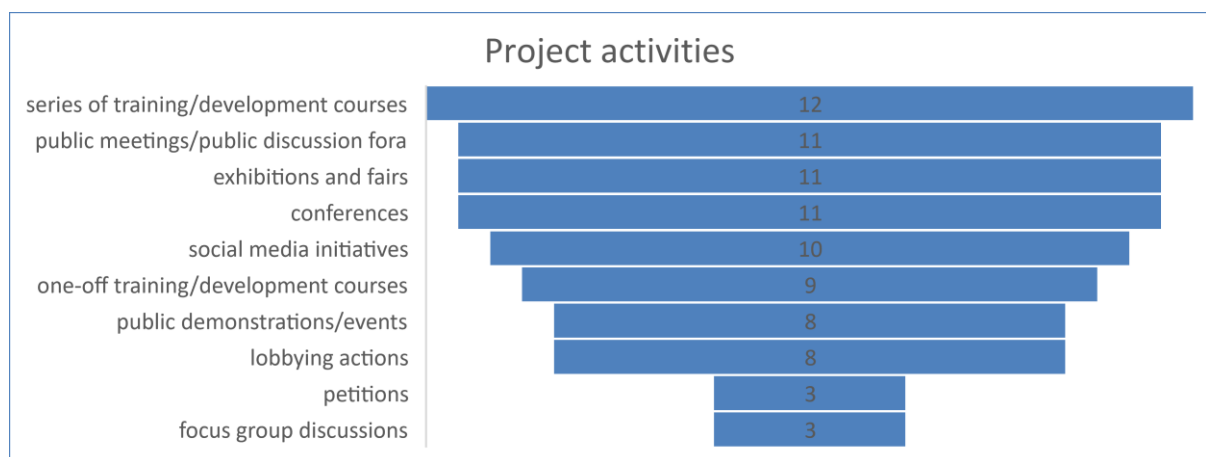
The following graph includes information drawn from all 23 2013 CfP projects.



'Consumers' were the main audience mentioned in the category 'Others', mentioned by two projects.

Activities

Four of the 2013 CfP projects did not indicate in their project fiche the activities they used. Amongst the other 19 the following activities were identified (all projects implementing more than one type of activity):



Other activities mentioned by one project only: protest marches, stunts, research, fact finding missions, 'events' and publications developed by project participants.

For the Global Learning projects the main activities used were:

- A series of workshops/courses involving the same participants (7 projects);
- Training, project or curriculum development workshops (one off) (7 projects);
- Exhibitions and fairs (7 projects);
- Conferences (7 projects);
- Public meetings (5 projects);
- Social media interventions (5 projects).

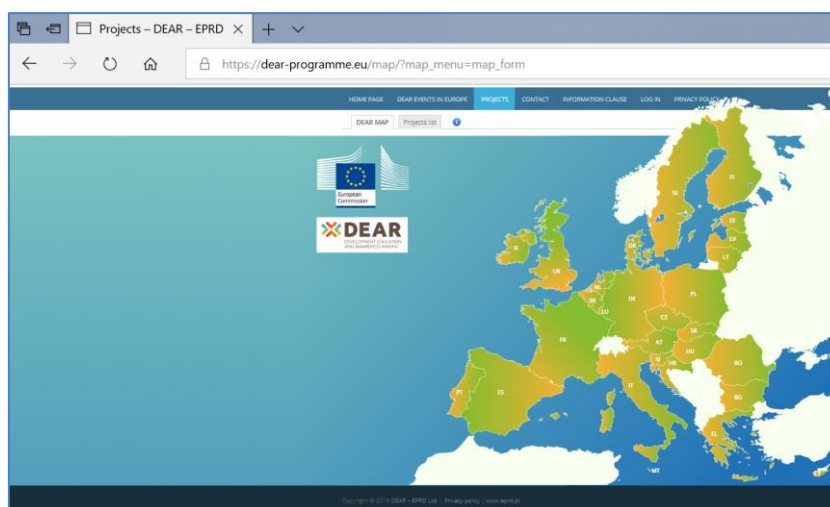
For the Campaigning-Advocacy projects the main activities were:

- Public meetings (6 projects);
- Series of workshops/courses involving the same participants (5 projects);
- Lobbying actions (5 projects);
- Social media interventions (5 projects);
- Exhibitions (4 projects);
- Fairs (4 projects);
- Public demonstrations (4 projects).

The type of activities engaged in obviously depends on the intentions of the projects. Global Learning projects, for example, with their focus on developing participants' competences (skills and understanding) for use in teaching and learning and other education settings, will tend to use events that achieve this, backed up by activities that create further interest in the project, and/or disseminate the outputs and results of the project. Campaigning-Advocacy projects, with their focus on identified policy and behavioural change, will tend to use events that create awareness and active support for the issue, backed up by courses that create, for example, activists and multipliers that can take the messages of the project to a broader audience.

6. Projects supported through the 2016 DEAR CfP

The projects awarded a grant following the 2016 Call for Proposals are in their initial phase of implementation, all having started in the early part of 2018. As with the information given in the previous chapter, the information in this chapter also draws on responses given by the projects in completing a 'project fiche'.

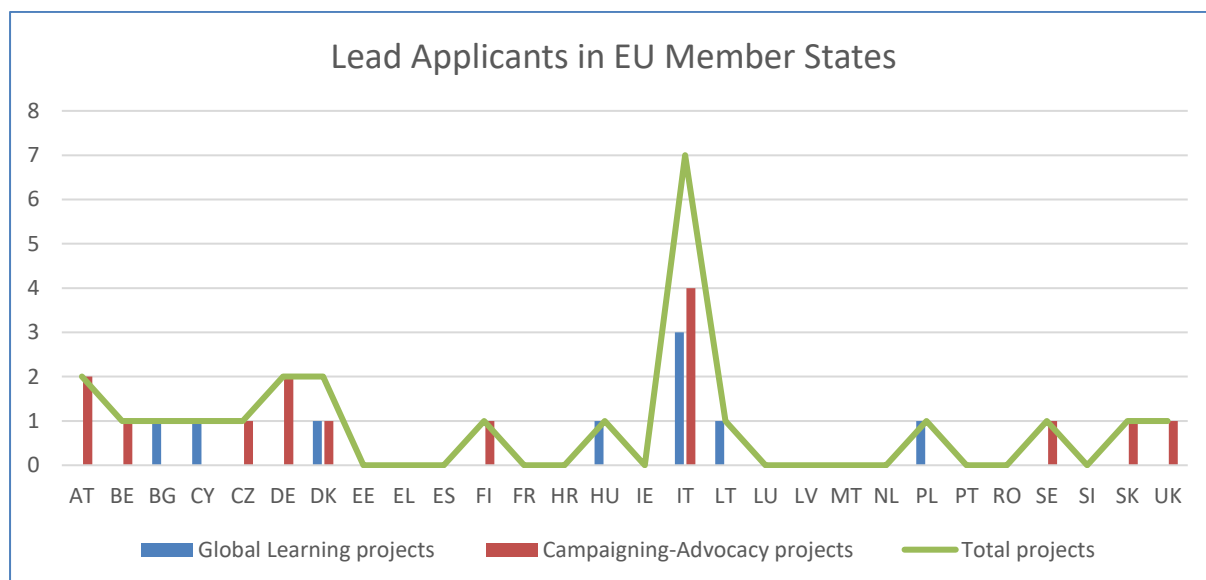


Project fiches and listings of projects in each EU Member State are available from www.dear-programme.eu

CSOs and LAs

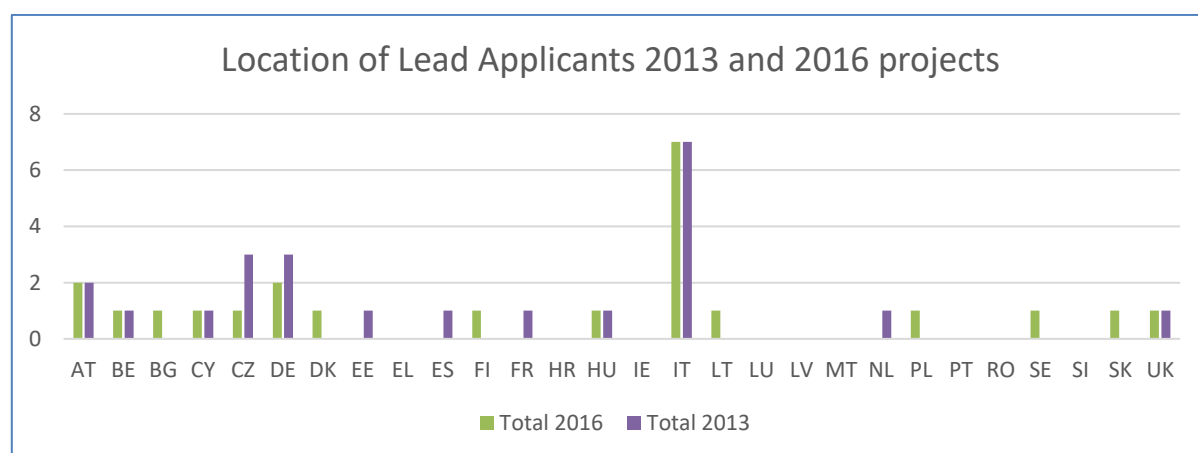
As in the 2013 CfP the 2016 Call for Proposals also led (by chance) to 23 projects being awarded a grant by the European Commission. The projects started their implementation in 2018. They include:

- 5 projects led by a Local Authority or Association of Local Authorities;
- 18 projects led by a Civil Society Organisation.



N.B. One of the projects identified that it would use both a Global Learning and a Campaigning-Advocacy approach. This project, with a lead applicant based in Denmark, is counted twice in the graph shown above.

Comparing the location of the 2013 and 2016 Calls gives the following information:



As mentioned in the previous chapter, the location of lead applicants is depended on a variety of factors. The relative dominance of Italian CSOs and LAs as lead partners, e.g. when compared with France or Germany, may possibly be explained by:

- the existence of CSOs that have adequate reserves that enable them to provide start-up funding for the projects;

- the ability of LAs to give attention to global development issues in their work and through their channels;
- an apparent lack of (easier to access) finance for DEAR from other sources.

Based on the CONCORD 'Global Citizenship Education in Europe' report in both France and Germany, for example, the first two conditions would exist, but not (or less so) the third condition where, unlike in Italy, other sources of funding (including or primarily from national and regional governments) are available to CSOs and LAs.³¹

Global Learning and Campaigning-Advocacy

27

Of the 23 projects:

- 9 projects (37%) are using a Global Learning approach in actions focussed on either the formal or the non- and in-formal education sectors (schools, colleges, HE institutions/ youth organisations, trade unions, community and adult education). (The 2013 CfP projects involved 12 that used a Global Learning approach, i.e. 52 % of all projects.);
- 15 projects (63%) are using a Campaigning-Advocacy approach.^{††} (The 2013 CfP projects involved 11 that were using a Campaigning-Advocacy approach, i.e. 48% of all projects)

From the available information it is not clear why fewer Global Learning projects and more Campaigning-Advocacy projects were selected in 2016 when compared with 2013. It may, however, have to do with:

- fewer applications by Global Learning interested CSOs and LAs which may be caused by negative changes in the contexts in which Global Learning can successfully take place,
 - for example, because of greater emphases in the formal and non-formal curricula on * a narrower teaching and learning content than was previously the case – increasingly focussed on a limited range of 'core subjects' -, and/or * a curriculum bias towards knowledge in preference over the development of skills and the use of open-ended enquiry in teaching and learning [give reference](#);
- changes in the composition of the grant assessment teams, involving fewer assessors with familiarity of Global Learning than previously:
 - the value and potential of Global Learning's focus on competence development and its open-ended nature (whereby the end-result in terms of policy or behavioural changes is typically not known in advance), is more difficult to assess than Campaigning-Advocacy projects (where the results in terms of changes to global development policies or behaviours are typically clearly identifiable in advance). Without an awareness and understanding of the potential of Global Learning, assessors may give such projects relatively low marks when compared to Campaigning-Advocacy proposals, leading to more of GL projects being rejected.

However, without further investigations the reasons for the changes in projects supported are unclear and clearly it could just be a coincidence!

^{††} As mentioned above, one of the 2016 CfP projects reported that it would be using both approaches.

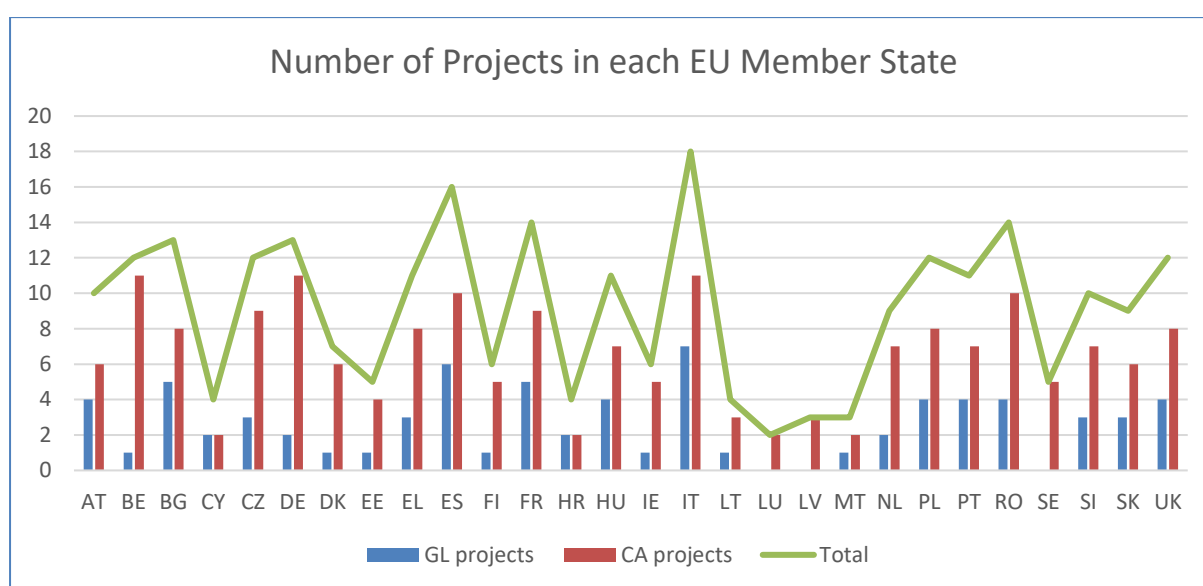
Locations: where do the projects take place?

Each project is implemented in different EU Member States.

- Adding the implementation countries of all 23 projects together, then there are **256 PROJECT COUNTRY 'LOCATIONS' IN TOTAL**, compared with 221 'locations' of the 2013 CfP projects.

The difference between the two Calls appears to be primarily due to * an increase in the number of grant funded Campaigning-Advocacy projects and a reduction in the number of supported Global Learning projects (which as noted in the previous chapter tend to cover fewer Member States) and an increase in the average number of Member States covered by Campaigning-Advocacy projects (see below).

IMPLEMENTATION COUNTRIES



- The 9 Global Learning projects are taking place in 74 'locations' and the 15 Campaigning-Advocacy projects in 182;
- Each of the 23 projects is implemented in, on average, 10.6 EU Member States (Global Learning projects in 8.2 Member States, Campaigning-Advocacy projects in 12.1 Member States)
- Each of the 28 EU Member States is, on average, involved in 2.6 Global Learning and 6.5 Campaigning-Advocacy projects, marginally more than for the 2013 CfP projects.

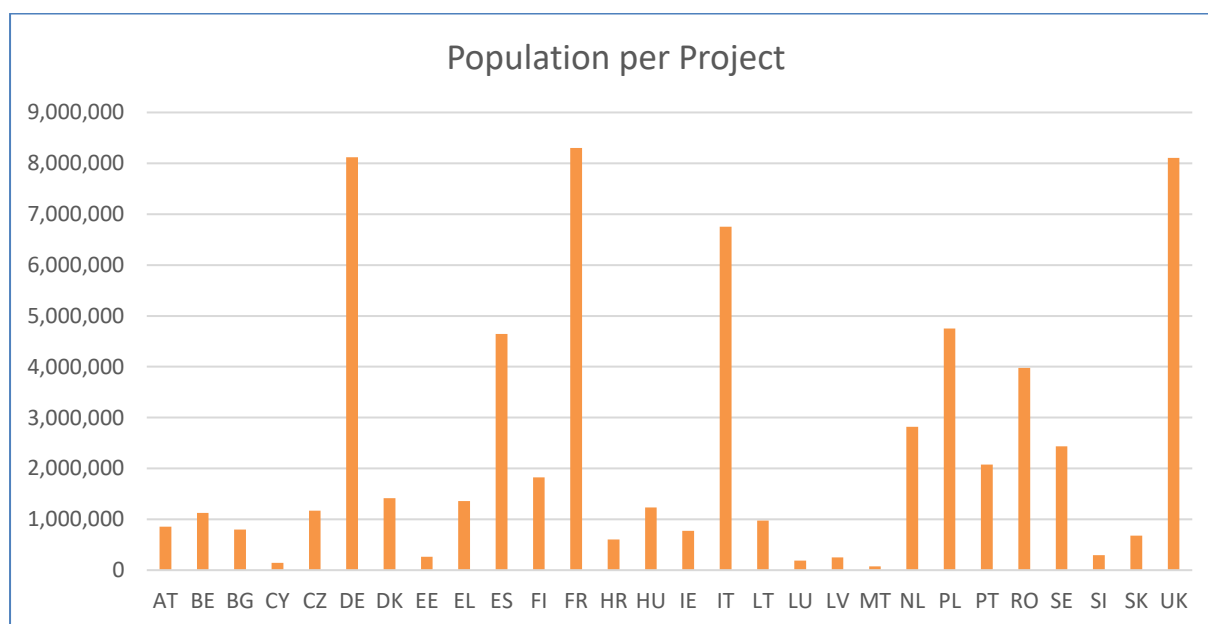
Leaving aside that there are more Campaigning-Advocacy projects than Global Learning projects, the main reason for the discrepancy in country-wide reach between them is likely to be that there are wide variations in European formal and non-formal education systems and curricula. This makes it more problematic to design and implement a Global Learning project that is relevant, meaningful and effective across a range of countries than it is to design and implement a Campaigning-Advocacy project - where the emphasis is more likely to be on European/international policy targets, cross-European citizen awareness raising and behavioural change.

- The countries that have the greatest **NUMBER OF GLOBAL LEARNING PROJECTS** are: Italy (7), Spain (6) and France (5)

- The countries with no Global Learning projects are: Luxembourg, Latvia, Sweden
- The countries that have the greatest **NUMBER OF CAMPAIGNING-ADVOCACY PROJECTS** are: Belgium, Germany, Italy (each with 11), Bulgaria and France (each with 9)
- the countries with the least number of Campaigning-Advocacy projects are: Cyprus, Croatia, Luxembourg and Malta (each with 1 project)

POPULATION PER PROJECT 'LOCATION'

When distributing the 256 project 'locations' across the EU's population the following information can be obtained. If the total EU population is 508,451,000, then there is an average of 1.9m EU citizens per project location amongst the 2016 CfP projects (compared with 2.3m EU citizens per project location amongst the 2013 CfP projects).



On this basis it appears that:

- the countries that were best served by Commission grant supported projects per head of population were Malta, Cyprus, Luxembourg, Slovenia, Latvia and Estonia (as they were by 2013 CfP projects);
- the countries that were worst served by Commission grant supported projects per head of population were France, UK, Germany, Italy, Spain and Poland (the same for 2013 CfP projects).

In other words: countries with larger populations are less well served by EU-DEAR projects than countries with smaller populations. Why this is the case is not clear from the available information. However, in some cases, e.g. France and Germany, the existence of locally or nationally DEAR funded and relevant programmes may mean that there is no need for CSOs or LAs in those countries to get involved in EC supported DEAR programmes (particularly when the application processes for such funding is less complicated than that of the EC's DEAR Programme). In other cases, e.g. Poland, the lack of CSOs and LAs capable of or interested in being involved in DEAR activities may be the reason for the divergent coverage.

Finances

EC GRANTS

- Together the 23 projects were awarded grants totalling approx. €85,000,000 (compared with approx. €70,500,000 for the 23 2013 CfP grants)^{**}
 - the average grant per project was in the region of €3.7 million (€3.1 million for the 2013 CfP projects) with the range of grants varying from €1.2 million (2013: €1.1 million) to €6.5 million (2013: €5 million)
 - assuming that project grants were distributed equally across all 256 'locations' then the average grant per 'location' would be in the region of €330,000 per project (2013: approx. €320,000 per project location).

PROJECT BUDGETS

- Commission grants covered *up to* 90% of total project costs. Taking the share of EC contributions into account then the project costs were budgeted at approx. €94,700,000 in total (2013: 30approx. €81.9 million)
 - the average budget for the projects was in the region of €4.1 million (2013: €3.6 million) with the range of costs varying from approx. €1.4 million to €7.3 million per project;
 - assuming that project budgets were distributed equally across the 256 'locations' then the average project budget per 'location' would be in the region of €370,000 per project, similar to the 2013 CfP projects.

The total amounts of grants provided to 2016 CfP projects is approx. 20% more per project than the average grant given to 2013 CfP projects. However, the amount of co-funding provided by the European Commission varies from project to project and individual project budgets increased only by approx. 15% on average. The number of 'locations' in which projects were active increased by approx. 15% from 2013 to 2016.

Project themes

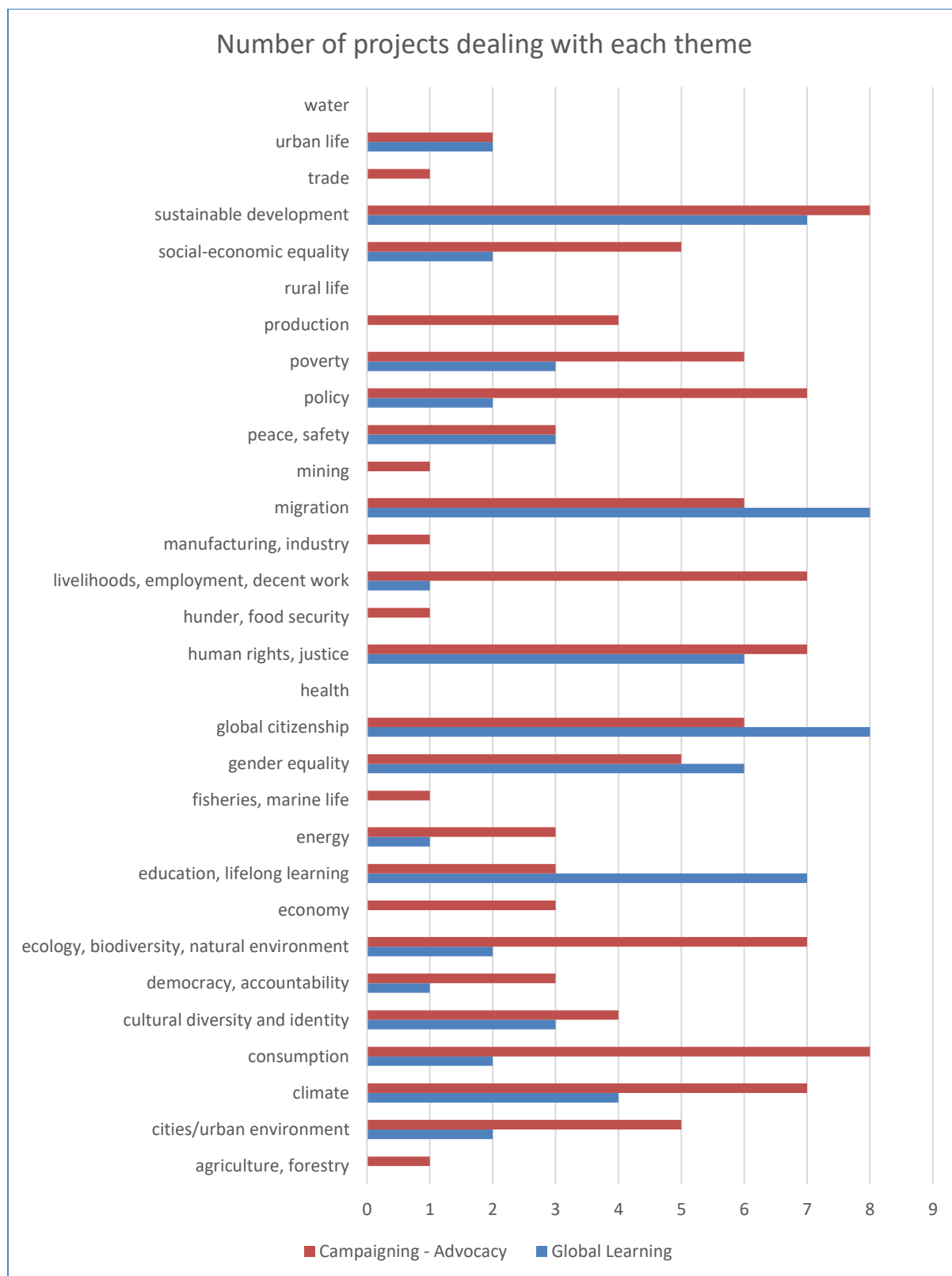
As explained in the previous chapter, in completing their project fiche projects were asked to select from a given list all themes with which their project is concerned. All 2016 CfP projects give attention to more than one theme. Across the projects the most popular themes are:

- Sustainable development (15 projects);
- Migration (14 projects);
- Global citizenship (14 projects);
- Human rights, justice (13 projects);
- Climate (11 projects);
- Gender equality (11 projects).

More Campaigning-Advocacy projects now give attention to Global Citizenship as a theme than C-A projects supported through the 2013 CfP.

When looked at from a Campaigning-Advocacy, respectively Global Learning, perspective the distribution of thematic interests is as shown in the table below.

^{**} Approximations are given since the *actual* grants provided and total budget costs may be different.



Geographical areas

Only some projects completed this aspect of their fiche, indicating the same regions as those identified in the 2013 project fiches. It is likely that more projects will identify the global regions which they will

draw on and/or relate to as an outcome of their planning during this, for them, first year of implementation.

Audiences

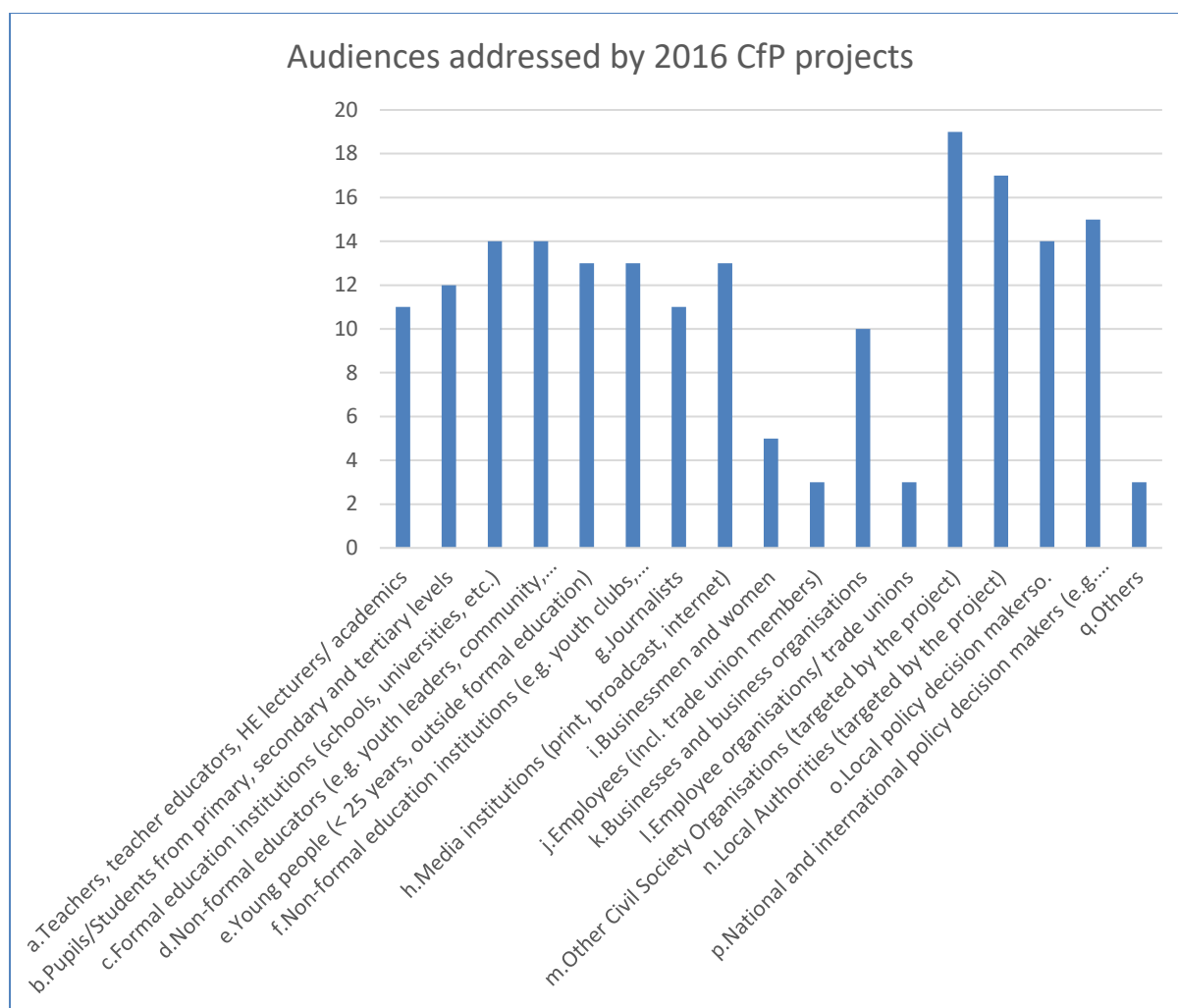
Both Global Learning and Campaigning-Advocacy projects plan to engage a fairly wide range of the audience groups: on average between 7 and 8 of the audience groups mentioned in the table below will be engaged in each project, with Campaigning-Advocacy projects spreading their efforts over a (slightly) wider range of audiences than Global Learning projects.

The most important audiences to be engaged through Global Learning are:

- Teachers, teacher educators and HE lecturers/academics (9 projects);
- Primary, secondary and tertiary level students/pupils (8 projects);
- Formal education institutions (7 projects);
- Non-formal education institutions (6 projects);
- Other Civil Society Organisations (6 projects);
- Local Authorities (6 projects).

For Campaigning-Advocacy projects the main audiences are:

- Other Civil Society Organisations (13 projects);
- National and international policy decision-makers (12 projects);
- Local Authorities (11 projects);
- Media institutions (10 projects);
- Local policy decision-makers (10 projects);
- Businesses and business organisations (9 projects).



Other audience groups mentioned: migrant and refugee communities, military & police, fishing communities.

Activities

The most popular activities planned by the 15 projects intending to use a Campaigning-Advocacy approach⁵⁹ are:

- Series of training/development courses or workshops (13 projects);
- Public meetings/discussion fora (13 projects);
- Social media initiatives (13 projects);
- One-off training/development courses or workshops (12 projects);
- Conferences (11 projects);
- Exhibitions and fairs (10 projects).

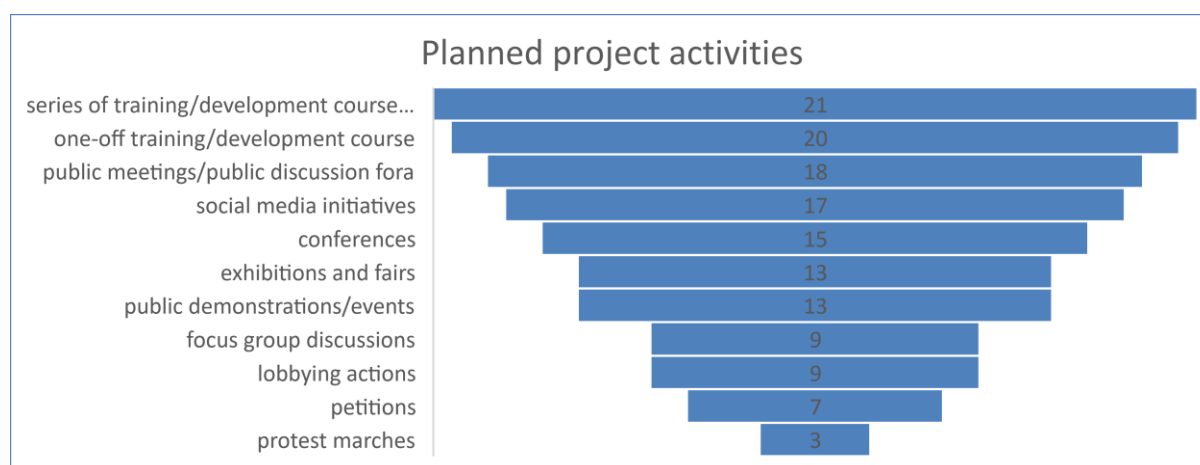
As mentioned in the previous chapter, Campaigning-Advocacy projects, with their focus on identified policy and behavioural change, will tend to use events that create awareness and active support for the issue, backed up by courses that create, for example, activists and multipliers that can take the messages of the project to a broader audience.

⁵⁹ One of the projects is intending to use both a C-A and a GL approach in its work. It is counted double in this paragraph.

The 9 projects intending to use a Global Learning approach favour the following activities (see footnote):

- Series of training/development courses or workshops (9 projects);
- One-off training/development courses or workshops (8 projects);
- Public demonstrations or events (6 projects);
- Public meetings/discussion fora (5 projects).

Global Learning projects, with their focus on developing participants' competences (skills and understanding) generally for use in teaching and learning and other education settings, will tend to use events that achieve this, backed up by activities that create interest in the project, and/or disseminate the outputs and results of the project.



Other activities, each mentioned by one or two projects only, include: research, advertising, residential course/summer school, internships

Section B: Review of completed 2013 CfP projects

7. The reviewed projects: introduction

Although at the time of writing all 23 2013 CfP projects had completed their implementation, information from only 16 was available for analysis. After completion, projects have a number of months to submit final project reports and external evaluation reports and 'due dates' for some didn't allow them to be analysed as part of this Achievements & Impact Report.

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Of the 16 reviewed projects (see Appendix 1):

- Four were led by a Local Authority:
 - Three of these used a Global Learning approach,
 - One used a Campaigning-Advocacy approach;
- Twelve were led by a Civil Society Organisation:
 - Six used a Global Learning approach,
 - Six used a Campaigning-Advocacy approach.

11 final and 1 partial project reports (6 GL, 6 C-A) and 9 project evaluation reports (5 GL, 4 C-A) were available to draw on for the analyses included in the following sections.

	Average project budget	Average EU grant per project	Average project duration (months)	EU implementation countries per project (average)	Average budget per project per country of implementation	Average EU grant per project per country of implementation
Global Learning projects (9)	€3,123,779	€2,643,667	34.2	11.4	€274,016	€231,901
Campaigning-Advocacy projects (7)	€4,381,122	€3,789,429	34.7	14.4	€304,245	€263,155

N.B. Financial information is based on proposals submitted by the projects and agreed by the European Commission.³² Actual figures achieved during implementation may be somewhat different.

On average the finances available to the 16 reviewed projects were approx. 3% higher than those of an average 2013 CfP supported project. However, because the reviewed projects were implemented in more countries than the average for all 2013 CfP projects, average grants and budgets per country of implementation were significantly lower than for all 23 CfP projects (by some 20 to 25%).

Grants to a reviewed Campaigning-Advocacy project were typically 43% higher than grants to a reviewed Global Learning project, reflecting the fact that Campaigning-Advocacy projects were larger: covering more countries and costing more than Global Learning projects.

8. 2013 project objectives



The outcomes which the projects wanted to create give an interpretation of how the objectives of the 2013 CfP were to be achieved or contributed to. Projects, in *their* overall and specific objectives, pursued a variety and mix of objectives. After reviewing the different reports similar project objectives were related to each other which created the following five groups of issues pursued by the projects:

1. Capacity development of organisations and authorities – an explicit focus in half of the reviewed projects;
2. Competence development of individuals – explicitly addressed by approximately one-third of all projects;
3. Creating policy changes – explicitly focussed on by almost two-thirds of all projects;
4. Promoting changes in behaviour – explicitly focussed on by approximately half of all projects;
5. Raising public awareness – addressed by all projects.

1. *Capacity development of Organisations and Authorities*

In addressing their chosen global development themes and issues, 8 of the 16 projects included overall or specific objectives that explicitly referred to the development of capacity of agencies (organisations or authorities) as a key objective, i.e. improving the capability of those authorities or organisations to set and implement their own, DEAR related, plans in the future. All other projects referred to capacity building (either by name or implicitly) in the description of their activities. Capacity development of authorities and organisations related to:

- The project organisations' own networks or network members: involving 'learning from doing' and smaller or newer organisations learning from larger, longer established organisations in the network. The aim was to ensure that individual network members and the network itself would be better equipped (skilled, knowledgeable) to work on issues of DEAR once the project was finished;
- External authorities and organisations: including Local Authorities, CSOs that were not project partners, schools, for example in respect of:
 - migration issues – supporting the external agency in developing their understanding and skills to respond to and influence public perceptions and understanding, and community issues,

- the post-2015/SDG agenda – exploring and supporting development of strategies and activities that would enable local communities or authorities to promote and respond to the agenda,
- Global Learning/Development Education principles and approaches – as a driver of curriculum development or school development and action or of community action.

Information (including from Evaluation reports or external ROM reviews) indicates that in four of the eight projects where *capacity building of both the network and external agencies* was an explicit component of their objectives (projects 3, 4, 5 and 10) the work has been largely or very successful, leading to:

- better skilled and experienced network members and networks;
- the existence of protocols, skills development and a commitment of external agencies to further develop this work.

Successful support for *capacity development in external agencies* relied significantly on projects being able to put themselves in someone else's shoes: “[having] as a main goal the interest of the community and common good”, relating to “crisis and social change” as experienced by the authority or organisation as the starting point for engagement (quotes from project 2 evaluation report, but also referred to in other relevant reports).

In addition to successes in capacity building of both the network and external agencies, in two further projects the *work done within the network* can be described as a success, with most network members expressing a level of confidence and commitment to take work further (projects 9 and 15). However, work with external bodies here appears to have been only partially successful and positive capacity development and commitment to further work by such external agencies is not or less certain.

In one project (project 1) capacity building formed the core part of the action's objectives. However, from reports it seems that the feasibility of the project had been insufficiently researched in the project design and start-up phases, with the implementing management team only partially able to adjust project plans. Some project partners appear to have successfully developed their skills and understanding and on occasion have been able to affect external agencies, but this seems to have been the case in only a minority of partners.

From the reports it appears that what made *capacity development within networks* successful was the explicit attention given to this in project planning and implementation, including through:

- use of learning materials, network learning events and exchanges;
- explicit attention and time built into project implementation to learning from the work that was done by partners.

2. Competence development of individuals

The development of individuals' competence (knowledge, understanding, skills and dispositions) was an explicit aim of the work of 5 of the 16 projects, with several other projects also addressing aspects of (DEAR relevant) competence development through their activities. The intention in all cases was for these individuals to use their newly developed competence in their own areas of work and communities. Explicitly this involved work with:

- Teachers as multipliers (3 projects), for them:
 - to use teaching and learning materials and approaches developed by the project in their classes (relating to respectively food production and consumption, and migration and climate change),
 - to develop and apply a Global Learning perspective to other aspects of curriculum work (3 projects);
- Pupils/Students as multipliers (3 projects), for them:
 - to use peer-to-peer education techniques to engage other pupils (for example, in issues of food production, consumption and waste),
 - to raise the issues of the project with their parents and within their local communities;
- Journalists/Media staff as multipliers (2 projects), for them:
 - to use their work contacts and channels (newspapers, magazines, TV) to create wider public awareness of and interest in issues of global interdependence and development;
- Young people (< 25 years of age, outside formal education) as multipliers (2 projects), for them:
 - to raise (community) awareness of and involvement in issues of global food production and (European) consumption and promote sustainable ways of living.

Although the references above mostly relate to Global Learning projects, in Campaigning-Advocacy projects competence development occurred too. Commonly this was not identified as an objective but developed as part of one or more activities contributing to the creation of a broader result. In these projects the focus was more often on competence development relating to:

- ‘Citizens’ (usually young people/students in and outside formal education), so that they acquired campaigns organisational and political skills and understanding to support or develop campaigning actions, usually in relation to the project’s issue or theme (at least 3 projects)
- Consumers, so that they acquired understanding and skills to identify and select fairly traded or sustainably produced products (at least 2 projects).

With some exceptions, projects tend to report (and external evaluators confirm) that their actions in developing audiences’ skills, understanding and willingness to act have been successful and evidence of the application of the acquired competence is generally given (e.g. in relation to teachers, journalists and young people using their acquired skills and understanding in their work and life environments). Where intentions have not been reached it seems to be mainly due to over-ambitious goals or to a lack of previous contact with or understanding of the audience.

Beyond referring to the ability of audiences to take the issues of a project further, what DEAR relevant competences practically entail in detail is usually not defined let alone assessed by the projects. However, project publications, such as those produced by the ‘Eat Responsibly’, ‘Make Fruit Fair’ and the ‘School of Sustainability’ projects (to name some), provide or imply the skills and understandings that are aimed for.³³

By exploring different food related topics and providing ‘action points’ on each, the Eat Responsibly materials provide an insight into the practical skills and understanding that is needed to learn and potentially act on that learning. The Make Fruit Fair publication ‘Game On!’ provides information and suggestions on how to organise a campaign (e.g. who to target, how to phrase and frame a campaign message): helping to develop skills and understanding that are generally applicable to campaigning. The School of Sustainability materials also assist in such competence development, in this case

through developing non-formal education approaches and training organisational techniques as well as content (understanding) related aspects. As with the Make Fruit Fair material these competences are applicable to and useful in various DEAR settings and are not limited to a specific theme or issue.

3. *Creating policy changes*

On the basis of awareness raising, capacity and competence development both Global Learning and Campaigning-Advocacy projects aimed for their work to lead or contribute to changes in policies. Of the analysed projects, ten had objectives that gave *explicit* attention to the creation of changes in policies, while most other projects saw it as an intended (planned or to be planned) spin-off from the work they were doing.

Policy change explicitly aimed for in respect of ...	The main policy change targets
Sustainable development planning (production and consumption)	<ul style="list-style-type: none"> ○ Local Communities ○ Businesses ○ Local Authorities ○ European Union and its Member States
Fairer trade relations North-South	<ul style="list-style-type: none"> ○ Businesses ○ European Union and its Member States
School curriculum content (and pedagogy)	<ul style="list-style-type: none"> ○ Local Authorities ○ Schools
Global tax policies	<ul style="list-style-type: none"> ○ European Union and its Member States
Investments in developing countries	<ul style="list-style-type: none"> ○ European Union, Member States and institutions ○ Businesses
Migration and development	<ul style="list-style-type: none"> ○ Local Authorities ○ European Union and its Member States
Natural resource management and access to natural resources	<ul style="list-style-type: none"> ○ European Union and its Member States ○ Inter-governmental organisations
Policy coherence for development/Human Rights based approach to development policies	<ul style="list-style-type: none"> ○ European Union institutions

For some, mainly Campaigning-Advocacy projects use of their DEAR grant formed part of a longer-term effort to change policies, e.g. in respect of achieving EU coherence between different policies affecting global development, in respect of global trade relations, or in respect of global financial relations. Although not necessarily familiar with the specific 'ask' of the DEAR project, the target group in general was likely to be aware of the existence of the issue. In those cases, the 2013 CFP project contributed something specific in support of the broader, longer-term aim (e.g. projects 2, 7, 11 and 16).

In other cases both Global Learning and Campaigning-Advocacy approaches brought a new perspective and/or information that was previously mostly unknown to the intended audience, be it a Local Authority or national or international decision-making body. Although all these projects drew

on ideas developed by previous DEAR actions, they applied, adjusted and developed new ones to suit the specific requirements and needs of the 'new' audiences they worked with (e.g. projects 4, 5, 12, 13 and 14).

None of the reviewed projects claims that it achieved all its policy change targets. Nevertheless, virtually all (there appears to be one exception) created some form of change in the target's policies or at least in the perceptions of target audiences about the issue at hand. In very broad terms the achievements of the projects can be categorised as follows:

- The project raised the issue with target audiences, convincing them of the relevance and importance of the issue. It then collaborated with the targets on development of new policies which were (largely) adopted (at the same time often maintaining a public pressure on the target through campaigning activities or other forms of public pressure). From the available information it appears that this was the case in up to one-third of all projects;
- The project raised the issue with target audiences, convincing them of the relevance of the issue and establishing a working relationship with them but without this (yet) leading to a change in policy. From the information available it seems that this was the case in approximately half of all projects;
- The project developed recommendations for a policy change and these were used to inform and/or lobby target audiences, without this leading to further dialogue or a change in policy. From the available information it seems that this was the case in about one-fifth of all projects.

What appears to have made policy change particularly successful was where projects worked with their targets. As one targeted authority said, "it is import [sic] to have this kind of project in order to work hand-in-hand and taking part. It is fundamental to seek points of agreement and collaboration" (quoted in Project 2 evaluation report). However, to get to that point in the case of businesses or national decision-makers "Aggressive public campaigning, followed by direct advocacy work asking in more neutral terms for private engagement [...] can be an effective tactic" (Project 11 evaluation report).

Public campaigning for policy change, targeting of for instance Local Authorities, is generally not attempted. Instead the use of (local) media and development of (first informal and then formal) contacts with decision-makers appears more effective. Civil servants at local levels generally appear to be more approachable than national or EU civil servants, making the establishment of initial contacts and hence the raising of an issue easier. Projects suggest that reference to successful policies of other Local Authorities, statements by (international) LA conferences, the provision of evidence of existing good practice (ideally from within the locality itself), and multi-stakeholder approaches are key in providing success. Involving local decision-makers (LA civil servants, politicians, school leaders) in discussions and joint action plan development, through seminars, workshops and conferences, can lead to policy changes at local levels (e.g. projects 4, 13 and 15).

Most projects successfully developed a basis for contacts that, with further work, can lead to policy changes. The success of that then depends on the "capacity [of projects] to build networks and action plans to be implemented also after the end of the Project" (Project 4 evaluation report) – which in turn then depends on the financial capacity of project partners to maintain their involvement beyond the CfP funding period and/or to revive the partnership through a further DEAR grant. ***

*** As at least one of the 2013 CfP grant-funded projects has been able to do so through the 2016 CfP process. Also see chapter 11

4. *Promoting changes in behaviour*

Leaving aside changes in behaviour as a result of capacity or competence development, 7 of the 16 projects refer to **CHANGES IN BEHAVIOUR** which they aimed to pursue with members of the public, relating to:

- use of resources locally (3 projects);
- purchasing practices and consumption (e.g. of seafood or tropical fruit) (2 projects);
- broader 'sustainable behaviour' (e.g. through political choices made or through use of natural resources by members of the public or by authorities or agencies) (2 projects).

In creating these changes what various project reports and evaluations noted was the importance of having stories, case studies and products available that can alert people to, and show the effect of, behavioural change. What was important too was the use of repeated actions or of activities that reinforced original messages.

The evidence of project successes in creating changes in behaviour was typically indicative rather than absolute. Not surprisingly, since behaviour change across a group of people is difficult to measure. One or two projects attempted to assess it by calculating the rise in sales of a specific Fairtrade product. Others however mainly referred to results of questionnaires completed by customers or other members of the public and/or by those who had become involved in the project.

5. *Raising public awareness*

Awareness raising of development issues was common amongst all projects, with Campaigning-Advocacy projects tending to focus on a broad public and Global Learning projects focussing on a much more closely defined public, i.p. formal and nonformal educators, (local authority) education decision makers, and young people in a formal or nonformal institutional setting.

The change that such awareness raising is intending to create appears to be primarily in respect of:

- the creation of an environment in which the existence of the issue or project is recognised;
- the creation of interest and/or involvement in the specific issue.

Projects in their reports tend to give a great deal of attention to awareness raising processes and outputs. They report that feedback from viewers, readers, public event participants, etc. has generally been (very) positive about the quality of the activities and outputs that aim to raise wider awareness. However, the effect of this in creating positive recognition amongst the public, in creating further interest or in recruiting activists is generally underreported: it appears not to be monitored as a matter of course and, with some exceptions, evaluations rarely refer to it. As one evaluator commented in respect of broad awareness raising leading to active engagement, rather than using a scatter-gun approach, as appears fairly common amongst Campaigning-Advocacy projects, "It is important to think about what kind of media coverage you want ...", aiming for coverage that is quite specifically targeted and reaches those who can make a difference, rather than aiming for a 'general' public (Project 11 evaluation report).

Given the limited resources available to all EC DEAR projects together, any one project would be hard pushed to create, on its own, an appreciable difference in public perceptions about the issue pursued by that project. Those few projects that used before and after public polling in respect of the issues they pursued found no or even a negative change in public opinion relating to the proposition of the

project (e.g. projects 7 and 14, with project 2 not referring to the results of an opinion poll they commissioned).

Relationship with the intentions of the Call

The overall and specific objectives which the European Commission had set for the 2013 DEAR Call can be summarised as follows (see chapter 4 for details):

2013 CFP purpose

- Developing citizens' awareness and critical understanding of interdependence and of the globalised society
- Contributing to fairer relations North-South
- Citizens' active engagement in poverty eradication and in promotion of justice, HR and sustainable ways of living
- Anchoring EU development policy in society

In working towards their objectives and in analysing the underlying issues most projects used a relatively 'soft' analytical framework (usually implicitly): focussing on the issue at hand usually without significant reference to wider power structures or global systems relations. Most but not all Campaigning-Advocacy projects used a 'power and systems' related approach within which their concerns were placed (e.g. project 3, 6, 7, 16). (Ref. chapter 3, paragraph Project actors and 'good practice' in DEAR.)

All reviewed projects raised **AWARENESS OF INTERDEPENDENCE AND OF THE GLOBALISED SOCIETY**. Some did this in relation to a very specific issue, product or policy (e.g. projects 2, 11, 16), while others focussed on a broader content (e.g. 4, 8, 9). As mentioned above, the extent to which they did this successfully is difficult to measure. The direct influence of DEAR projects on public recognitions expressed through, for example, national or international opinion polls, which may indicate a level of awareness, is no doubt limited. However, the European Commission's DEAR Programme, when seen as part of a broader 'movement' for social, economic, political, environmental change, does contribute to a public climate that raises or maintains awareness of a 'global and development perspective'.

The extent to which awareness raising involved the development of '**CRITICAL UNDERSTANDING**' (i.e. reflection on and analysis and evaluation of different ideas, combined with an application of independent thought) varied from project to project. In principle, projects that used a Global Learning approach should and indeed appear to involve development of critical understanding as a matter of course (project 3 in its approach would be an example). Many projects, and not only Campaigning-Advocacy projects, however, start from a perspective that precludes open-ended investigation of different ideas (for instance about the value of Fair Trade, of human rights or of the notion of 'environmental sustainability') and instead posit and promote a specific analysis of a problem and a defined solution to that problem: although critical of the existing situation they are less so about the proposed response.

One of the challenges that awareness raising and the development of critical understanding face is that an approach that is based on an assumption that ➡ Public Awareness Raising of an issue, involving ➡ Development of Understanding, leads to ➡ Changed Perspectives on or Attitudes towards the issue, resulting in ➡ Action to Change, is not correct. It is not the case that once the public understands a development problem, action in support of 'the' solution to the problem will follow.³⁴ Hence the importance, as advocated in good practice Development Education/Global Learning, of 'experience' and 'relevance': providing (new) experiences, for instance in respect of "the experience

of development from the perspective of communities with which the public may not be personally familiar”, but which are relevant to the audience’s interests and concerns.³⁵ (Also see chapter 10.)

Promotion of **‘FAIRER RELATIONS NORTH-SOUTH’** and promoting sustainable ways of living were a concern of all projects. For some attention to this was explicitly drawn by using products or policies as examples (e.g. projects 2, 11, 8, 10, 12, 16). For other projects North-South or EU-Global South relations were addressed through attention to the SDGs or other issues affecting countries and people in the Global South (e.g. projects 3, 4, 5, 15).

At least five of the reviewed projects (incl. nos. 2, 6, 7, 11 and 16) can show an immediate benefit of the work that they have done in **REDUCING POVERTY** levels, either because they focussed on business practices that affected known communities in the Global South or that affected groups of people in the EU, or because they successfully influenced EU and EU Member State policies that directly affect poverty. Other projects (e.g. 5, 8, 9, 14) made an indirect connection with poverty as part of their work on, for instance, the Sustainable Development Goals.

For virtually all projects the **PROMOTION OF JUSTICE AND HUMAN RIGHTS** was an implicit rather than explicit task. From their evaluation reports it is clear however that the work done is based on a justice and/or human rights perspective, particularly regarding economic and/or social relations between the Global North and Global South and regarding EU immigration.

SUSTAINABLE WAYS OF LIVING was either explicitly addressed (projects 2, 3, 5, 6, 8, 9, 10, 13) or referred to in the context of discussions about policy or behavioural change, organisational or individual capacity development (projects 1, 4, 7, 11, 12, 14, 15, 16).

Leaving aside if **‘ANCHORING EU DEVELOPMENT POLICY IN SOCIETY’** is a valid purpose for a DEAR project (given the interpretations given by the EC of, for example, ‘awareness raising’ and ‘development education’ – see chapter 3), an assessment of a DEAR project’s, or even of all DEAR projects’, success in this is impossible to measure. At best the projects together can assist in informing a climate in which a level of awareness of EU development policy is present. However, on their own DEAR projects will not have - and cannot be expected to have - a measurable impact on that awareness let alone on ‘anchoring’, i.e. securing, that policy within the ‘mores’ of society.

9. 2013 project audiences

This chapter attempts to assess the number of people involved by the projects.

Information obtained from ‘project fiches’ (see chapter 5) indicated that the most commonly addressed audience groups for 2013 CfP projects were:

<i>Audience</i>	<i>Typical intention for them to</i>
Civil Society Organisations	take up, further develop or implement the issues and approaches of the project
National and international policy decision-makers	to implement changes in policy in support of the project’s action
Young people (aged <25 years, outside formal education)	to take part in a project’s (Campaigning-Advocacy) action (and disseminate it in their communities)

Pupils/students in formal education	to take part in a project's (Global Learning) action and to disseminate it through formal peer-to-peer exchanges to fellow pupils/students
Formal educators	to use the project's teaching and learning and acquire the skills and understanding to apply Global Learning techniques in their classrooms
Local Authorities	to discuss, learn and apply SDG relevant policies and practices in their work with local communities
Non-formal educators	to use the project's ideas and acquire the skills and understanding to apply Global Learning techniques in their work

As mentioned previously quantitative information about those engaged is only available from 13 of the reviewed projects. What makes enumeration across these projects currently difficult is the absence of a standard format by which projects report on the number of contacts, participants, targets or activists involved in their work. Plans, reports and evaluations use a variety of descriptions, means of identifying and of quantifying the publics, making it difficult to assess, across all projects:

- the number of people engaged by all projects;
- the intensity of engagement of project audiences.

Although it is potentially possible to add up all of those reached by all projects, the figure arrived at would be rather meaningless since it includes different types of 'reach' and people whose level/intensity of engagement is very different. In attempting to come to a more meaningful calculation, information from the project reports has been analysed and categorised along a triangle or pyramid of engagement. Appendix 2 gives details of the process used for doing this and the assumptions that had to be made. In summary the system involves the following levels: from a lowest (and broadest) Level 0 involving direct or indirect 'contact' of the project with the public, to the most intense (and narrowest) Level 6 involving new initiatives outside the direct intervention of the project.



Adapted from: G Rosenblatt (2010): *The Engagement Pyramid: six levels of connecting people and social change*, publ. Groundwire: <http://groundwire.org/blog/groundwire-engagement-pyramid/>

An illustration, based on the narrative and evaluation reports of 13 projects, of what might be involved at each level would be as follows:

Examples (also see Appendix 2)	
Level 0: Consumer of information	(Potential) readers of a newspaper article or viewers of a TV item reporting on a DEAR project and its issue(s)
Level 1: Spectator	Occasional viewer of a project website or Facebook page
Level 2: Follower	E-mail subscriber or Twitter follower of the project

From Level 3 upwards audiences make a positive contribution to (parts of) the action

Level 3: Supporter	Petition signer or participant in a one-off project workshop or training
Level 4: Activist	Participant in a series of project workshops, or writes a letter in support of the project/the project's issue
Level 5: Multiplier	Systematically promotes the project/the project's issue to a wider circle of acquaintances, colleagues or in the local community
Level 6: Innovator	Uses the project as the basis for developing new ideas relevant to the project's issue(s) and applies them within his/her own circles

In attempting to apply this system to the available information from 13 of the projects⁺⁺⁺ the following observations can be made:

- The detail of *reporting on quantities* varies significantly amongst the projects. Some projects give detailed descriptions of who is involved in a particular audience group and/or about what participation in an event led to. Most, however, leave the composition of audiences or the import and consequence of an event unclear, only reporting that “x number of people took part” and that it “was successful”. This makes allocation of involvement to a particular level or intensity of engagement difficult and a great deal of estimation had to be applied.
- *Young people*, except those involved through schools or youth organisations, are often not identified as a separate category, hence the figures could imply that involvement of young people is low.
- Similarly, projects involving work with *consumers, employee organisations/trade unions, media organisations, non-formal education institutions* typically did not identify or enumerate them as such. Figures for these audience groups are not available even though for a number of projects they were key targets and important in achieving objectives.
- Projects working within the *formal education* sector usually did not appear to enumerate the number of teachers or schools they had informed about the project (i.e. Level 0) but only those that got actively involved in the project, hence the numbers of educators and education institutions reported at Levels 0 to 2 are, possibly significantly, under-reported.
- Projects tended to *double count* participants, e.g. a participant's attendance at a conference might be counted as well as their role as ‘multiplier’.
- Where an individual took part in *multiple actions* (e.g. multiple petition signings, letters written, events participated in) they are likely to have been counted multiple times. Thereby inflating the number of L3 Supporters and L4 Activists in particular.

⁺⁺⁺ Six Global Learning Projects and seven Campaigning-Advocacy projects about which quantified information was available. Information from the other three reviewed projects did not give enough details to include them in the enumeration efforts. Usually this was because reports that would give such details were still in development as part of project closure exercises.

- Information about involvement in the project created by ‘sub-granted’ partners (i.e. ‘third parties’ not part of the project consortium but receiving financial support from the project) appears to be extremely partial/incomplete and, where it is reported, it has been difficult to allocate across different audience groups and levels of engagement.
- Depending on the results and objectives to be achieved, *achievements* do not necessarily relate to the size of public engagement. For example, competence development of a campaigns activist may be less intense and more narrowly focussed on one issue than that of a teacher who has gained experience and understanding of a broad range of DEAR relevant approaches, even though both would be allocated to level 5 Multiplier.

Considering those and other conditions mentioned in Appendix 2, what are the reported and estimated total numbers engaged by all the 2013 DEAR CfP projects?

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	Based on the 13 reviewed projects	Estimate of reach across all 23 2013 CfP projects
Level 0: Consumers of information	Approximately 857 million contacts have been made with individuals and some 1700 contacts with groups, agencies, and authorities	Approximately 1,351 million contacts with individuals and an approx. 2700 contacts with groups, agencies and authorities have been made or initiated by the projects
Level 3 Supporters to Level 6 Innovators (i.e. those actively involved in positive action in support of the project)	Approximately 9.2 million individuals and approx. 4000 groups, agencies and authorities. N.B. This includes multiple actions taken by one individual or group	Approximately 14.6 million individuals and approx. 6600 groups, agencies and authorities. N.B. This includes multiple actions taken by one individual or group

If correct, this estimation would mean that on average each of the projects would have actively engaged approx. 635,000 individuals, i.e. individuals who have made a positive contribution to (parts of) the action, and approx. 290 groups, agencies or authorities, i.e. those who through their policies or practices have responded positively to (parts of) the action.

Amongst those who were actively engaged typical actions would be as shown below.

	Active engagement: examples from reviewed projects
Level 6: Innovator	<ul style="list-style-type: none"> • <i>Educator</i> (e.g. project 12, 13, 10): uses the ideas of the project and adapts and develops them in her/his teaching practice • <i>CSOs</i> (e.g. project 6, 15): uses the ideas of the project and adapts and develops them for use with their own audiences (for instance but not necessarily as part of receiving a sub-grant)
Level 5: Multiplier	<ul style="list-style-type: none"> • <i>Pupils/Students</i> (e.g. project 13): uses understanding and skills developed through the project in peer-to-peer education with fellow pupils/students • <i>Journalists</i> (e.g. project 14): uses the experiences of a study tour to disseminate the issues of the project in articles/TV reports • <i>Member of the public</i> (e.g. project 3, 11): uses skills training to develop and implement events that further attention to the project and its issues
Level 4: Activist	<ul style="list-style-type: none"> • <i>Local or national policy decision maker</i> (e.g. project 4, 7, 14): takes part in discussions with the project and within the local/national authority takes forward an action point from that meeting that promotes or addresses (part of) the project’s issue

	<ul style="list-style-type: none">• <i>Inter-governmental body</i> (e.g. project 7, 16): the agenda setting committee of the body agrees to get a new issue (raised by the project) on the agenda for discussion by that body
Level 3: Supporter	<ul style="list-style-type: none">• <i>Member of the public</i> (e.g. project 2, 5, 6, 11, 16): signs a public petition for a company to change its policy on an issue• <i>Educator</i> (e.g. 10, 13): takes part in a one-off training session about the project

Using the information gained from the 13 projects as indicative, the following table gives a (by necessity very rough) estimation of involvement in the different audience groups at Levels 3 to 6 for all 23 projects supported through the 2013 CfP:

Actively engaged in all 2013 CfP projects (estimate)	actively involved				
Audiences / Participant groups	L3: Supporter	L4: Activist	L5: Multiplier	L6: Innovator	total actively involved
Pupils/Students from primary, secondary and tertiary levels	3,028	1,392	560		4,980
Teachers, teacher educators, HE lecturers/ academics	30,144	628	4,214	94	35,080
Non-formal educators (e.g. youth leaders, community, adult, trade union educators)	286				286
Young people (<25 years, outside formal education)	1,546	5,222	4,559		11,327
Journalists	385	282	282		949
Businessmen and women		47			47
Local policy decision makers	392	80			472
National and international policy decision makers (e.g. MPs, MEPs, civil servants)	7,221	396			7,617
Members of the public not specified or from across different audience groups	13,725,979	823,517	2,025		14,551,521
Total individuals	13,768,981	831,564	11,640	94	14,612,279
Formal education institutions (schools, universities, etc.)	108	1,174			1,282
Communities (targeted by the project)	160				160
Businesses and business organisations	767	38			805
Civil Society Organisations (targeted by the project)	3,162	122	471	146	3,901
Local Authorities (targeted by the project)	238	209	15		462
Governments (targeted by the project)	6	27			33
Inter-governmental bodies (e.g. EU, UN bodies, global inter-governmental conferences)	17	3			20
Total groups, agencies, authorities	4,458	1,573	486	146	6,663

Caution: The figures shown against each level and in total are very tentative and may include multiple counts of the same individual or group.

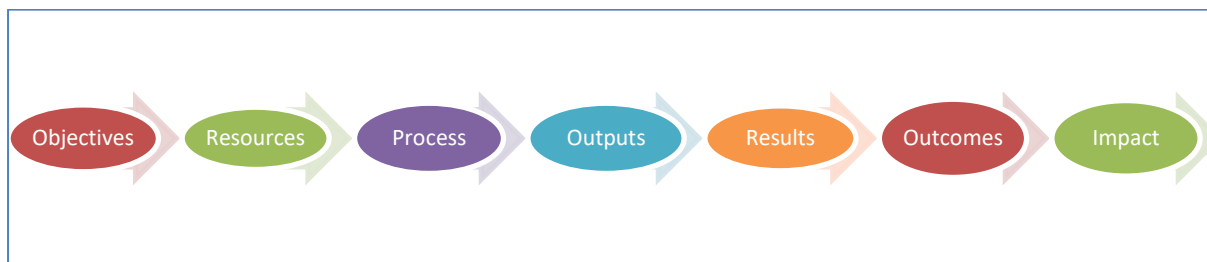
10. 2013 projects: methods to create change

Apart from pursuing specific outcomes, the 2013 CfP projects were tasked to relate their efforts to four approaches stated in the CfP's overall objective (see chapter 4): raising public awareness, promoting development education, mobilising public support, and changing attitudes (see chapter 4). The methods projects typically used are categorised below under those four headings:

2013 CfP overall objective	Description	Typical methods used by reviewed projects
<i>Raising public awareness</i>	A pro-active messaging action or programme about an issue aimed at (a part of) the public. Awareness raising can be (but is not automatically) a start for developing public support for changes in policy/rules and/or practice/behaviour.	<ul style="list-style-type: none"> ○ Dissemination of research ○ Adverts, TV spots/film clips, newspaper & social media articles/features ○ Public events (incl. street theatre, pop-up/guerrilla activities, demonstrations, boycotts, public meetings) ○ Leaflets/flyers/promotional materials ○ Stories
<i>Promoting Development Education</i>	Supporting development and implementation of "...an explicitly critical approach to development issues [...] The case [to be made] and the proposed solutions [...] tend to be explicitly questioned. Development education adopts an 'open-ended' approach to learning where what the learners conclude from their learning, and what they do with their newly acquired skills and understanding is not determined in advance." ³⁶	<ul style="list-style-type: none"> ❖ Building on/using awareness raising techniques ❖ Research ❖ Lectures, conferences ❖ Workshops, training courses ❖ Summer schools ❖ Experiential events, study tours ❖ Roundtable discussions ❖ Multiplier/competence development ❖ Social media/on-line information and training ❖ Publication/'tool box' development ❖ Organisational capacity building ❖ Evaluation
<i>Mobilising public support</i>	<p>Stimulating and organising people to take action in pursuit of a particular objective,</p> <p style="text-align: center;">either through Campaigning-Advocacy:</p> <p>"Projects that adopt a Campaigning and Advocacy approach aim at concrete changes in behaviour at individual and collective levels, or in institutional/corporate policies. They use results-oriented strategies. They facilitate and support informed citizen engagement and advocacy for more just and sustainable policies, political/economic structures and individual practices."</p> <p style="text-align: center;">or through Global Learning:</p> <p>"Projects that adopt a Global Learning approach aim to enhance the</p>	<ul style="list-style-type: none"> ➤ Building on/using awareness raising techniques ➤ Using methods also used in the promotion of development education <p>For Campaigning-Advocacy actions:</p> <ul style="list-style-type: none"> ➤ Research ➤ Petitions ➤ Letter writing actions ➤ Public demonstrations ➤ 'Urgent action mailings' (involving existing supporters) ➤ Competence development courses e.g. regarding campaigns organisation <p>For Global Learning actions:</p> <ul style="list-style-type: none"> ➤ Research

	<p>competencies of target groups in understanding and addressing issues of global development. They use learner-centred, participatory, and dialogue-oriented methodologies to develop such competencies. Projects of this type most often work within the formal or non-formal education sectors.”³⁷</p>	<ul style="list-style-type: none"> ➤ Workshops and courses ➤ Exemplar lessons ➤ Education materials development and dissemination: teaching & learning approaches, global literacy skills ➤ Development of enquiry and dialogue and discussion examples ➤ Competence development workshops e.g. regarding active experiential learning
<p><i>Changing attitudes</i></p>	<p>A feeling, emotion, belief about a thing, person or event. When applied to a series of occurrences it relates to a person’s ‘disposition’, i.e. character and behavioural qualities. In respect of DEAR it relates to attitudes regarding a.o. poverty, people and countries in the Global South, interdependence</p>	<ul style="list-style-type: none"> • Building on/using awareness raising, development education, public mobilisation techniques • Opportunities to experience a new/different situation • Personal stories and personal contact • Events that exhibit values, or new/different experiences, or a different type of behaviour, e.g. to do with curiosity, diversity, solidarity, participation, justice, different lifestyles

The use of the listed methods is mentioned in the different project reports. However, only a minority of project reports reflect on the efficacy of the methods used. That lack of reflection by project staff may be partly encouraged by the linear planning approach required to be used by the Call’s conditions.³⁸ That planning approach implies an assumed causal relationship leading from intentions (Objectives) to lasting results (Impact):



This approach may have encouraged projects not to reflect on the *relevance* of particular activities in achieving a particular result. An implicit assumption often seems to be at work that “because we have applied Process A and produced Outputs B, Results C will have followed (automatically), which has thereby led to Outcomes D, which will contribute to Impact E.” Although evaluation reports often question such a relationship, narrative reports often give a great deal of attention to detailed descriptions of activities, without reflecting on the ‘so what?’ question.

Such a cause-and-effect approach is typically far removed from the reality of projects dealing with political, social, environmental or educational change. A minority of projects (e.g. projects 2, 11, 15) recognised this and developed a ‘Theory of Change’ which enabled them not only to clarify the feasibility of their purposes (for instance by explicitly identifying their assumptions), but also gave them a tool in planning and, crucially, reviewing their work during implementation: “[encouraging] on-going analysis and questioning about the real-world, dialogue with stakeholders, partners and

peers to keep checking on assumptions, planning and predicting where possible and active learning through M&E where it is not.”³⁹ For projects that have used a Theory of Change approach the emphasis in reports and evaluations, is *not* on activities (as tends to be the case in most narrative reports) but on the results, outcomes and impact *and* on learning from the processes to get there.

As noted in chapter 8, projects have tended to give a great deal of attention to awareness raising, but the effect of their efforts is generally not well documented or evaluated. The same can be said for their effectiveness in using attitude change techniques: no project explicitly reflected on it except in so far as it might have related to observed behavioural change (e.g. customer purchasing).⁴⁰

More evidence appears to be available about the projects’ outcomes relating to the promotion of development education and to the mobilisation of the public in the action. While narrative reports tend to focus on quantities of events organised and people engaged, most evaluation reports give explicit attention to what made a method more, or less, or not successful (e.g. see projects 2, 3, 11 14). The effectiveness of the different methods used appears to have depended much on circumstance and careful planning and on the extent to which a project understood the audience that was to be reached or engaged.

11. 2013 projects: sustainability and impact

This chapter looks at the extent to which project processes and outcomes have provided a platform for further work that supports lasting change. The chapter discusses sustainability issues relating to the project partnership and the five different sets of objectives with which projects were concerned and identified in chapter 8 (i.e. capacity development, competence development, promoting policy change, advocating behavioural change, and awareness raising).

Project partners and their continued contact with project participating audiences

A major problem in ensuring sustainability of achievements for projects dealing with usually complex issues is the time-limited nature of the project and its partnership. Project reports and evaluations state that project partners have generally gained much experience of the issue of the project, of the project’s approach and methods, of an audience group and of supporting the public’s active engagement. Projects mention a fear that the end of the project will inevitably mean a reduction in support for the project partnership – even where an ongoing partnership network exists.

Evaluation reports (e.g. project 1, 2, 3, 11, 16) suggest that unless project partner organisations have embedded the issue and approach of the project at the heart of their organisational/authority’s strategy, other issues and longer established approaches may take over and any gains made through the project can be lost. Ensuring the longer term, lasting success of what DEAR projects try to achieve often requires reinforcement of newly acquired understandings, insights, skills and experiences, and support for addressing new situations that may affect the issue(s) and the approach of the project.

Only a minority of projects refer to contact mechanisms that will enable them to stay in touch after the end of the project with those who were actively engaged: potentially giving the opportunity for ongoing contact with the organisation about the same or similar issues. However, most project partners appear to lack the resources to do this to a significant extent.

Capacity development of external agencies

Similar fears are expressed about the lasting effects of a project's work with external agencies. As mentioned in chapter 8, some three-quarters of projects report positively on the effects of the capacity development exercises they have carried out with external agencies (organisations as well as authorities). Reports and evaluations indicate that typically this has led to acquisitions of skills and understandings that these agencies are using or are planning to use.

According to narrative and evaluation reports, those groups, agencies, authorities identified at levels 4, 5 and 6 in chapter 9 have shown an intention to build on interests and capacities acquired through the project. This means that the issues and approaches raised by the projects, such as sustainable development, or local authority responses to immigration, or the use of development education techniques, are 'on the agenda' of these agencies. However, as with project partner organisations, new situations faced by the external agencies may make the success short-lived in the absence of further external support and reinforcement.

Competency development

What is likely to have a longer positive effect are the project outcomes regarding the development of individuals as multipliers and innovators (levels 5 and 6 in chapter 9). Those projects that have done this (e.g. projects 6, 7, 10, 11, 13, 15), comment on the fact that these people have the skills, understandings and the motivations to take the issues forward in new situations. Their experiences of learning about, and learning to work with, the issues have given them the skills and, through project publications and other resources, 'tools' to continue dissemination.

For most Campaigning-Advocacy projects and for some Global Learning projects the skills and understanding development was primarily linked to a specific theme or issue. In that case the competencies gained may not necessarily be transferable to other DEAR related issues. Where the 'multiplier development' has given significant attention to learning about a broader range of approaches and techniques (be it general campaigning techniques or Global Learning techniques) the potential multiplier from the project will be significant and lasting, especially amongst those who are able to use those approaches on a daily basis in their work with others (such as teachers and other educators).

Policy change

Policies of businesses, governments, authorities, institutions have been affected and changed because of work done by the 2013 CfP supported projects. Those influences and changes have had an effect on, amongst others, the purchasing policies of supermarkets, local authority policies regarding sustainable development or support for immigrants, inter-governmental discussions about global tax regimes and the financing of global development. However, a changing social and political environment apparent in various EU Member States, in which neo-nationalist perspectives and views antagonistic to democratic principles are gaining ground, may well put pressure on some of the policy gains made.

Despite the successes noted, projects are aware that policies can change: a new directorate in a business may revert a purchasing policy, a new head of civil service may advocate different priorities, and a different composition of a parliament, government or authority may institute policies that negate or undermine DEAR project promoted policies. However, depending on the strength in the EU of social movements based on human rights principles, of which DEAR is a part, most of the broader

themes in which DEAR projects advocate policy change (e.g. global trade and finances, global learning curriculum, SDGs, migration) are likely to remain key concerns and focuses for further action, enabling building on the gains made by the 2013 CfP projects.

Behavioural change

People are fickle and easily fall back on previous behaviours. Projects are aware of this and aware too that without reinforcement behavioural changes created by a project can easily be undone. Continued access and reminders are needed, for instance, of access to relevant products (be it sustainably sourced fish, or Fairtrade goods, or relevant education materials), of examples relating to the benefits of policies or products (e.g. to do with the local or global environment or with the motivation of students to learn), and of the relevance of 'new' behaviour in addressing the public's interests and (local) concerns. Opportunities to meet with like-minded people on a regular basis can also a stimulus in maintaining behavioural changes. Unless reinforcement continues to be available, through the project partner organisations, through follow-on projects, or through other channels, it is likely that behavioural changes may in most cases be relatively short lived.

Raised awareness

On average each project made more than an estimated 58 million (potential) contacts with European citizens via print, broadcast and social media. Although possibly not directly related, it did nevertheless help to influence the level of active involvement of close to 1 million people-actions per project. As with behavioural change this success however may be short-lived. As many evaluation reports mentioned or implied: without ongoing campaigning or Global Learning work it is inevitable that there will be less coverage for the issues raised by the 2013 CfP projects. Unless taken on by further work, public awareness of the issues raised will decline.

12. Conclusions to Section B: 2013 CfP Projects Reviewed

This chapter offers summary conclusions and suggestions relevant to the four areas with which the analysis of 2013 CfP supported projects was concerned, i.c.:

1. The objectives of the projects and the changes created or contributed to;
2. The participants, audiences, target groups addressed by and involved in the projects;
3. The methods used by projects to engage audiences;
4. The extent to which project processes and results have provided a platform for further work that can lead to lasting change.

Were the 2013 CfP projects effective?

(Reference: Chapter 8 in particular.)

The 2013 Call for Proposals invited projects to act on the development of "European citizens' awareness and understanding of the interdependent world and of their role, responsibility and lifestyles in relation to a globalised society; and to support their active engagement in global attempts to eradicate poverty, promote justice, human rights, and sustainable ways of living."

CSOs and LAs responded to this through projects that were concerned with a wide range of issues: from sustainable fishing to changes in global tax regimes, from teaching and learning in response to food related development themes to manifesto development giving guidance to LAs in implementing SDG relevant policies, and from support to migrant communities to development of an APP enabling consumers to track the origin of products.

Although no project achieved *all* it set out to do, all reviewed projects, with the possible exception of one, made a noticeable and positive difference to what they set out to achieve: achieving results and outcomes that are in line with and supportive of the specific objectives of the Call. They successfully achieved or contributed to:

- the capacity of targeted CSOs and LAs so they can and intend to give improved attention to global development issues;
- the development of competencies of individuals that enable these individuals to promote global development concerns in their own environments;
- the achievement of policy changes in relation to, for instance, company purchasing policies, global trade, tax and investment policies, school curriculum policies, LA community relations, and natural resource management;
- the creation of change in consumer and company behaviour;
- an environment of public discourse that includes attention to the relevance of global development issues to the EU's public, Member States and the EU.

By contributing or achieving such changes the projects have contributed to the purpose of the 2013 CfP

- Developing citizens' awareness and critical understanding of interdependence and of the globalised society
- Contributing to fairer relations North-South
- Citizens' active engagement in poverty eradication and in promotion of justice, HR and sustainable ways of living
- Anchoring EU development policy in society.

Projects generally gave much time to public awareness raising and directly and indirectly (via third party channels) were able to reach millions of people. This contributed to an environment in which global development issues could be recognised, talked about and addressed. However, the evidence for a direct relationship between outreach (number of people reached) and its results in terms of public *understanding* and *action* is generally lacking.

By referring explicitly to the universal Sustainable Development Goals and/or by using policies, population movements, or consumer behaviours as examples, projects gave significant attention to issues of global interdependence, relationships between the EU and the Global South and the relevance of personal behaviours and responsibilities of EU inhabitants.

However, in working towards their objectives and in analysing the underlying issues most projects appear to have used a relatively 'soft' analytical framework (usually implicitly): focussing on the issue at hand without reference to wider power structures or global systems relations. The extent to which projects supported the development of *critical understanding*, i.e. one that is explicitly critical not only of the existing situation but also of the proposed response to that situation, is likely to have been limited.

If not explicitly focussed on the promotion of justice or human rights, all projects showed that they did have these issues as a principle on which their actions were based. Support for attempts to eradicate poverty were in some cases direct (through affecting the consumption behaviour of audiences, or through affecting the policies of businesses, governments and inter-governmental bodies), or more often indirect (for instance, by developing understanding of how issues experienced locally affect and are affected by global economic relations and inequalities and how these affect communities across the world).

Although narrative and evaluation reports state their actual or perceived achievements clearly, they are, with some notable exceptions, usually less informative about *why* the outcomes were achieved. The quality of reporting on the evidence that supports outcome statements is variable.

To improve the quality of reporting on a project's effectiveness it would be helpful if projects were given guidance and support in setting up and implementing:

- **monitoring that is results and outcomes focussed;**
- **evaluation that is evidence based;**
- **learning that is helpful in**
 - **improving the project,**
 - **developing project partners' and the wider range of stakeholders' capacity and competence to respond to**
 - **a changing global development environment,**
 - **the role of CSOs and LAs and other stakeholders in it, and to**
 - **the choices made to act.**

Who and how many did the projects engage?

(Reference: Chapter 9 in particular.)

The reporting systems used by the projects are such that no accurate quantification is possible that synthesises all reports into a common framework. An attempt at developing such a framework, using an 'Engagement Pyramid' as a visualisation, suggests that from 2015 to 2018:

- Approx. 1.3 billion contacts with people in the EU have been made with information about the projects;
- Approx. 14.6 million people have made a positive contribution to promotion or implementation of (an aspect of) the projects' issues^{***};
- Approx. 11,700 people have developed skills and understanding and have disseminated and/or further developed application of (parts of) the projects' issues within their own workplaces, communities and institutions.

Amongst the audience groups that can be identified from the project reports the following were the most actively engaged:

- Teachers and other formal sector educators (35,080);
- Young people (<25 years, outside formal education) (11,327);
- National and international policy decision makers (7,617);
- Pupils/students in formal education (4,980).

^{***} However, this figure does count individuals who made multiple actions multiple times.

However, please note that the largest group of activists was those of ‘Members of the public not specific by audience group’ (14,551,521). Of those a potentially large number of consumers were actively supporting the projects.

Quantifications in project reports relating to groups, agencies and authorities that actively and positively responded, when assigned to the ‘Engagement Pyramid’, give the following estimations:

- Approx. 6000 groups, agencies and authorities have made an active and positive response to contacts with the projects;
- Of these approx. 630 groups, agencies and authorities have instituted policies or other actions that make a positive response to (parts of) the project’s issues.

The most active amongst these groups, agencies and authorities were:

- Civil Society Organisations (3,901);
- Formal education institutions (1,282);
- Businesses and business organisations (805)

Given that the figures in this report are all tentative estimates, future reports could be significantly improved if a standard format was developed and implemented with the projects that:

- **gives clarity on what is meant by different levels of engagement and activism;**
- **enables reporting on quantities engaged at each level.**

Were the methods used helpful?

(Reference: Chapter 10 in particular.)

Projects used a great variety of methods to raise awareness, campaign, educate, and engage people in action, including street events, advertising, research, lectures, workshops, demonstrations, social media, newspaper articles, petitions, art and theatre shows. From the evaluation reports it seems that the methods used by projects were generally fit for purpose, although the value of a broad, untargeted approach to the ‘general public’ was questioned in some evaluations.

Where methods were less or not at all successful in achieving their intention this appears to have been the case mainly because the audience group and its concerns and interests had been inadequately researched (a major reason for the one project that was generally not a success), and/or where circumstances outside the project’s control interfered at the time of the use of the method.

Relating to effectiveness reporting and enumeration of people reached and engaged by projects, **it would be helpful if projects were given guidance and support in the implementation of a reporting system that:**

- **provides information about the qualities of engagement methods used in engaging people at different levels.**

Has a platform for further work been developed?

(Reference: Chapter 11 in particular.)

The policy and practice changes that projects have created provide a platform for further work with and within the authorities, institutions and businesses that have become positively engaged with the issues and perspectives of the projects. Individuals whose development of skills and understanding has enabled them to become multipliers of the action are, according to evaluation reports, keen to take DEAR issues and/or the DEAR approach further in their personal work or community networks.

However, ensuring a longer-term lasting success of what DEAR projects try to achieve often requires reinforcement of newly acquired understandings, insights, skills and experiences of the audiences and support for them in addressing new situations that may affect the issue(s) and/or the approach of the project. The likelihood of that reinforcement and of that support for partner organisations involved in the projects depends on the availability of financial resources – and on a social and political environment in which civil action for global justice and development can thrive.

Apart from that, however, dissemination of a project's results or of the successful approaches used or outputs created could go some way towards addressing the lack of sustainability of a successful project. **To improve the sustainability of project actions it would be useful if funding agencies, such as the European Commission's DEAR Programme, considered setting up a grant continuation facility that:**

- **enabled successful projects to apply for e.g. one year's funding to disseminate learning from the project:**
 - **reinforcing achievements and learning amongst already engaged audiences;**
 - **informing a wider range of relevant stakeholders of the project's results and and outcomes and their relevance to the concerns of those stakeholders.**

Appendix 1: Reviewed 2013 CfP projects

The projects that were reviewed as part of chapters 7 to 12 were the following:

Project title	Lead applicant (CSO or LA)	Websites
AMITIE Code - capitalizing on development	Comune di Bologna (LA)	http://www.amitiecode.eu/
Don't Waste Our Future!	FELCOS Umbria (LA)	http://www.dontwaste.eu/
Eat Responsibly	Glopolis (CSO)	https://www.eatresponsibly.eu/en/
Financing Development and Developing Finance	CEE Bankwatch Network (CSO)	https://bankwatch.org/
Fish Forward	WWF Austria (CSO)	https://www.fishforward.eu/
Hands on the Land for Food Sovereignty	Transnational Institute - TNI (CSO)	https://www.tni.org/en/topic/hands-on-the-land
LADDER	ALDA (LA)	http://www.ladder-project.eu/
Make Fruit Fair	Oxfam Deutschland (CSO)	https://www.oxfam.de/unsere-arbeit/themen/make-fruit-fair
Map your Meal	Futere Worlds Center	http://mapyourmeal.org/
Media for Development	MONDO (CSO)	http://media4development.blogspot.com/
S.A.M.E. World?	CIES (CSO)	http://www.sameworld.eu/en/
School of Sustainability	FoE Europe (CSO)	http://foeeurope.org/school-of-sustainability
Scouting our way towards active global citizenship	NAZEMI (CSO)	http://globalscouting.eu/ https://www.globalnikompas.cz/sco
SUSY - sustainable and solidarity economy	COSPE (CSO)	http://www.solidarityeconomy.eu/
Tax Justice Together	ActionAid UK (CSO)	http://www.ekvilib.org/en/projects-archive/tax-justice-together/ http://lapas.lv/en/our-works/tax-justice-together/
The Future we Want - local authorities for development	Climate Alliance (LA)	http://www.climatealliance.org/activities/projects/overdeveloped-the-future-we-want.html ; http://overdeveloped.eu/en/overdevelopedeu.html

In the report these projects are not referred to by name but, in order to maintain confidentiality and anonymity, instead each has been given a randomly selected number from 1 to 16 that is used to refer to them in the report. The information drawn on for each of these is as follows:

Number	Global Learning approach	Campaigning-Advocacy approach	Narrative Report	Evaluation Report	ROM review
1					
2					
3					

Number	Global Learning approach	Campaigning-Advocacy approach	Narrative Report	Evaluation Report	ROM review
4					
5					
6					
7					
8					
9					
10					
11					
12			partial draft		
13					
14					
15					
16					

At the time of writing quantitative data, e.g. relating to numbers of people engaged, was only available about 13 project (not from projects 3, 8 and 9).

Appendix 2: The problem of quantifying public engagement

“There are three kinds of lies: lies, damned lies, and statistics”

Quotation attributed (probably incorrectly) to Benjamin Disraeli,
British Prime Minister, 1868 & 1874 to 1880

Most reviewed projects use detailed monitoring tools enabling the recording of what appear to be very precise figures related to particular types of engagement. The remainder uses more generic descriptions of audience groups and/or approximations of the number of people engaged in an activity. Some projects only report on numbers of ‘direct targets’, while others include estimates of those indirectly contacted or influenced by their work. In the absence of a standardised system of enumeration, used by all projects, *the different numbers of people engaged are not readily comparable across the different projects.*

60

In making the available data comparable and give a sense of the number of people engaged across the projects various assumptions have had to made. In the first instance figures given by the projects were allocated to the different audience groups based on those used in the ‘Project Fiches’ on www.dear-programme.eu. Fortunately, most projects used broadly the same or similar audience groupings and this re-allocation did not give too many problems, although the number to be allocated to ‘Not specified’ was rather large!

The numbers that such an allocation gives are principally meaningless, since they say nothing about *the depth of engagement of the people enumerated*: receiving or reading a newspaper article resulting from a project’s activity is not the same as signing a petition or taking part in a training workshop which, in turn, is not the same as being a long-term advocate-multiplier for the project or its ideas.

An attempt was therefore made to allocate the numbers of each audience group across a range of levels of engagement. Particular types of activity as described in the reports were taken to imply a sense of the level or depth of engagement. Although from some reports it was straightforward to do this allocation (because they already identified different levels or intensities of engagement), in other cases assumptions had to be made based on activity descriptions contained in the reports.

To explore the intensity of engagement, reference was made to sources mentioned in the Notes and References, in particular to Gideon Rosenblatt’s ‘Engagement Pyramid’.⁴¹ The result was an adaptation of Rosenblatt’s ideas and terminology giving a triangle in which Level 0 (Consumer of information) is at the base and Level 6 (Innovator) at the top.

The allocation of the figures given in project reports to each of the suggested levels (and the boundaries between adjoining levels) are open to interpretation: given that projects did not report against these levels and given that project quantitative reports are not easily comparable, *the figures shown are at best indicative.* They also include duplicates, i.e. people at for instance level 4 are likely to be also counted if they have taken part in a level 3 action, and someone who has taken part in multiple level 3 actions is likely to have been counted multiple times.

The following page gives details of the different level descriptors. Table 1 gives the total figures based on the 2013 CfP project reports, table 2 gives the same information but only for Global Learning projects, table 3 for Campaigning-Advocacy projects, and tables 4 and 5 estimate what the different levels of engagement would look like if all 23 2013 CfP projects were taken into account. Although requiring further thought and development, the system has as an advantage that it gives a better sense of the meaning of ‘engagement’ in DEAR projects than the very raw figures which one would otherwise have to use. However, please do treat figures shown with a great deal of caution!



LEVEL 0: CONSUMER (OF INFORMATION ABOUT THE PROJECT OR ITS ISSUES)

- Consumes/is exposed to information about the action
- Contact with the action is by chance, through coming across it e.g. via * a media report, * a public/street event, * promotional materials, * an advert, * a lesson or session in school.

LEVEL 1: SPECTATOR/AWARE

- Is aware of the action and the issue it is concerned with
- Engagement is erratic, e.g. through occasional, possibly a one-off, visit to a project website, blog, or Facebook page, or through access to a report

LEVEL 2: FOLLOWER/INTERESTED

- Is interested in the action/the issue and keeps, or agrees to be kept, up to date, without further commitment
- Contact is via direct communications from the project or one of its multipliers (e.g. via email subscription, Twitter follower, Facebook likes). However, beyond possibly attending a free public event (such as an exhibition, theatre performance, public discussion), a free one-off briefing or other event, this may not lead to further follow up.

LEVEL 3: SUPPORTER

- Agrees with and expresses support for (parts of) the action
- Agrees to carry out a simple action after contact/invitation from the project, e.g. * signs a petition, * endorses and forwards an electronic message or link about the project, * joins in an event that has an entrance fee, * takes part in a discussion meeting of the project, * attends a one-off workshop, seminar, or conference session, * changes purchasing behaviour relating to one or a similar range of items

LEVEL 4: ACTIVIST

- Is committed to (parts of) the action
- Participates, for example in * a series of workshop-seminars or a conference, * helping at a project event, * attending a public hearing, * trying out ideas or resources from the project, * making a public statement of personal support (e.g. writes a letter), * changing purchasing behaviour relating to a wide range of items.

LEVEL 5: MULTIPLIER

- Is committed to the action and promotes it to others
- Systematically promotes the issues raised by the project in his/her own social or work environment, for example * promotes involvement in the project's issues and ideas to friends and acquaintances, to people in the local community or in the workplace. * Takes part in a study tour and disseminates the experience

LEVEL 6: INNOVATOR

- Is committed to the action/the issues and develops and implements (new) ideas for its promotion
- Works with and targets others to develop and implement new ideas for actions (e.g. introduces whole-school approaches, initiates creative activities/media events, initiates lobby meetings with decision-makers, develops new policy formulations, etc.)

Table 1: Allocation of public involvement to levels of engagement based on 13 2013 CFP project reports

Table 1: Figures based on project reports and allocated to levels of engagement				actively involved				
Audiences / Participant groups	L0: Consumer of information	L1: Spectator/Aware	L2: Follower/Interested	L3: Supporter	L4: Activist	L5: Multiplier	L6: Innovator	total actively involved
Pupils/Students from primary, secondary and tertiary levels		193,167	7,501	1,514	696	280		2,490
Teachers, teacher educators, HE lecturers/ academics		2,850	6	15,072	323	2,107	47	17,549
Non-formal educators (e.g. youth leaders, community, adult, trade union educators)			8,862	143				143
Young people (<25 years, outside formal education)				773	3,323	2,885		6,981
Consumers								0
Journalists		7,924	16	245	360			605
Businessmen and women		175			30			30
Employees (incl. trade union members)								0
Local policy decision makers			95	196	40			236
National and international policy decision makers (e.g. MPs, MEPs, civil servants)		6,886	26	4,589	252			4,841
Members of the public not specified or from across different audience groups	857,340,501	21,882,431	291,203	8,722,253	523,798	1,208		9,247,259
Total individuals	857,340,501	22,093,433	307,709	8,744,785	528,822	6,480	47	9,280,134
Formal education institutions (schools, universities, etc.)				54	587			641
Non-formal education institutions (e.g. youth clubs, community centres, adult education centres)								0
Communities (targeted by the project)				80				80
Media institutions (print, broadcast, internet)								0
Businesses and business organisations		847		488	24			512
Employee organisations/ trade unions								0
Civil Society Organisations (targeted by the project)			1,000	1,990	76	300	73	2,439
Local Authorities (targeted by the project)	1,700		1,046	119	133	8		260
Governments (targeted by the project)		54	8	4	17			21
Inter-governmental bodies (e.g. EU, UN bodies, global inter-governmental conferences)		7		11	2			13
Total groups, agencies, authorities	1,700	908	2,054	2,746	839	308	73	3,966

Table 2: Allocation of reported public involvement in GL projects to levels of engagement

Table 2: Figures based on six GL project reports				actively involved				
Audiences / Participant groups	L0: Consumer of information	L1: Spectator/Aware	L2: Follower/Interested	L3: Supporter	L4: Activist	L5: Multiplier	L6: Innovator	total active
Pupils/Students from primary, secondary and tertiary levels		193,167	7,501	1,514	696	280		2,490
Teachers, teacher educators, HE lecturers/ academics		2,850	6	15,072	281	2,107	47	17,507
Non-formal educators (e.g. youth leaders, community, adult, trade union educators)			8,862	143				143
Young people (<25 years, outside formal education)				773		60		833
Consumers								0
Journalists								0
Businessmen and women								0
Employees (incl. trade union members)								0
Local policy decision makers			95	196	40			236
National and international policy decision makers (e.g. MPs, MEPs, civil servants)				22				22
Members of the public not specified or from across different audience groups	9793545	743,804	273,300	45,690	946	295		46,931
Total individuals	9,793,545	939,821	289,764	63,410	1,963	2,742	47	68,162
Formal education institutions (schools, universities, etc.)				54	587			641
Non-formal education institutions (e.g. youth clubs, community centres, adult education centres)								0
Communities (targeted by the project)				80				80
Media institutions (print, broadcast, internet)								0
Businesses and business organisations								0
Employee organisations/ trade unions								0
Civil Society Organisations (targeted by the project)			1,000	81	15		73	169
Local Authorities (targeted by the project)			1046	119		6		125
Governments (targeted by the project)								0
Inter-governmental bodies (e.g. EU, UN bodies, global inter-governmental conferences)		3						0
Total groups, agencies, bodies	0	3	1,000	334	602	6	73	1,015

Table 3: Allocation of reported public involvement in C-A projects to levels of engagement

Table 3: Figures based on seven C-A project reports				actively involved				
Audiences / Participant groups	L0: Consumer of information	L1: Spectator/Aware	L2: Follower/Interested	L3: Supporter	L4: Activist	L5: Multiplier	L6: Innovator	total active
Pupils/Students from primary, secondary and tertiary levels								0
Teachers, teacher educators, HE lecturers/ academics					42			42
Non-formal educators (e.g. youth leaders, community, adult, trade union educators)								0
Young people (<25 years, outside formal education)					3,323	2,825		6,148
Consumers								0
Journalists		7,924	16	245	180	180		605
Businessmen and women		175			30			30
Employees (incl. trade union members)								0
Local policy decision makers								0
National and international policy decision makers (e.g. MPs, MEPs, civil servants)		6,886	26	4,567	252			4,819
Members of the public not specified or from across different audience groups	847,546,956	21,138,627	17,903	8,676,563	522,852	913		9,200,328
Total individuals	847,546,956	21,153,612	17,945	8,681,375	526,679	3,918	0	9,211,972
Formal education institutions (schools, universities, etc.)								0
Non-formal education institutions (e.g. youth clubs, community centres, adult education centres)								0
Communities (targeted by the project)								0
Media institutions (print, broadcast, internet)								0
Businesses and business organisations		847		488	24			512
Employee organisations/ trade unions								0
Civil Society Organisations (targeted by the project)				1,909	61	300		2,270
Local Authorities (targeted by the project)	1,700				133	2		135
Governments (targeted by the project)		54	8	4	17			21
Inter-governmental bodies (e.g. EU, UN bodies, global inter-governmental conferences)		4		11	2			13
Total groups, agencies, authorities	1,700	905	8	2,412	237	302	0	2,951

Table 4: Estimated active involvement across all 23 2013 CfP projects (levels 3 to 6)

Table 4: Actively engaged in all 2013 CfP projects (estimate)	actively involved				
Audiences / Participant groups	L3: Supporter	L4: Activist	L5: Multiplier	L6: Innovator	total actively involved
Pupils/Students from primary, secondary and tertiary levels	3,028	1,392	560		4,980
Teachers, teacher educators, HE lecturers/ academics	30,144	628	4,214	94	35,080
Non-formal educators (e.g. youth leaders, community, adult, trade union educators)	286				286
Young people (<25 years, outside formal education)	1,546	5,222	4,559		11,327
Journalists	385	282	282		949
Businessmen and women		47			47
Local policy decision makers	392	80			472
National and international policy decision makers (e.g. MPs, MEPs, civil servants)	7,221	396			7,617
Members of the public not specified or from across different audience groups	13,725,979	823,517	2,025		14,551,521
Total individuals	13,768,981	831,564	11,640	94	14,612,279
Formal education institutions (schools, universities, etc.)	108	1,174			1,282
Communities (targeted by the project)	160				160
Businesses and business organisations	767	38			805
Civil Society Organisations (targeted by the project)	3,162	122	471	146	3,901
Local Authorities (targeted by the project)	238	209	15		462
Governments (targeted by the project)	6	27			33
Inter-governmental bodies (e.g. EU, UN bodies, global inter-governmental conferences)	17	3			20
Total groups, agencies, authorities	4,458	1,573	486	146	6,663

Table 5: Estimated involvement across all 23 2013 CfP projects (levels 0 to 2)

Audiences / Participant groups	L0: Consumer of information	L1: Spectator/Aware	L2: Follower/Interested
Total individuals	1,351,446,592	35,121,032	607,727
Total groups, agencies, authorities	2,671	1,428	2,013

Notes and references

¹ 'Achievement' and 'impact' are interpreted along the lines of, but are not quite the same as, those shown in Annex I of the 'Commission Staff Working Document Launching the EU International Cooperation and Development Results Framework' (2015):

https://ec.europa.eu/europeaid/sites/devco/files/swd-2015-80-f1-staff-working-paper-v3-p1-805238_en_0.pdf

²

<https://webgate.ec.europa.eu/europeaid/online-services/index.cfm?do=publi.welcome&nbPubliList=15&orderby=upd&orderbyad=Desc&searchtype=RS&aofr=160048>

³

<https://webgate.ec.europa.eu/europeaid/online-services/index.cfm?do=publi.welcome&nbPubliList=15&orderby=upd&orderbyad=Desc&searchtype=RS&aofr=134863>

⁴

<https://webgate.ec.europa.eu/europeaid/online-services/index.cfm?do=publi.welcome&nbPubliList=15&orderby=upd&orderbyad=Desc&searchtype=RS&aofr=151103>

⁵ https://dear-programme.eu/map/?map_menu=map_projectslist

⁶ The grant application process has also increased over time with guidelines of the recent (2018) CfP covering 41 pages. Assessment of applications is also taking longer with the process of the 2016 CfP taking almost two years from launch to final agreement by the EC of grant funded projects.

⁷ Quoted in, amongst others, the Guidelines to the 2013 DEAR Call for Proposals.

⁸ 'Commission Staff Working Document on Development Education and Awareness Raising (DEAR) in Europe', 2002, p. 3. See:

https://webgate.ec.europa.eu/fpfis/mwikis/aidco/images/b/b4/DEAR_SWD_2012_457_STAFF_WORKING_PAPER_EN.pdf

⁹ Ibid

¹⁰ A Rajacic, P Davis, HJ Fricke, J Krause and A Surian (2010): *DEAR Study (3 vols)*, publ. SOGES/ECO for the European Commission: https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR_Final_report

¹¹ For an insight into which terms are common in particular European countries see overviews in:

- I Saleniece (2018): *Global Citizenship Education in Europe – how much do we care?*, publ. CONCORD: <https://concordeurope.org/2018/03/07/gce-funding-report-2018/>
- A Nygaard and L Wegimont (2018): *Global Education in Europe – concepts, definitions and aims*, publ. GENE: <https://gene.eu/wp-content/uploads/GENE-policy-briefing-Concepts-Definitions-for-web.pdf>

Various researches into the practices and theories of 'DEAR' have been published over the years, including, for example:

- J Lissner (1977): *The Politics of Altruism – a study of the political behaviour of voluntary development agencies*, publ. Lutheran World Federation,
- V Andreotti (2006): *Soft versus Critical Global Citizenship Education*, in 'Policy and Practice – a Development Education Review' issue 3: <https://www.developmenteducationreview.com/issue/issue-3/soft-versus-critical-global-citizenship-education>
- A Rajacic, P Davis, HJ Fricke, J Krause and A Surian (2010): *DEAR Study (3 vols)*, publ. SOGES/ECO for the European Commission: https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR_Final_report
- M Mesa (2011): *Background and Contextualization of Development Education*, in 'The International Journal for Global and Development Education Research': <http://educacionglobalresearch.net/wp-content/uploads/08-Manuela-Mesa-Ingles.pdf>
- D Bourn (2015): *The Theory and Practice of Development Education – a pedagogy for global social justice*, publ. Routledge
- HJ Fricke, C Gathercole C and A Skinner (2015): *Monitoring Education for Global Citizenship – a contribution to debate*, publ. CONCORD-DEEEP: https://www.academia.edu/11225383/Monitoring_Education_for_Global_Citizenship_A_contribution_to_debate
- A Skinner, M Baillie Smith, E Brown and T Troll (eds): *Education, Learning and the Transformation of Development*, publ. Routledge

Most of the publications mentioned above are concerned with practices of what, for the European Commission, would fall under the banner of 'Global Learning': engagement of audiences and the creation of change through

formal, non-formal or in-formal education. Explicit attention to the theories and practices of Campaigning-Advocacy on global development issues appears to be more scattered. Lissner (1977), in his publication mentioned above, does give explicit attention to it as do more recently:

- D Green (2016): *How Change Happens*, publ. Oxford University Press
- S Gyoh (2016): *Campaigning and Development Education in the Era of Diffused Knowledge Arenas – new models of development: lessons from Latin America*, in Policy & Practice – A Development Education Review, Vol 22: <https://www.developmenteducationreview.com/issue/issue-22/campaigning-and-development-education-era-diffused-knowledge-arenas>
- R Schlangen and J Coe (2014): *The Value Iceberg: weighing the benefits of advocacy and campaigning*, Better Evaluation Discussion Paper1: <https://www.betterevaluation.org/sites/default/files/Advocacy%20and%20the%20value%20iceberg.pdf>
- N Ni Chasaide (2009): *Development education and campaigning linkages*, in Policy & Practice: A Development Education Review, Vol. 8: <https://www.developmenteducationreview.com/issue/issue-8/development-education-and-campaigning-linkages>

A number of studies have given attention to how DEAR practitioners are experiencing their work, including in relation to theories of DEAR, for example:

- E J Brown (2013): *Transformative Learning through Development Education NGOs – a comparative study of Britain and Spain*, unpublished PhD thesis, University of Nottingham
- A Skinner and S Oliveira (2014): *Journeys to Citizenship Education – action research with Development Education practitioners in Portugal, Cyprus and Greece*, publ. CONCORD-DEEEP
- A Skinner and M Baillie Smith (2015): *Reconceptualising Global Education from the Grassroots – the lived experiences of practitioners*, publ. CONCORD-DEEEP

¹² European Commission (2002): *Commission Staff Working Document on Development Education and Awareness Raising (DEAR) in Europe*, p. 3. See:

https://webgate.ec.europa.eu/fpfis/mwikis/aidco/images/b/b4/DEAR_SWD_2012_457_STAFF_WORKING_PAPER_EN.pdf

¹³ DEAR Study page 11: https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR_Final_report

¹⁴ Ibid

¹⁵ The three components described here are based on: J Krause and European Multi-Stakeholder Group on Development Education (2010): *European Development Education Monitoring Report – ‘DE Watch’*, publ. CONCORD-DEEEP: <https://concordeurope.org/wp-content/uploads/2012/09/DEEEP-REPORT-2015-001.pdf?d4ee7f>

¹⁶ See: D Green (2016): *How Change Happens*, publ. Oxford University Press, and

A Skinner, M Baillie Smith, E Brown and T Troll (eds): *Education, Learning and the Transformation of Development*, publ. Routledge

¹⁷ I Saleniece (2018): *Global Citizenship Education in Europe – how much do we care?*, publ. CONCORD, page 16: <https://concordeurope.org/2018/03/07/gce-funding-report-2018/>

¹⁸ On this issue see for example: C Regan and S Sinclair (2002): *Engaging the Story of Human Development: the world view of development education*, in '80:20 Development in an Unequal World', publ. by 80:20 Educating and Acting for a Better World (Ireland) and Tide – Teachers in Development Education (UK)

¹⁹ On this issue see, for example, V Andreotti (2006): *Soft versus Critical Global Citizenship Education*, in 'Policy and Practice – a Development Education Review' issue 3:

<https://www.developmenteducationreview.com/issue/issue-3/soft-versus-critical-global-citizenship-education>

²⁰ A Nygaard and L Wegimont (2018): *Global Education in Europe – concepts, definitions and aims*, publ. GENE, pages 54-55: <https://gene.eu/wp-content/uploads/GENE-policy-briefing-Concepts-Definitions-for-web.pdf>

²¹ Sources: For 2013 and 2016 see <https://webgate.ec.europa.eu/europeaid/online-services/index.cfm?ADSSChck=1468943271678&do=publi.welcome>. For 2018 see Guidelines to the Call.

²² See Guidelines to the Call published at: <https://webgate.ec.europa.eu/europeaid/online-services/index.cfm?do=publi.welcome&nbPubliList=15&orderby=upd&orderbyad=Desc&searchtype=RS&aofr=134863>

²³ Ibid

²⁴ For an indication of how DEAR projects responded to this requirement see 'Report from the European Commission on the EYD 2015', 2016:

<http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1481017830368&uri=COM%3A2016%3A525%3AFIN>

²⁵ See:

http://ec.europa.eu/europeaid/documents/2013-02-22_communication_a_decent_life_for_all_post_2015_en.pdf

²⁶ <https://sustainabledevelopment.un.org/index.php?page=view&type=400&nr=893&menu=1561>

²⁷ I.e. projects that "... focus on development education in the formal education system (such as curriculum development, teacher training, development education programmes in school, work with parent-teachers associations, etc.) and on Actions outside of the formal education system (such as youth groups, non-formal education, seminar type conferences, etc.) This part of the project aims at enhancing the competences of the target groups in addressing issues of global development. Learner-centred, participatory, dialogue-oriented and experiential methodologies are used to develop such competences." 2018 Call Guidelines p. 17

²⁸ 2018 Call Guidelines, e.g. page 16

²⁹ There is a danger in a communications focussed approach in that it may lead to repeats of the often made mistake that awareness raising changes attitudes, perceptions or behaviour and/or that the development of knowledge leads to changed attitudes, leading to changed behaviour. The evidence for this seems non-existent. Instead what seems to affect attitudes and behaviours is when experiences are affected – hence the importance given to experiential learning in good quality global learning. Also see chapter 8

³⁰ The information in this chapter is primarily based on that provided by individual projects on their 'project fiche'. See https://dear-programme.eu/map/?map_menu=map_form.

Information about the results of the 2013 Call can also be found at:

<https://webgate.ec.europa.eu/europeaid/online-services/index.cfm?do=publi.welcome&nbPubliList=15&orderby=upd&orderbyad=Desc&searchtype=RS&aofr=134863>

³¹ See: I Saleniece (2018): *Global Citizenship Education in Europe – how much do we care?*, publ. CONCORD, pp. 68, pp. 65 and pp. 79 in particular <https://concordeurope.org/2018/03/07/gce-funding-report-2018/>

³² Financial information taken from <https://webgate.ec.europa.eu/europeaid/online-services/index.cfm?do=publi.welcome&nbPubliList=15&orderby=upd&orderbyad=Desc&searchtype=RS&aofr=134863>

³³ See for example:

- Eat Responsibly: <https://www.eatresponsibly.eu/en/materials/>
- Make Fruit Fair: http://makefruitfair.org/wp-content/uploads/2015/08/Game-on_A-practical-guide-to-campaigning_finep-2016.pdf
- School of Sustainability: <http://virtual.foei.org/trainings/>

³⁴ See research quoted and described in for example:

- W Scott and S Gough (2003): *Sustainable Development and Learning – framing the issues*; publ. Routledge, chapter 11 in particular

Also see:

- https://www.researchgate.net/publication/249367772_Does_awareness_to_climate_change_lead_to_behavioral_change
- <https://www.psychologytoday.com/us/blog/denying-the-grave/201806/does-raising-awareness-change-behavior>
- <http://raypodder.blogspot.com/2010/04/does-knowledge-really-affect-behavior.html>

³⁵ 'European Commission DEAR Staff Working Document', p. 3:

https://webgate.ec.europa.eu/fpfis/mwikis/aidco/images/b/b4/DEAR_SWD_2012_457_STAFF_WORKING_PAPER_EN.pdf

³⁶ 'Commission Staff Working Document on Development Education and Awareness Raising (DEAR) in Europe', 2002, p. 3 and 4. See:

https://webgate.ec.europa.eu/fpfis/mwikis/aidco/images/b/b4/DEAR_SWD_2012_457_STAFF_WORKING_PAPER_EN.pdf

³⁷ Ibid

³⁸ The logical framework approach in particular.

³⁹ I Vogel (2012): *Review of the use of 'Theory of Change' in international development*, publ. DFID (page 21): https://assets.publishing.service.gov.uk/media/57a08a5ded915d3cfd00071a/DFID_ToC_Review_VogelV7.pdf

⁴⁰ However, it is notoriously difficult to assess changes in attitudes as a result of awareness raising, campaigning or education work. See for instance chapter 3 in W Scott and S Gough (2003): *Sustainable Development and Learning – framing the issues*; publ. Routledge Abingdon UK. <https://www.simplypsychology.org/attitude-measurement.html> and <http://theimprovetgroup.com/blog/2010-07/measuring-changes-knowledge-attitudes->

[and-behaviors-leah-goldstein-moses](#) provide some ideas on what assessment might entail and the EC co-funded 'Quality or Quantity' project gave explicit attention to it when focussed on young people in formal education see RISC (2008 and 2015): *How do we know it's working? Vol 1 and Vol 2*; publ. RISC Reading (UK)

⁴¹ G Rosenblatt (2010): *The Engagement Pyramid: six levels of connecting people and social change*, publ. Groundwire: <http://groundwire.org/blog/groundwire-engagement-pyramid/>

Also see, for example:

- T Kingham and J Coe (2005): *The Good Campaigns Guide*, publ. NCVO London, and
- J Rowe and LJ Frewer (2008): *A Typology of Public Engagement Mechanisms*, publ. SAGE Publications: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.546.7172&rep=rep1&type=pdf>

Further Information about the European Commission's DEAR Programme and the projects it supports can be found at:

www.capacity4dev.eu/dear

and

www.dear-programme.eu