

# Conference on European Development Education



Helsinki 3–4 July 2006

## FINAL REPORT



## Helsinki Conference – An Overview

The focus in Helsinki was on the elaboration of a common **European Strategy Framework for Development Education**. This aim builds on the Brussels Conference (May 2005) recommendation that comprehensive and coherent development education and awareness-raising strategies should be designed, or where existing reviewed and strengthened, at both national and European levels, in an inclusive fashion with key stakeholders.

The Helsinki conference took place on 3-4 July 2006, in the beginning of the Finnish EU Presidency. The conference was also the launch of KEHYS' EU Presidency Project "Call for Coherence" which, as the title suggests, promotes policy coherence for development.

Over 120 participants from national ministries and state agencies, EU institutions, European civil society, international organizations, local and regional authorities, and research institutes, participated in the event held in Helsinki Congress Paasitorni. The conference was organized by KEHYS (the Finnish NGDO Platform to the EU), in co-operation with CONCORD and with the support of the Ministry for Foreign Affairs of Finland and the European Commission.

During the two days specific attention was given to the following issues:

- quality and effectiveness;
- financing for development education;
- campaigning and awareness raising;
- co-operation with the media;
- the integration of development education into national educational systems;
- the needs of new member states, and of acceding and candidate countries.

The discussions in the six working groups as well as the plenary led to nine concrete conclusions, and to further specific proposals from the individual working groups as outlined in the papers annexed.



Over 120 participants gathered to Helsinki in July



The opening session of the conference

These recommendations are addressed to all actors of society who are able and interested in further improving the impact and quality of development education. This includes among others the EU institutions, national ministries, international and civil society organisations and research institutes working for active and informed global citizens.

The conference featured several keynote speakers during the plenary sessions. They included: **Suvi Lindén**, Member of the Foreign Affairs Commit-

tee of the Parliament of Finland, **Alexander Baum**, Head of Unit, European Commission's DG Development, Unit A/3: Relations with EU & ACP Institutions, Civil Society & NGOs, **Aristotelis Bouratsis**, Head of Unit, EuropeAid, Unit 5: Relations with civil society and non-state actors, **Rilli Lappalainen**, Chair of Development Education Forum of CONCORD, **Elisabeth van der Steenhoven**, Global Education Network in Europe – network, **Ida McDonnell**, Network Coordinator, OECD Development Centre, **Marje Sotnik**, Director of the Development Co-operation Division, Ministry for Foreign Affairs in Estonia, **Max van den Berg**, Vice-Chair of the Development Committee of the European Parliament, **Paavo Mäkinen**, Deputy Head of European Commission Representation in Finland and **Eric Olson**, UN Department of Economic and Social Affairs, Division for Social Policy and Development.

The working group sessions took place on both of days and allowed participants to engage in lively debates on more specific areas of interest. The groups focused on the following themes:

**Group A:** Strategy of development education

**Group B:** Quality, impact and assessment in development education and public awareness

**Group C:** Building up a truly European Development Education – integrating Old & New Member States and Accession Countries

**Group D:** Integration of global and development education into school curricula

**Group E:** Links between media and development education

**Group F:** Mobilizing People: Campaigns, Public Awareness and Development Education

This report includes summaries of the discussions in the plenary sessions as well as reports from the individual working groups. You can find the working group reports under individual chapters. In the annexes you will find the general conclusions as well as recommendations from the six working groups.

## The Framework of European Development Strategy

Development Education is of extreme importance in guiding people towards global responsibility based on fairness and respect for human rights. To accomplish this, all of the keynote speakers emphasized the need for a clear and common vision. There is a need to have both clear DE strategies on national level involving relevant stakeholders; e.g. decision-makers, civil society and networks, and a European strategy on DE. The EU-level strategy would bring an added value, complementarity, to the national ones and not vice versa.

**Alexander Baum**, Head of Unit, European Commission's DG Development, stressed the need for better understanding of the



Alexander Baum

current situation i.e. what are the needs of the citizens and what is the need for Development Education in a globalized world. According to Baum solidarity in this case means that we all know what we are talking about. Thus a collective discussion is needed and it should take place simultaneously at all levels.



Aristotelis Bouratsis and Suvi Lindén

**Suvi Lindén**, Member of the Foreign Affairs Committee of the Parliament of Finland, stressed that “every country should consider global education and development work as an entity”. With regard to the implementation of strategies she emphasized the importance of follow-up and evaluation which according to her speech in Finland translates into a “systematic monitoring of how global education is implemented as well as analytically evaluating its success.”

**Aristotelis Bouratsis**, Head of Unit, EuropeAid, concluded that “we must make the maximum so that others get the minimum”. He demanded for solidarity within the EU and mentioned that good results can be achieved with the full participation of all the member states.

## Status and perspectives of Development Education

**Rilli Lappalainen**, Chair of Development Education Forum of CONCORD, briefed the audience on the NGO development education survey (2005) which gives an overview on what development education means across Europe and what is currently done under the title. The questionnaire was answered by 27 national NGDO Platforms.

From the outcomes of the survey Lappalainen presented some new approaches and tendencies in the field of development education which included for example growing cooperation with other development education stakeholders including trade unions, employees’ organisations, academies and research centres as well as a more integrated approach to development linking development cooperation and development education.

**Elisabet van der Steenhoven** from the Global Education Network in Europe –network gave the audience an overview of the role of national structures for the support and funding of development education. She talked about the country peer review evaluations and their results. One of the key findings was that the **main development education actor** varies per country and there are usually combinations of actors including the MFA, Ministry of Education, Ministry of Environment and/or support agencies. She also emphasized the importance of national strategy papers. “Attention for *qualitative* global education eventually leads to higher public support”, she mentioned.



Ida McDonnell

**Ida McDonnell**, Network Coordinator, OECD Development Centre, raised the point of effectiveness in regard to development education. She stressed the need for strengthened public support to reach commitments such as

MDGs, G8 & EU promises on increased aid as well as the WTO Doha Round. She also added that the increased resources for public awareness and development education lead to increased pressure to be effective and achieve results. Yet, scarce resources for public awareness raising and development education mean knowledge and experience in determining what is most effective, and why, is limited.

According to McDonnell current positive environment towards PA and DE are an opportunity for practitioners and policy makers to get resources to step-up quality and professionalism.

**Marje Sotnik**, Director of the Development Co-operation Division, gave an insight to the current status of development education in the new member states and some suggestions on how to increase their involvement. She pointed out the lack of history, knowledge, capacity and interaction with developing countries. When thinking Estonia, according to her, there is too little attention to DE in schools and to development cooperation in the media. The public support is also modest.

There are however some positive tendencies visible such as increased activity in the NGO-sector and increased interest among teachers, youngsters and journalists. In the future it will be important to increase cooperation between the NGOs and MFA as well as the Ministry of Education. This applies also to cooperation on all levels between the OMS and NMS. The main task is to get development education into the schools.

## How to engage Europeans to development education?

**Max van den Berg**, Vice-Chair of the Development Committee of the European Parliament, emphasized the need for pragmatic activism. According to him it is extremely important to engage all institutions in each of the member states so that development education would relate in our everyday lives in every country. The less bureaucratic the process the better.

**Paavo Mäkinen**, Deputy Head of European Commission Representation in Finland, talked about the White Paper on a European Communication Policy. He stressed the need to give EU a human face: different EU issues, like the European strategy framework for development education, should be placed more efficiently to the national and local contexts. This would also require for a better partnership with the national and local media. He also stressed, like the other speakers, the need for a partnership approach. Paavo Mäkinen's remarks concluded the first day of the conference.

**Eric Olson** from the UN Department of Economic and Social Affairs, Division for Social Policy and Development opened the second day of the conference and talked about global citizenship. In his speech he listed awareness and knowledge of international issues



Max van den Berg

as the main elements of an active global citizenship. Those should also be accompanied by recognition of, and responsibility for, actions that affect people in other countries or regions.

He spoke especially from the point of view of the youth. According to his speech roughly 1/3 of the world's population is between 10 and 24 years old and over 85% of the world's youth live in developing countries. "Millennium Development Goals are also Youth Development Goals and therefore it is important to think about the role of the youth in MDGs and the role of the youth in development education", he noted.

## Working Groups Results

The six working groups met on both days of the conference with around 20 participants in each group and discussed in depth about the chosen themes. In the following chapters you can find overviews of the discussions as well as a list of more specific and practical recommendations if produced.

### Results of Working Group A: Strategy of Development Education

The main problems are: lack of knowledge, lack of priority, lack of ownership but also the obligation to respect the EU requirements.

Which problems should the strategy respond to? What is the core job? Development Cooperation is addressing something else. Should the Development Education address wider problems than development? Global education could be a better word.

What is the interest to have Development Education? Politician approach should be more pragmatic, now our policies are incoherent and the development policy should address that. One of the problems is the lack of understanding of causes provoking lack of well-being. There are also conflicting interests and no accountability when it comes to foreign citizens. The lack of capacity of EU countries does not help.

Development policy should reflect trade policy, security policy, i.e. all relevant policy areas. One of the problems is that there isn't a real learning culture on strategies. There needs to be discussion on how to establish this on a national level. A good idea could be learning each other's best practices. It's also very important to commit for the long term process and also to reflect the changes happening in the world. This is why international actors should be a part of the process



The six working groups engaged in lively debates

The needs of the south for Development Education should be included. Small, focused expert meetings should be established, because the main aim here is to facilitate the process.

At this point there is too much emphasizing on separating EU and national strategy. Strategic framework is even more important than the strategy. There is also a need to build on political declarations, as the Maastricht Declarations. We have to change attitudes regarding policies and emphasize more on interdependence. The NGOs feel that poverty eradication has become depoliticized and that the main problem is that there is no clear focus between different levels of decision-making. It should also be noted that governments can be both a partner and a target. This can be used for increasing the profile of Development Education

One of the problems is that the Development Education situation is different in member states. Those who have functioning strategies might not want the EC to step in. This means that the competence of the European Commission is restricted and in some cases only used for coordination.

The strategic framework should consist of an overarching objective, as well as, more specific objectives. The concept and the definitions, as well as commitments need to be clarified before building up a strategy. What do we want to do? How do we want to do it? What do we want to accomplish? After this, clarifications of existing and needed means, which helps when creating strategies, are needed. This also requires identification of each actor and its role, which means that each one of them can bring added value to the process. This creates multi-actor added value with partnerships and alliances. The goal should be a multi-actor approach with new actors, such as local authorities, trade unions and universities – to gain broad ownership. It is also important to select target groups that guarantee a wide geographical coverage. Long term engagement is needed for worldwide poverty eradication, including the geographic question. On top of this, there should be an integrated approach to development, i.e. linking Development Education to Development Co-operation.

The relation and synergies between member states and EU levels should be discussed. There is a clear need for complementarities between policies, which means that the EU and the member state policies need to complement each other. There has to be directions at an EU level, which means that member states apply these for their own situation. A good idea would be to create a framework for strategy that leaves room for national differences. It is also important not to forget the importance of coherence in policy strategies. The role of the NGOs could be to make valuable contributions in finding functional strategies and also to increase the knowledge of citizens through information tools.

Unfortunately, there is a clear lack of political will, conflicting interests among EU policies, lack of capacity among EU governments and institutions. EU governments and institutions do not have total power over development

### **Timeline**

- September 2006 – Meeting of steering group in Brussels
- DE Forum Meeting 2006
- OECD Meeting 2006
- Upcoming Opportunities – 2007 Presidencies

## GOALS

- To increase long term engagement and promote active support of citizens and different stakeholders for world wide poverty eradication, human rights, social justice and sustainable development.
- To contribute to improve the well-being of people in the world.
- To build sufficient, active support to enable us to tackle the poverty around the world.
- A common vision for a Development Education strategic framework, where each actor plays its role like at EU level - the European Commission proposes, stakeholders make inputs, the member states and the European Parliament endorse.
- At a national level there should be the possibility for member states to use the common vision as a reference point, commitment to national level strategies.
- Commitment in achieving Millennium Development Goals (GAERC June 2005).
- Multiple-stakeholders and steering groups should take the Development Education strategic framework forward by using e-mails, meetings and other means.
- A drafting group, defined within the steering committee, should be created.
- Inputs by other stakeholders and experts and sharing of lessons learned, experiences, evaluations, etc.
- There should be thematic focus to a certain degree but this should not be prioritized and sectors should not be excluded because it is preferable to always have the right to initiative.
- Also remember evaluation and impact assessment.
- Creation of action plan.

### **Results of Working Group B: Quality, impact and assessment in development education and public awareness**

When talking about the issue, the question on the quality of materials on Development Education arises. There is a clear need to improve and develop materials and to come to terms with the goals for Development Education. It is important to strengthen effectiveness because it will influence the nature of the impact. Effectiveness is needed in public awareness because it helps strengthening public support to important development projects, such as the Millennium Development Goals. Today this is conducted or financed by Development Assistance Committee donors.

In 2005, a survey on performance, assembled by the Informal Network of DAC Heads of Information, was distributed among DAC members, the DG Development of the European Commission and the UNDP. The report shows that DAC donors require evaluations only in certain fields of activities. The most part of the respondents felt that evaluation of activity was needed for lessons for the future, monitoring and accountability. Donors call for consensus on a clear practice for evaluation. The survey also shows that polls are the most frequently used evaluation tools.

There are many challenges for NGOs when evaluating their public awareness and Development Education campaigns. First of all, there is no interest in evaluating long term reach of short term activities. The range of NGOs is very diverse, with as many target groups as organizations. This, and the lack of methodologies, makes it difficult to have





standard indicators of evaluation. On top of this, there are not enough trainers and little expertise in evaluation.

DAC donors should co-operate and exchange ideas on good practice and functional performances on evaluation and impact assessment. The organization of workshops, testing of new methods and better coordination, could be useful tools for the future. It is also important to include local authorities in Development Education. The channels for getting information for project needs should be more available.



When discussing peer reviews, reference was made to the recommendations made during the Maastricht Congress on Development Education in 2002, which article 5.8 stated that peer support programmes should be developed through national Global Education Reports. Cooperation is the keyword and, for example, Cyprus has many organizations involved. In Finland, the national strategy consists of increasing networking between national and international NGOs.

### **Recommendations**

1. Include youth and non-org & new groups.
2. EC & governments should fund studies on evaluation comparison & base line research.
3. Different evaluation models for DE & PA and different groups within these categories.
4. We don't only want quantitative evaluation but also qualitative. Also want sharing info and experiences.
5. Evaluation should be done for learning process reasons and not for funding purposes.
6. Have peer reviews in more countries for qualitative evaluations.
7. In order to strengthen quality we should have a strategy for greater coherence on many different levels (methodologies, themes, role, respond).
8. Within the strategy we should take a partnership-approach and be clear on the roles of different actors (NGOs - governments – EC).
9. Include southern dimension in all our activities and also in the evaluation.

### **Results of Working Group C: Building up a truly European Development Education – integrating Old & New Member States and Accession Countries**

#### **Challenges for Development Education in new member states and accession countries**

There is a great lack of qualified experts and experienced resource persons, as well as public "resistance" against Development Education. This is a result of the low familiarity of stakeholders with the concept of Development Education. Development Education activities of NGOs are often recognized and supported by state actors, however, in some

new member states and accession countries, the state actors do not yet have adequate Development Education strategies and financial mechanisms.

Unfortunately, there is a clear lack of European Development Education strategy. At this point, there are disadvantages for NGOs of new member states and accession countries when it comes to access to EC funding. Therefore, there is a need to develop more European partnerships between Development Education actors, as well as, a need to adapt materials and approaches to specific new member state approaches. Another good idea would be to link Development Education and other (more traditional) activities of NGOs.

### **Good practices**

Co-operation in NGDO platforms and involvement of NDGOs of new member states and accession countries in Development Education Forums is needed. There should be efforts made to bring different DE actors, such as NGOs, ministries, universities, schools, media etc together. Focus should be on Fair Trade. A good way to do this could be by addressing Development Education issues of local concern (e.g. migration). There are many success stories, such as successful co-operation of NDGOs with the media (e.g. Malta), GLEN: partnership between old and new member states, which meant Development Education capacity building by personal experience, the very successful GCAP campaign and several successful joint projects of NGOs from old and new member states, financed by the EC.

### **Recommendations to NGOs and state actors in OMS, NMS, AC and to the European Institutions:**

1. More forums for exchange of experience and best practice between Development Education actors in old and new member states, as well as accession countries, should be established.
2. More partnerships on concrete joint Development Education activities should be created (and their creation facilitated) in order to develop together new European Development Education approaches.
3. These partnerships should bring together actors from old and new member states, as well as accession members, actors that are both stronger and weaker concerning their financial and human resources, actors more or less experienced in Development Education.
4. These partnerships should jointly address the needs identified by each partner. They should be mutually beneficiary and especially strengthen the "weaker" partners. They should go beyond short term co-operation and lead to the creation of a common long term vision/strategy for Development Education.
5. In order to allow to absorb the 10 Million € of the EC CfP 2006 (envelop dedicated to Development Education in new member states) and in order to build up equal partnerships between NGOs from old and new member states, part of the activities should be allowed to be carried out in old member states (the main part of activities still being carried out in new member states).
6. In the coming financial perspective of 2007-13, EC calls for proposals for Development Education to be open for NGOs from any accession and candidate country.
7. In the coming financial perspective of 2007-13, EC calls for proposals for Development Education to provide up to 100% EC funding or permit that the matching funds come

from public budgets (because raising private funds for Development Education is extremely difficult).

8. The national governments should explore possibilities to set up instruments for co-financing Development Education projects of non state actors, including provision of reliable and regular co-financing for all projects co-funded by the EC.
9. DE strategies in the new member states and accession countries should take the European Development Education strategy into account and include activities with young people as a target group. They should also address topics that are specially valuable for Development Education in new member states, e.g. fair trade, migration etc. and raise awareness amongst and provide capacity building for state actors (ministries of Foreign Affairs, ministries of Education etc.) in the new member states and accession countries.
10. In order to successfully develop a European Development Education strategy, the links between the Development Education actors on the national level (NGOs, schools, universities, ministries and local authorities) should be strengthened and co-operation as partners fostered.

### **Results of Working Group D: Development Education in the National Curriculum**

The topics and discussions related to the major challenges in getting Development Education into school curricula, using examples from the English, Finnish, and other national experiences, considering strategies for integrating global/development education through curriculum reform, and initial and continuing teacher training.

Development Education is the present outcome of a long and ongoing process that started in the 1970s. Many definitions of Development Education have been given; still one of the most complete and accepted is the definition approved by the Development Education Forum and by Concord in 2004.

When we speak of Development Education we are generally referring to teaching/learning activities based on a global dimension, involving knowledge, skills, values and attitudes. A number of other new “Educations” have been developed in schools all over Europe in the past decades. The aim of these “Educations” is to effectively address a range of issues related to changes/problems/influences at a global level, e.g. global education, citizenship education, intercultural education, peace education, human rights education, children’s rights education, equality education, sustainable development education, environmental education.

In many cases “Educations” are not subjects in themselves but crosscut the curricula. Issues such as development, migration, human and children’s rights, multicultural, peace, environment... are tools of curriculum planning as they can enable teachers to point out priorities and criteria for choosing the topics to be addressed and the methodologies to be best used in the class.

A pedagogical approach enables Development Education practitioners to: strengthen the role of Development Education and contribute to the revision of national curricula from a Development Education perspective. This kind of approach can also update research, insight, analysis and knowledge of global issues, as well as improve methodologies (including the use of the ICT. It is also important to build up a European expertise on Devel-

opment Education (within Old and New Member States) in partnership with the global 'South'

Teacher-training in Development Education (initial and in-service) should be reinforced in terms of: better pedagogical preparation, awareness of the complexity of the educational role, ability to work in a team, interdisciplinarity (globalisation needs to be addressed as interdisciplinary, affecting the whole school – its ethos, environment, curriculum and community). This can also be done by using new methodologies and techniques, accountability towards pupils' needs and rights (in particular their right to participation) and personal involvement in the shaping of a more just and equitable world.

Finally, the group decided to use global and development education as synonymous, and to concentrate their discussions on Education for Sustainable Development and teacher training on the following day.

### **Recommendations:**

1. We should acknowledge that we are operating in different countries and contexts.
2. To achieve just and sustainable global development, socially, culturally, economically and environmentally. Governments are requested to build and strengthen policy coherence between: development co-operation policy, development education and awareness raising, education policy and environmental policy.
3. Recognising that we are operating in different country contexts.
4. Curriculum reviews should be open processes.
5. Schools should be open to NGO expertise, support and advice.
6. NGOs have an important role in influencing education policy makers.
7. NGOs need to use the language of mainstream education.
8. NGOs should be more radical and active.
9. There should be creation of a system which addresses training as a long term and consistent requirement to implement Global Education/Development Education in the school curriculum, which not only trains teachers but also a professional body of Global Education/Development Education trainers.
10. Research enhancement = Global Education/Development Education as an added value to the learning of teachers and students.
11. More resources for training.
12. Networks of GE/DE specialists and teachers.

### **CORE QUESTION:**

What kind of education is needed for a sustainable, co-operative, just and peaceful world?

The real politic of international relations means that we have to acknowledge the competitive world in which people live and through which societies develop.

The critical question is also the most basic; how long will it take for this intensely competitive world to become sustainable?

## Results of the Working Group E: Links between Media and Development Education

The mass media is one of the most cost-effective and influential channels for development education. A recent survey conducted for the Finnish Ministry for Foreign Affairs shows that most citizens obtain their development-related information through the media – particularly television (88%) and newspapers (77%).



Although countries and organisations face different challenges, there is enough common ground to develop handbooks for engaging the media development education. It is important to collect and build on previous work, and highlight specific issues related to development educators. Such a handbook should take into consideration differences in national media environments, levels of public interest and experience in development co-operation. It should serve any organisation working with the development education. A code of conduct for the use of proper images and messages should be included. The idea needs to be developed further with the help of this group, possibly in another workshop. Journalists and media professionals should be engaged in the process.

The new member states have to overcome particular obstacles related to their domestic issues and the low levels of development knowledge among journalists. Justifying development spending is particularly challenging in the new member states.

The key challenge to all countries is to identify ways to generate media interest in an increasingly competitive environment. Development organisations need to better understand what people are interested in, and have the capacity to formulate simple, relevant and consistent messages on the complex issues they work with. Messages should highlight similarities between people in North and South, and illustrate how development issues are important to also to people in Europe.

Good messages are supported with facts. Organisations should pay special attention to the terminology and language they use. Development jargon should be translated into easily understandable language. It is important that organisations share ideas and experiences, and seek ways to coordinate their core messages for greater collective impact. Currently there is too much competition between development actors. Organisations need to acknowledge that they cannot do everything, and find their particular strength and focus on it.

Commercialization of the media is a fact but should be challenged. Furthermore, media organisations work at an increasing speed and pace, which makes it difficult to get them cover long-term development issues and not just emergency relief. The media should be reminded of their responsibility to keep their audiences informed about global affairs also when doing so does not serve commercial purposes. It may often be the editors – not the

reporters – who block development topic from appearing in the publication or newscast. There is a need to increase the level of awareness of development issues among media actors. Media is simultaneously a target and a vehicle.

In order to become reliable sources of information for the media, development organisations should always follow the highest standards of ethics and professionalism. Representatives of development organisations should have an honest message and explain what they do and what they want in a transparent manner. Transparency is important in order to avoid situations where media strategies and operations may be seen as attempts to violate the independence of the media. Organisations should talk more about the issues than about themselves.



Organisations need to pay more attention to their use of photography. Some organisations misuse images in order to make more touching stories. Using images out of context and without identifying the depicted people should be avoided. Organisations should adopt a code of conduct for the use of photography.

Development educators should make better use of local media and media targeted at special interest groups. Smaller media organisations are more receptive for background information and approach global issues with a local favour. Working with local media is a good way to bring issues closer to people. Development organisation should seek innovative ways to reach their audience. They could, for example, work with lighter content run in popular media ranging from tabloids to soap operas to reality TV. They need to, however, strike a balance between popularity and integrity.

New media and technology present both opportunities and challenges for development educators. More and more people in developed, as well as developing countries have access to mobile phones and the Internet, but access alone does not guarantee that people find the information, not to speak about understanding the message. Cultural aspects have to be accounted for, and training is needed. Technology offers new avenues for learning and for people to speak for themselves.

Things to consider when developing effective messages (dos and don'ts):

- a.** Make your message simple and easily understandable also for non-professionals. Test your message with people outside the business. Don't assume people know, explain the basics. BUT: Although journalists are not experts in your field, do not underestimate their professionalism.
- b.** Start with the basic things and introduce background and complexity gradually. A good story is like a good dinner: it has an appetiser, the main course, and dessert.
- c.** Write press releases well: Good title, start with the interesting news, put your organisation last, start simple but give in-depth information later. Start with "dramatic news" but don't over do it (8000 people killed).
- d.** Sell a vision first (not the organisation). It is easier if the vision is shared by many organisations.
- e.** Talk about issues, not organisations.

- f. Use symbols people can associate with.
- g. Be prepared, pre-empt questions and find answers.
- h. Find links, relevance, comparisons.
- i. Address the needs people who know and people who don't.
- j. Make the distinction between news and background.
- k. Personalise messages: "You are lucky to have been born here".
- l. Give positive news from the developing world.
- m. Include a call to action: What can I do, and what should my government do.
- n. Promote 1% movement.

### **Creative ideas for working with the media:**

- o. Tell stories of everyday incidents between people from developed and developing countries, show cultural differences in a funny way.
  - p. Get media attention through interesting event, and be prepared to talk about your issues (stand up against racism, cows in the city, street theatre).
  - q. Establish a prize for the best development story.
  - r. Establish a competition for the youth to produce programme.
  - s. Conduct joint opinion research with a media organisation.
  - t. Introduce global issues in the popular media in their styles (For Cosmopolitan: 5 things you need to know about development to get an intelligent guy).
  - u. Go to populist TV shows and address difficult questions head on.
  - v. Create a partnership with a Southern media.
  - w. Use film.
  - x. Engage celebrities who use language that target groups understand.
  - y. Use unexpected spokespersons (e.g. rich businessmen).
  - z. Support manuscript writing of a soap opera.
  - aa. Live role plays on development issues.
- Regular column in a newspaper to highlight stereotypical and prejudice reporting and political comments.

### **Results of Working Group F: Mobilizing People: Campaigns, Public Awareness and Development Education**

The working group discussed differences and similarities between public awareness campaigns and Development Education in general. First of all, it is not possible to separate Development Education from campaigns because public awareness campaigns are a big part of Development Education. The two complement each other, campaigning being an important tool of Development Education. When addressing the people, the campaigns should be more specific, in order to target the right group.

Public awareness campaigns aim for short term influence while the aims for Development Education are made on a long term basis. Unfortunately, opportunities to engage more people are lost, when good education material for campaigns is not produced.

Good strategies and specific targets are needed, to successfully run campaigns and to reach a wide range of various groups of people. In order to maximize the benefits of a campaign, there is a need to go beyond the campaign and try to make more far-reaching long-term plans. It is important to emphasize on an educational component when campaigning. This gives the audience the right tools and skills. These can be provided to the audience by Development Education programmes on a long term basis. Skills and tools help the audience to better receive the messages that are tried to be sent through different campaigns. A good example of this is the Make Poverty History Campaign, which reached a great amount of people by using a simple message and by providing people with a simple, yet effective, way of making a statement – the white band.

A campaign can be successful as a political process when clear strategies and tools are used. It is important to provide the people with channels to help them in practical matters, such as participation and making a difference. Once awareness has been raised, good methods should be provided to get involvement by the people.

There is need for an open dialogue between various stakeholders, in order to guarantee commitment. Capacity building is essential in new and old member states because this facilitates commitment. National governments should share more of their knowledge and experience. National governments should also assist in forming national strategies because national strategies take time and involve many different stakeholders.

### **Recommendations:**

1. DE and campaigns can complement each other. Importance of integrating long term educational component in campaigning in order to maximise their impact and vice versa. [Development education can capitalise the momentum; campaigns can open up positive space, political atmosphere.]
2. Need to have clear DE strategies on national level involving relevant stakeholders; e.g. decision-makers, civil society and networks.
3. European strategy on DE should bring an added value, complementarity, to national strategies and activities (not vice versa). Those should be made in co-operation with several stakeholders in a society.
4. Need for shared learning and exchange of best practises on different levels, [using existing structures such as Development Education Forum and Global Education Network Europe]
5. Need for institutional commitment and political will for development education.
6. Need to develop democratic, non-patronising, transparent and inclusive campaigns and DE programmes, also engaging the voice of the South.
7. Need for establishing a long-term vision with clear objectives, target groups, time-frames, messages and tools in campaigning in order to reach long term capacity building impact
8. Need for capacity building and resources at national level for policy development and implementation of DE and campaigns [using the example of V4-programme]
9. Importance of including all people (e.g. seniors and people with disadvantages) and non-traditional target groups in DE and campaigning.



## Conclusions: Development Education is Everybody's Task

At the end of the seminar the conference participants representing different stakeholders gave their commitments to the strategy process and to promoting development education for their part.

**Ritva Koukku-Ronde** from the Finnish Ministry for Foreign Affairs noted that everyone must enhance development education; the whole society must be engaged and the whole society must fund it as well. She reminded the audience that there is a lot of homework for everyone to do and that especially national and regional cooperation is extremely important.

**Agata Czaplinska** from the Polish Ministry for Foreign Affairs also promised to transmit the outcomes of the conference in Poland.

**Thomas Tichelmann** from the Irish Ministry for Foreign Affairs welcomed the results of the conference on the behalf of the **Gene Network** and emphasized the importance of sharing good practices. Especially in the case of new member states and accession countries cooperation is extremely important. "Little investments from both sides can result in great results", he concluded.

**Elisabeth van der Steenhoven** representing the Global Education Network in Europe promised to present the results of the conference to the Dutch stakeholders and also to arrange a follow-up meeting in The Netherlands.

**Rilli Lappalainen**, Secretary General of the Finnish NGDO Platform and also the Chair of Development Education Forum, concluded that all the participants are clearly committed to the recommendations; the expertise of the people present has been used and the recommendations will be put to practise. Lappalainen also promised that CONCORD and the Development Education Forum are willing to take a leading role together with the European Commission in the Multi-Stakeholder Task Force that was agreed upon in the final conclusions. There was also a message to the member states to use the expertise and the existing networks of the NGOs in order to reach for even better results, she concluded.



Rilli Lappalainen



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# Conference on European Development Education

European Conference on Development Education  
3<sup>rd</sup> – 4<sup>th</sup> July 2006  
Helsinki Recommendations

Recalling growing political commitment and strengthened policy in the field of development education and awareness-raising, at European and national level, inter alia, through the Development Education Resolution of the EU Council of Development Ministers (2001), the Maastricht Declaration (2002), the Palermo Process (2003), the Brussels Conference (2005) and the European Consensus on Development (2005);



**Over 120 participants** from national ministries and state agencies, EU institutions, European civil society, international organizations, local and regional authorities, and research institutes, participated in the European Conference on Development Education on 3-4 July 2006 in Helsinki. The conference was organized by KEHYS (the Finnish NGDO Platform to the EU), in co-operation with CONCORD,

the Ministry for Foreign Affairs of Finland and the European Commission.

**The conference focused** on the elaboration of a common European Strategy Framework for Development Education. This builds on the Brussels Conference recommendation that comprehensive and coherent development education and awareness-raising strategies should be designed, or where existing reviewed and strengthened, at both national and European levels, in an inclusive fashion with key stakeholders.

In order to provide impetus towards national and European strategies, specific attention was given to the following issues:

- quality and effectiveness;
- financing for development education;
- campaigning and awareness raising;
- co-operation with the media;
- the integration of development education into national educational systems;
- the needs of new member states, and of acceding and candidate countries.

The Conference led to the following main conclusions, and to further specific proposals from individual working groups as outlined in the papers annexed.

### **Conclusions:**

I. The European Consensus on Development states that the EU will pay particular attention

to development education and awareness-raising in the efforts to enhance civil society engagement in global development, other European structures and political commitments are similarly inclined. To realise this and ensure that all people in Europe have access to quality development education, a strong European and national Strategy Framework is required.

2. In this Strategy Framework priority should be given to supporting planning, quality, partnership, mutual learning and peer exchange of strategies and experience, in development education and awareness-raising; particularly between new member states, acceding and candidate countries, and countries seeking to strengthen national support mechanisms.
3. The Strategy Framework should support existing mechanisms for coordination, international shared learning of national strategies through, inter alia Concord and DEEEP, OECD DAC Heads of Information, GENE Peer Reviews, the North-South Centre's Global Education Week network and other networks working in this area.
4. In order to move this European strategy forward, a multi-stakeholder task force will work to develop a common perspective on the European Strategy framework for development education. Member states will be consulted about existing and emerging national strategies, to ensure coherence and to move the process forward from Helsinki.
5. Development education, public awareness and media strategies should be based on a model of solidarity and global interdependence. This means working with Southern partners at all stages of the processes. It also means avoiding passive images of the South, in line with best practice and the recommendations of the Code of Conduct on Images and messages. Linking local and global dimensions of issues is also necessary.
6. Integration of global and development perspectives into education systems requires the development of coordinated strategies by Ministries of Education and Ministries of Foreign Affairs, and other relevant Ministries, Civil Society actors, Local and Regional Authorities, and national curriculum bodies. In this process, the European Global Education Peer Review system has proven useful at national level. Particular emphasis and resources should be allocated to training: both initial and in-service teacher training, and training of DE trainers.
7. Increased quality and impact in development education is also required. This necessitates greater clarity and coherence regarding the differences along the continuum from development education to awareness raising to information and campaigning. Appropriate mechanisms of evaluation in these related, complementary but differing spheres are essential. Partners from the South should be involved at all stages.
8. Recalling previous commitments, the Conference recognises the efforts of countries to increase funding to development education. A target of 3% of ODA to development education is endorsed by NGDOs and some member states. The Conference calls on member states, local and regional authorities, NGDOs and the Commission to commit to a staged series of increases in financial support for development education, to ensure pro rata strengthened support as member states approach targets of 0.56%, 0.7%, of GNI to ODA and beyond, and develop inclusive, consultative strategies for disbursement.
9. In the context of ongoing discussions on the reform of European Commission financial instruments, due regard should be given to the European Consensus on Development and reform should be informed by the findings of the Brussels and Helsinki Conferences. The reform should aim at clearer and more coordinated European Commission support structures for DE, that are coherent with member states support structures.

These recommendations are addressed to all actors of society who are able and interested in further improving the impact and quality of development education. This includes among others the EU institutions, national ministries, and international and civil society organisations, research institutes working for active and informed global citizens.

## ANNEX 2 – Group A

### Strategy of Development Education

1. Overall objective - draft (for NGOs and MS/governments – national and local/international organizations)

“ To increase long term engagement and promote active support of citizens and different stakeholders for world wide poverty eradication, human rights, social justice and sustainable development”

B. Discussion points for the WG in plenary (the full WG):

- 1) What should a strategic framework look like – content?
- 2) How should we proceed – follow up?

Crosscutting issue to be discussed– Relation and synergies between MS and EU levels.

### Content that should be in the strategic framework

Overarching objective & specific objectives

Background – policy frameworks (commitments) and lessons learnt

Concept/Definitions

Means/Activities

Stakeholders/Actors (identify each actor, added value of each, multi-actor added value – partnerships and alliances)

Target groups

Geographical coverage

Quality interventions – integrated approach to development i.e. linking DE to Dev.Coop.

Evaluation and Impact Assessment

Thematic focus/sectors (but not prioritize or exclude i.e. to have “Right to Initiative”)

Cross cutting themes

Cross-cutting approaches

Implementing modalities – Action Plan?

Resources

## **Follow Up**

Q 1. What is the status of the DE strategic framework?

A 1. Member States versus EU level (not in competition but added value/complementary)

- At a EU level
- EU Institutions on board
- MS on board
- Governments (local, regional, national)
- NGOs inputs/contribution

Q 2. What next?

A 2. Reinforcing commitments from the present stakeholders.

- A common vision for a DE strategic framework within which each actors plays its role like at EU level - the EC proposes, stakeholders input, MS and EP endorse
- At national level the possibility for MS to use it as a reference point, commitment to national level strategies
- Commitment in achieving MDGs (GAERC June 2005)
- Multiple-stakeholder/steering group (March 2006) taking forward the DE strategic framework via e-mails, meetings, etc.
- Drafting group – to be defined within the steering group
- Input by other stakeholders and experts
- Inputting learnings, experiences, evaluations, etc.

## **Timeline**

- September 2006 – Meeting of steering group in Brussels
- DE Forum Meeting 2006
- OECD Meeting 2006
- Upcoming Opportunities – 2007 Presidencies

## **ANNEX 3 – Group B**

### **Quality, Impact and Assessment in Development Education and Public Awareness**

#### **Recommendations**

1. Include youth and non-org & new groups.
2. EC & governments should fund studies on evaluation comparison & base line research.
3. Different evaluation models for DE & PA and different groups within these categories.
4. We don't only want quantitative evaluation but also qualitative. Also want sharing info and experiences.
5. Evaluation should be done for learning process reasons and not for funding purposes.
6. Have peer reviews in more countries for qualitative evaluations.
7. In order to strengthen quality we should have a strategy for greater coherence on many different levels (methodologies, themes, role, respond).
8. Within the strategy we should take a partnership-approach and be clear on the roles of different actors (ngo's - gov – EC).
9. Include the southern dimension in all our activities and also in the evaluation.

## ANNEX 4 – Group C

### Building up a truly European DE – Integrating Old & New Member States and Accession Countries

**Recommendations** to NGOs and state actors in OMS and NMS and the European Institutions:

Increasing DE capacities by building partnerships

1. To establish more fora for exchange of experience and best practice between DE actors in OMS and NMS.
2. To create and facilitate partnerships on concrete joint DE activities in order to develop together new European DE approaches.
3. These partnerships should bring together actors from OMS and NMS, actors that are stronger and weaker concerning their financial and human resources, actors more and less experienced in DE.
4. These partnerships should jointly address the needs identified by each partner. They should be mutually beneficiary and especially strengthen the "weaker" partners. They should lead to the creation of a common long term vision/strategy for DE.

#### Funding of DE in NMS/AC

5. In order to allow to absorb the 10 Million € of the EC CfP 2006 (envelope dedicated to DE in NMS) and in order to build up equal partnerships between NGOs from OMS and NMS, part of the activities should be allowed to be carried out in OMS, the main part of activities being carried out in NMS.
6. In the coming financial perspective 2007-13, EC calls for proposals for DE should be open for NGOs from any accession and candidate countries.
7. In the coming financial perspective 2007-13, EC calls for proposals for DE should provide up to 100% EC funding or permit that the matching funds come from public budgets (because raising private funds for DE is extremely difficult).
8. The national governments should explore possibilities to set up instruments for co-financing projects of non state actors, including provide reliable and regular co-financement for all projects co-funded by the EC.

#### Effective DE within the NMS/AC

9. DE strategies in the NMS/AC should
  - take account of the European DE strategy
  - include activities with young people as a target group
  - address topics which are specially valuable for addressing DE issues in NMS – e.g. fair trade, migration
  - raise awareness amongst and provide capacity building for state actors (MFA, MoE,...) in the NMS/AC
10. In order to successfully develop a European DE strategy, the links between the DE actors on the national level (NGOs, schools, universities, ministries, local authorities) should be strengthened and co-operation as partners fostered.

## ANNEX 5 – Group D

### Integration of Global and Development Education into School Curriculas

#### Recommendations

##### GE / DE IN NATIONAL CURRICULUM

13. We should acknowledge that we are operating in different countries and contexts.
14. Curriculum reviews should be open processes.
15. Schools should be open to NGOs.
16. NGOs have an important role in influencing education policy makers.
17. NGOs should use the language of mainstream education.
18. NGOs should be more active and radical.

We need a system which addresses training as a long term and consistent requirement to implement GE/DE in the school curriculum, which not only trains teachers but also a professional body of GE/DE trainers.

##### TRAINING / INITIAL AND IN-SERVICE

National strategies for training should promote:

19. research enhancement = GE/DE as an added value to the learning of teachers and students.
20. more resources for training.
21. networks of GE/DE specialists and teachers. Accredited training to set standards in GE/DE



## ANNEX 6 – Group E

### Links Between Media and Development Education

#### Recommendations

1. The mass media is one of the most cost-effective and influential channels for development education. A recent survey conducted for the Finnish Ministry for Foreign Affairs shows that most citizens obtain their development-related information through the media – particularly television (88%) and newspapers (77%).
2. Although countries and organisations face different challenges, there is enough common ground to develop a handbook for engaging the media development education. It is important to collect and build on previous work, and highlight specific issues related to development educators. Such a handbook should take into consideration differences in national media environments, levels of public interest and experience in development co-operation. It should serve any organisation working with the development education. A code of conduct for the use of proper images and messages should be included. The idea needs to be developed further with the help of this group, possible in another workshop. Journalists and media professionals should be engaged in the process.
3. The new member states have to overcome particular obstacles related to their domestic issues and the low levels of development knowledge among journalists. Justifying development spending is particularly challenging in the new member states.
4. The key challenge to all countries is to identify ways to generate media interest in an increasingly competitive environment. Development organisations need to better understand what people are interested in, and have the capacity to formulate simple, relevant and consistent messages on the complex issues they work with. Messages should highlight similarities between people in North and South, and illustrate how development issues are important also to people in Europe.
5. Good messages are supported with facts. Organisations should pay special attention to the terminology and language they use. Development jargon should be translated into easily understandable language. It is important that organisations share ideas and experiences, and seek ways to coordinate their core messages for greater collective impact. Currently there is too much competition between development actors. Organisations need to acknowledge that they cannot do everything, and find their particular strength and focus on it.
6. Commercialization of the media is a fact but should be challenged. Furthermore, media organisations work at an increasing speed and pace, which makes it difficult to get them cover long-term development issues and not just emergency relief. The media should be reminded of their responsibility to keep their audiences informed about global affairs also when doing so does not always serve commercial purposes. It may often be the editors – not the reporters – who block development topic from appearing in the publication or newscast. There is a need to increase the level of awareness of development issues among media actors. Media is simultaneously a target and a vehicle.

7. In order to become reliable sources of information for the media, development organisations should always follow the highest standards of ethics and professionalism. Representatives of development organisations should have an honest message and explain what they do and what they want in a transparent manner. Transparency is important in order to avoid situations where media strategies and operations may be seen as attempts to violate the independence of the media. Organisations should talk more about the issues than about themselves.
8. Organisations need to pay more attention to their use of photography. Some organisations misuse images in order to make more touching stories. Using images out of context and without identifying the depicted people should be avoided. Organisation should adopt a code of conduct for the use of photography.
9. Development educators should make better use of local media and media targeted at special interest groups. Smaller media organisations are more receptive for background information and approach global issues with a local flavour. Working with local media is a good way to bring issues closer to people. Development organisation should seek innovative ways to reach their audience. They could, for example, work with lighter content run in popular media ranging from tabloids to soap operas to reality TV. They need to, however, strike a balance between popularity and integrity.
10. New media and technology present both opportunities and challenges for development educators. More and more people in developed as well as developing countries have access to mobile phones and the Internet, but access alone does not guarantee that people find the information, not to speak about understanding the message. Cultural aspects have to be accounted for, and training is needed. Technology offers new avenues for learning and for people to speak for themselves.
11. Things to consider when developing effective messages (dos and don'ts):
  - a. Make your message simple and easily understandable also for non-professionals. Test your message with people outside the business. Don't assume people know, explain the basics. BUT: Although journalists are not experts in your field, do not underestimate their professionalism.
  - b. Start with the basic things and introduce background and complexity gradually. A good story is like a good dinner: it has an appetiser, the main course, and dessert.
  - c. Write press releases well: Good title, start with the interesting news, put your organisation last, start simple but give in-depth information later. Start with "dramatic news" but don't over do it (8000 people killed).
  - d. Sell a vision first (not the organisation). It is easier if the vision is shared by many organisations.
  - e. Talk about issues, not organisations.
  - f. Use symbols people can associate with.
  - g. Be prepared, pre-empt questions and find answers.
  - h. Find links, relevance, comparisons.
  - i. Address the needs people who know and people who don't.
  - j. Make the distinction between news and background.
  - k. Personalise messages: "You are lucky to have been born here"
  - l. Give positive news from the developing world.
  - m. Include a call to action: What can I do, and what should my government do.
  - n. Promote 1% movement.

**12. Creative ideas for working with the media:**

- a. Tell stories of everyday incidents between people from developed and developing countries, show cultural differences in a funny way.
- b. Get media attention through interesting event, and be prepared to talk about your issues (stand up against racism, cows in the city, street theatre).
- c. Establish a prize for the best development story.
- d. Establish a competition for the youth to produce programme.
- e. Conduct joint opinion research with a media organisation.
- f. Introduce global issues in the popular media in their styles (For Cosmopolitan: 5 things you need to know about development to get an intelligent guy).
- g. Go to populist TV shows and address difficult questions head on.
- h. Create a partnership with a Southern media.
- i. Use film.
- j. Engage celebrities who use language that target groups understand.
- k. Use unexpected spokespersons (e.g. rich businessmen).
- l. Support manuscript writing of a soap opera.
- m. Live role plays on development issues.
- n. Regular column in a newspaper to highlight stereotypical and prejudice reporting and political comments.

## ANNEX 7 – group F

### Mobilizing People: Campaigns, Public Awareness and Development Education

#### Recommendations:

1. DE and campaigns can complement each other. Importance of integrating long term educational component in campaigning in order to maximise their impact and vice versa. Development education can capitalise the momentum; campaigns can open up positive space, political atmosphere.
2. Need to have clear DE strategies on national level involving relevant stakeholders; e.g. decision-makers, civil society and networks.
3. European strategy on DE should bring an added value, complementarity, to national strategies and activities (not vice versa). Those should be made in co-operation with several stakeholders in a society.
4. Need for shared learning and exchange of best practises on different levels (using existing structures such as Development Education Forum and Global Education Network Europe).
5. Need for institutional commitment and political will for development education.
6. Need to develop democratic, non-patronising, transparent and inclusive campaigns and DE programmes, also engaging the voice of the South.
7. Need for establishing a long-term vision with clear objectives, target groups, time-frames, messages and tools in campaigning in order to reach long term capacity building impact.
8. Need for capacity building and resources at national level for policy development and implementation of DE and campaigns (using the example of V4-programme).
9. Importance of including all people (e.g. seniors and people with disadvantages) and non-traditional target groups in DE and campaigning.