

DEAR matters

Development Education in Times of Economic Crisis



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A word from DEEEP

DEAR Matters

Development Education in Times of Economic Crisis

Dear Readers,

We have decided to dedicate one thematic dossier to the impact of the economic crisis on development education because we would like to understand how the economic turn down has affected development education. In these pages, the authors of these articles question the situation of their own countries, Spain, UK, Italy and Greece, and present the current situation and challenges DEAR is facing. Where can DEAR go if national governments cut their budget? What is the impact on citizens' behaviour?

Through the articles, the authors guide us and clearly explain why development education and awareness raising should not be cancelled: by raising citizens' awareness and through education, we can overcome the economic crisis. We can make a choice, and go for a more equal and fair world. Social inequalities and global challenges can be understood.

After all, this is the overall aim of development education, right? Raising the awareness of world citizens, making them able to take action, and chose – among others- a new economic model.

Best regards, and enjoy the reading

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Development Educators and the Global Financial Crisis: How do we Respond?

By Stephen McCloskey, Centre for Global Education

The collapse of Lehman Brothers investment bank in the United States in 2008 signalled what has arguably become the world's deepest recession since the Wall Street crash of 1929. And this has been a truly global economic downturn, with rich as well as poor countries, facing into a headwind of austerity and unemployment. For instance, the International Labour Organisation (ILO) has just released a report which found that unemployment has risen in two-thirds of European countries since 2010 as growth has flat-lined and employment opportunities dried up.

The economic slowdown has arguably been most pronounced in Western economies tied to strident forms of neoliberalism that have asserted the power of markets to generate growth and 'raise all ships' in a general sea of prosperity. No Western European country embraced the neo-liberal model more than Ireland, which from the late 1990s to 2007, was lauded as an economic tyro dubbed the 'Celtic Tiger'. The Celtic Tiger was driven by inward investment by multinational corporations, mostly from the US, engaged in production for export markets in growth sectors like information technology. However, a combination of lax regulation of the financial sector, a low tax regime for investors, a credit bubble in the housing market and a corrupt political class in league with bankers, speculators and builders saw Ireland's economic miracle turn to dust. Ireland's worst economic fears were realised when, in 2010, it agreed an €85 billion loan from the International Monetary Fund and European Central Bank to recapitalise its banks. What was once the 'poster child for neo-liberalism' was recently described by David Begg, General Secretary of the Irish Congress of Trade Unions, as the 'poster child for austerity'.

The question for development educators raised by the global recession is what contribution can we make toward creating a more sustainable model of development

and economic growth? As a form of education driven by social justice and equality, development education (DE) should be at the heart of this debate so, how should we respond to the financial crisis?

Well firstly, as a sector we should be asking the question! There has been limited discourse on this issue to date in DE and yet there appears to be a public appetite for debate on alternatives to neo-liberalism judging by the anger and vociferousness of protests on this issue across the world.

Second, development educators should play to their strengths and use their knowledge of, and partnerships with civil society groups in the global South, to inform the debate on debt and how it has been used to cut public services in poor countries. This model is set to be replicated in the global North.

Third, development education's considerable expertise in training and resource production makes it well positioned to enhance economic literacy by introducing new courses and seminars on the economic recession again drawing upon the sector's local and global connections.

Fourth, the development education and wider international development sectors need to get more engaged with local decision-making processes in which we can effectively intervene. As the recent Trócaire report, *Leading Edge 20:20* suggested, international non-governmental organisations (INGOs) 'need to develop a stronger relationship with their home societies and deal with the needs of home-based supporters, as well as adding value to their own societies'. In other words we need to get political on domestic issues not yet policies impacting on the global South.

Fifthly and finally, we need to de-mystify markets and prioritise developmental needs over the financial sector rather than capital dictating the terms of human development. The financial sector, in tandem with the mainstream media and politicians, is continually and obsessively consumed with placating and ensuring the wellbeing of 'the markets'. They are described in terms approximating the ethereal and treated accordingly with god-like reverence demanding financial (and thereby human) sacrifice, never fully satiated. The NGO sector needs to make clear that a

human hand controls how we use capital and human needs should drive how we expend capital. This should be a central plank of development education's response to the financial crisis.

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What is happening to DEAR in Spain?

By Maria Carracedo

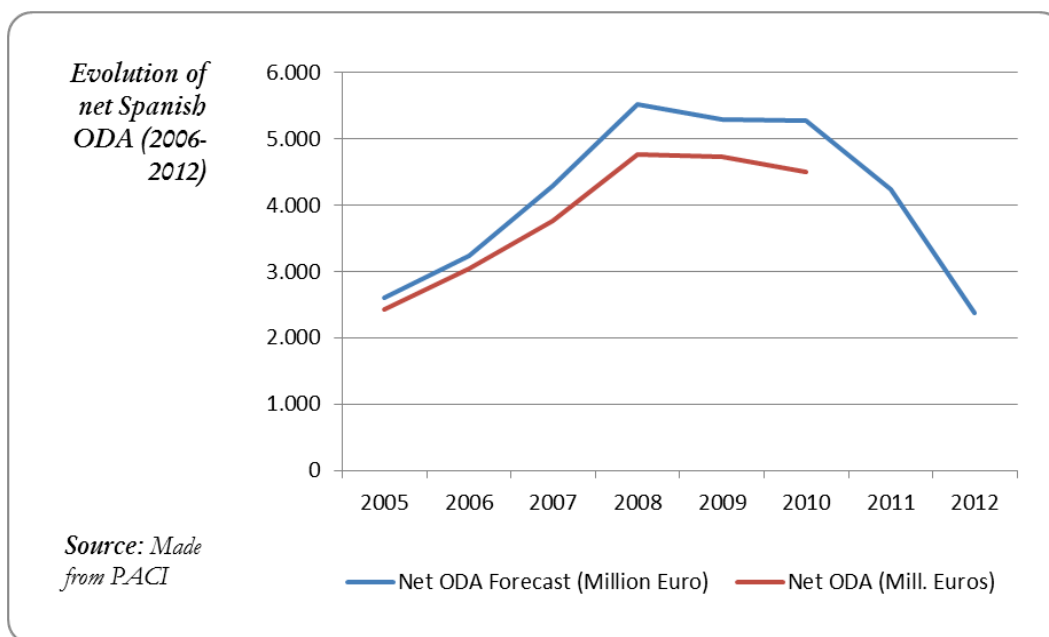
From the signature of the EU Council of Development Ministers Resolution on Development Education (2001), development education and awareness raising (DEAR) started gaining relevance within international cooperation policies. Particularly, in Spain, both the governmental and non-governmental actors started giving an increasing importance to DEAR. Thus, at policy level, the II Director Plan of Spanish Cooperation 2005-2008, considers DEAR as a “strategic objective” including different fields of action: formal and non-formal education, awareness raising, media relationships and fair trade promotion. The Strategy of Development Education, that establishes the lines of action in DEAR policies, came out from this Plan.

The III Director Plan 2009-2012, written while the crisis had already started, keeps promoting the relevance of DEAR for developing an appropriate and effective development policy. It identifies as main fields of action in DEAR: awareness raising, capacity building on development issues, research on development issues and social mobilization. The III Director Plan also proposes the creation of a DEAR action plan. However, we are now in the last year of the III Plan validity, and such document has not yet been produced.

Other DEAR activities included in this Plan consist on:

- The creation of a working group on DEAR
- The Promotion of coordination of activities and programs and collaboration among actors at national, regional and local levels.
- Promotion of research and evaluation of DEAR activities; creation and support of DEAR centres, didactical resources in Universities, educative centres, councils, NGO, etc.

The crisis has stopped this promotion of DEAR. Some of these activities have not been yet implemented and the Spanish ODA has started decreasing since 2008, when the financial crisis started. In 2012, the forecast of the ODA budget is even lower than the quantities of 2005, decreasing by 65% from the 2011 ODA budget and getting further away from the commitment of the 0,7% GNI. The relation ODA/GNI has decreased from 0,46% in 2007 to the 0,22% in 2012.

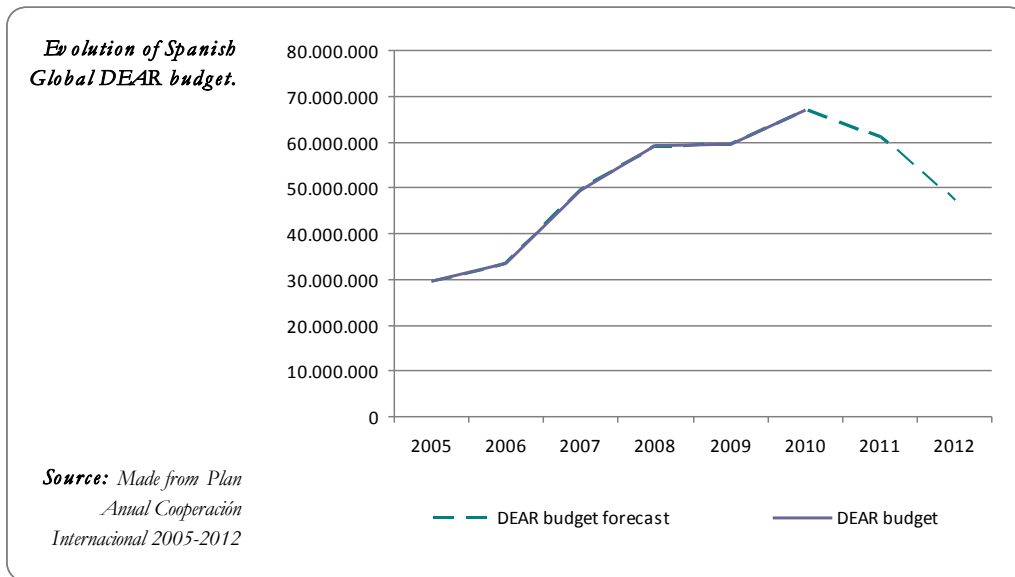


Besides the national government, NGOs, Universities and official decentralized cooperation are relevant actors in the Spanish DEAR scenario. Over 50% of the DEAR activities are usually funded by decentralized agents- regional governments and local Authorities. These agents have suffered from budget cuts of the national government that have had an impact on ODA and on DEAR.

If on one hand NGOs - the main implementers of DEAR activities- are the most affected by ODA cuts, on the other hand, regional governments and local authorities have cut or even cancelled their fundings to DEAR activities, like Castilla y León, or Canarias that have cancelled their funding to DEAR. Worst than this, Castilla la

Mancha has completely cut its budget for international cooperation; Cataluña has not paid yet the funding from previous years.

All of this also have of course an strong impact on DEAR activities developed by universities whose budgets depend on regional government administration.

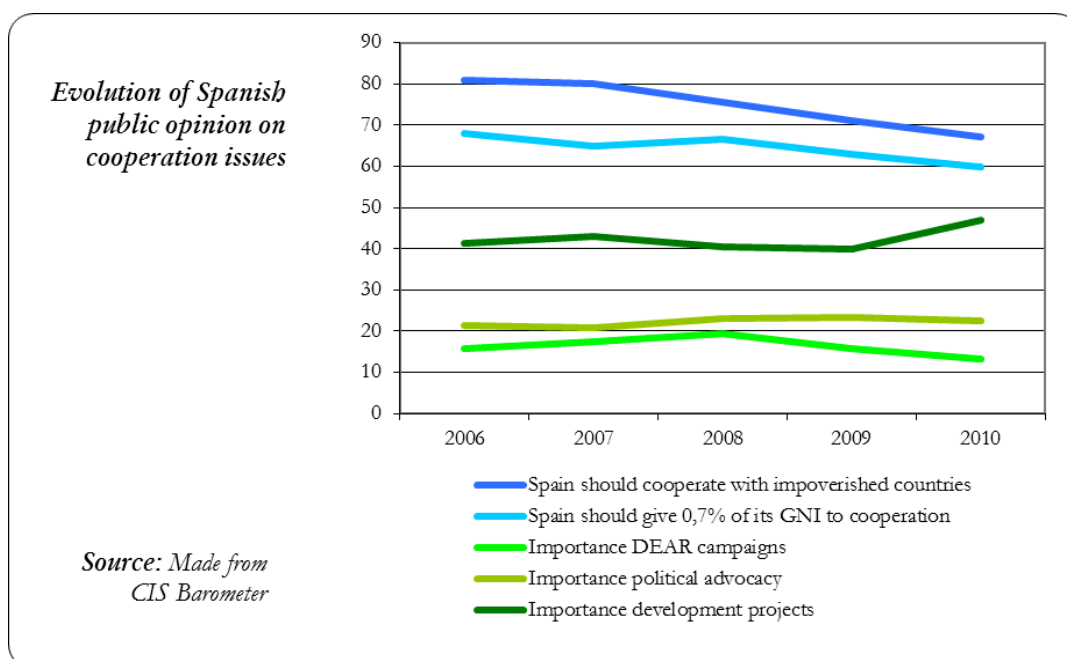


The evolution of the budget dedicated to DEAR shows a progressive increase on the quantities especially after the approval of the II Plan Director (2005-2008), which promoted DEAR and which was signed five years before the financial crisis. Nevertheless, the forecast of the DEAR budget (based on the initial budget already approved by the entities) has had a decrease of 30% from 2010 to 2012.

The crisis has stopped the policy intentions of promoting DEAR: DEAR budget has decreased and some of the measures proposed to impulse DEAR have not yet started, like for instance the creation of a national DEAR action plan or the promotion of DEAR evaluation. But, what is the public opinion about international cooperation and DEAR in these times of crisis? How has it changed with the economic crisis?

According to the annual Barometers about Cooperation and Latin America elaborated by the national Centre of Sociologists Researches (CIS- Centro de

Investigaciones Sociológicas) the Spanish public opinion seems to have changed slightly during the crisis period. The clearest change is the percentage of people that considers that Spain should continue cooperating with impoverished countries, despite the economical costs. In 2006, two years before the financial crisis, 81% of Spanish people agreed with that. The percentage started decreasing in 2008 to 75%, and the 2010 survey shows that only 67% agreed with continuing with development cooperation. We do not count yet with more recent data about this question but in 2012, with the ravages of crisis already felt by most population it is most likely probable that this percentage may even be lower because people are now suffering the effects of the crisis in their everyday lives and are logically worried about other issues, such as employment, debts, education and health in Spain.



The 2010 survey included a question about whether the State should give priority to guarantee the well being of Spanish people before continuing with international aid. The majority of the respondents (69,5 %) agreed with such question; 48,5% of the respondents agree with the cuts in the ODA budget.

DEAR is currently fully integrated in formal education, through the subject *Education for Citizenship* included in the school curricula of secondary schools. This channel of

dissemination of DEAR -with no additional costs- could be a hope for DEAR. Unfortunately this subject is going to disappear with the new government; public education in general is also threatened by cuts.

Conclusions

DEAR received a strong political impulse as from 2005. Public opinion was in favour of such policies. Nevertheless the financial crisis has stopped the measures planned to promote DEAR, decreasing the budget for DEAR activities.

Public opinion has also shifted. Nowadays, Spanish people worry about their own situation, about their daily survival problems rather than issues related to global development.

The Spanish DEAR actors encounter now challenges in implementing DEAR activities both at the non-formal and formal levels, for two major reasons: the budgetary cuts and the elimination of the subject of *Education for Citizenship*.

The economic crisis had a major impact in DEAR in Spain. However, DEAR is more needed than ever. We need to understand and to be informed about what is happening and why, about the causes and consequences of the actual system at global level. It is necessary to understand how the decisions taken at supranational level have direct consequences on our daily lives: in our employment, in our educational and health systems, in our wellbeing. In the same way DEAR has shown by different means how our actions and way of living have consequences on impoverished countries and on the planet, DEAR should show how those market decisions and policies are affecting our lives.

Knowledge is the first step to develop a critical consciousness. Only this knowledge may lead us to political participation, to social mobilization and to the proposition of alternative ways to face the current economical model and the policies that prevent from a fairer global development, that have led us to this economic crisis.

Reducing DEAR means stopping actions to build a critical citizenship committed with global development in our towns and villages. At this moment of uncertainties, people need to recover the confidence on their capacity to change reality and to transform our context. In that sense DEAR is also needed, to expand the idea that another world is really possible, and to give (Spanish) citizens the tools and strengths to work towards that change.

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Politics affect DEAR as much as Economy Does: the UK example

By Tom Franklin, Think Global

In the wake of London's Olympic Games, a political debate got underway in Britain over how much of a legacy the Games would leave behind. David Cameron appointed a Legacy Ambassador, while our new gold medal heroes called for sport to be given greater priority in schools, and opposition parties accused the coalition government of allowing schools to sell off their playing fields, and of scrapping the rule that compelled schools to teach at least two hours' physical education each week.

What has this to do with DEAR and the economic crisis, the subject of this pamphlet? I want to demonstrate that the financial challenge facing DEAR in the UK is at least as much to do with political choices over education as it is to do with the wider economic crisis.

The challenge

I'll begin by stating the scale of the challenge facing DEAR. From 1998/9 until 2009/10, government spending on development education (known as 'Building Support for Development') increased by a factor of 16 from about £2m per year to about £25m¹. This was largely channeled through the Department for International Development (DFID)'s aid budget. The money was spent on many different development education and awareness raising initiatives - much of it for schools and formal education, but also youth work, churches, trade unions, pensioners, and others parts of society. The aim was a bottom up approach, with initiatives being proposed locally and much support for smaller schemes. 'Let a thousand flowers

¹ Dominy et al (2011) p15

bloom' is the way the approach is often characterised. The funding also helped to build capacity within development education organisations - such as the network of locally-based Development Education Centres as well as national organisations such as Think Global.

This benign environment for DEAR changed suddenly in 2010, with the election of the new Government. Within just a week of taking office, the new Secretary of State for International Development, Andrew Mitchell, froze £1/2m funding for five development awareness projects, and the £6.5m Global Development Engagement Fund. A year later he published a review of development awareness raising projects which was critical of their effectiveness, and announced that the Government would entirely stop funding development awareness schemes in the UK. Development education work would, in future, be focused through a single co-ordinated programme aimed at schools, as well as continued support for schools linking programmes.

The speed and scale of this change has led to what Harm-Jan Fricke described as a state of flux within the UK DE scene². The 13 years of steadily rising funding was thrown into reverse overnight, with many DE organisations - despite their natural resourcefulness - struggling to find alternative funding sources to carry on their work. Some of the infrastructure that had been built up over the years was dismantled again and capacity lost. Even now, the future for DEAR remains unclear, with more programme funding due to end in the next year and not be replaced.

All because of the economic crisis?

Is this reversal in fortune down to the financial crisis? As elsewhere in Europe, the public sector in Britain is being scaled back in size and scope, through the Government's programme to reduce the public sector budget deficit, with planned spending cuts larger in scale than any in living memory. Right across national and local government, the squeeze is being felt. It would therefore be reasonable to assume that the financial challenge facing DEAR in the UK is down to this. However,

² Fricke (2011) p34

this is incorrect. DE spending comes from DFID's aid budget - and DfID's is one of very few budgets in government being increased rather than cut.

Despite considerable opposition from within their own parties, as well as sections of the media, (which tends to argue along the lines of, *"how can we afford to be so generous overseas when xxxxx or yyyyyy service is being cut?"*) the coalition government's programme includes a commitment to reach 0.7% spending of GNP on aid by 2013. This will lead to an increase in the DfID budget from £7.7bn in 2010/11 to about £10.7bn in 2014/15.

So if not the economic crisis, what?

To be fair, the economic crisis does come into the equation in a limited way. To quote Andrew Mitchell immediately after the 2010 general election, in announcing the first wave of DE spending cuts: *"At this difficult economic time, it is crucial that our money is spent where it makes the most difference. Today I send a clear signal: value for money will be our top priority for aid."*³ He talks about "100 pence of value for every pound of taxpayers' money".⁴ The Government's position seems to be thus: in order to defend the DfID budget increases from those who might argue that these extraordinary economic times mean that the previous 0.7% commitment should be abandoned, it must demonstrate the budget's effectiveness. As it does not believe that many of the development awareness raising projects have delivered good value for money (measured solely by whether they help to reduce poverty), these are obvious projects to chop. So the money saved from reducing spending on DEAR has not been used to reduce the financial deficit - it has been redeployed to other (more effective, according to the government) aid spending.

So value for money is one factor, and although linked to the economic crisis, would probably have been an issue anyway. But just as important are the far-reaching changes being introduced to Britain's education system (traditionally, in the UK, the main focus of much DE work). The system is being turned on its head, with schools being given maximum say over how they operate, whilst being encouraged to

³ Guardian Newspaper, 17 May 2010

⁴ DfID Press Release, 13 July 2011

compete for students. Local authority influence over education is waning fast, and central government is focused on establishing the education market rather than guiding schools in anything other than the essentials..

A whole raft of measures are giving schools more independence - for example:

- the national curriculum is being reviewed, with a presumption that it will be greatly slimmed down and focused on 'the basics' of literacy and numeracy.
- schools are being encouraged to move out of the control of local authorities, and be funded directly by central government. In these schools, known as academies (which now include more than half of secondary schools and a rapidly expanding number of primary schools), the national curriculum does not apply at all.
- the Department for Education itself has been greatly scaled back, almost halving in head count, with a major reduction in centrally-produced guidance for schools.
- a higher proportion of education funding now goes directly to schools, which then decide whether they want to buy support services which used to be provided (by local authorities or NGOs) for free.
- schools are forming into clusters and chains - groups of schools that work together either informally or through formal structures.

This is where the Olympic story at the beginning of this article comes back in. After the Olympics success, the Government came under pressure to instruct/persuade/guide schools to teach more sport. The Government's response was, 'sport is a great thing, but it is up to schools to decide how much to teach - and for parents to decide which schools to send their children to based on this or anything else'. The same government approach applies to DEAR. The Government has recognised the value in providing development education in schools, but it is removing much of the schools guidance and duties which have been important drivers in persuading schools to incorporate it. Indications are that the new national curriculum, when finalised, will have specific aspects of global dimension and citizenship slimmed down or removed. Requirements on schools to promote community cohesion have been reduced. Ofsted (the schools regulator) has changed its schools inspection regime so that it focuses on 'the basics' of literacy

and numeracy much more. So the message is the same as sport - it is up to the schools to decide what's best.

The consequence is that those schools already convinced about DEAR have more opportunity to instil global learning within their ethos, and the whole way their school operates. Think Global works with many such schools, and there's some great innovation taking place. But conversely, schools can, if they wish, virtually ignore DEAR. At a time when schools are focused on those basics of literacy and numeracy, exam results, and all the education changes, DEAR gets left out.

So what of the future?

Despite these challenging times, there are a number of reasons to be cheerful.

Firstly, there is an awareness that the opportunities of the nineties and naughties, when funding for DEAR was increasing, were not fully captured because not enough attention was paid to measuring impact. It's not that it didn't happen - individual schemes were very good at it - but it didn't happen consistently. If it had, and we'd been able to demonstrate the full difference DEAR was making, the budget reductions would have been far less likely. Some people say that focusing on measuring impact will turn us into bean counters and undo some of the essence of DEAR - and/or that DEAR is just too difficult to measure because of its slow-burn effects. These are valid points. But whether we like it or not, impact is the name of the game when it comes to convincing anyone - governments or other funders - to part with their money. They want to see the difference being made. I think in future more attention will be paid to impact - and this will have been a good that will have emerged from this period, and could make DEAR stronger in the future.

Secondly, the government's general withdrawal from development awareness raising is with one big exception - a large-scale five year development education programme for schools (with separate funds for each of the four nations). We are awaiting further news about this Global Learning Programme (GLP), but it is intended that it will run in line with the government's philosophy of 'let schools decide' - with them choosing whether they come on board with the programme, and a strong emphasis

on teacher-to-teacher support. It is good to see that strong evaluation should be built into this programme from the start.

The third reason to be cheerful is that, despite an overall narrowing of its schools inspection regime, the regulatory body Ofsted, has kept a requirement for schools to demonstrate the concept of SMSC (Social, Moral, Spiritual, Cultural) dimensions. Although not prescriptive on how schools can show this, development education is an obvious way. This gives opportunities for DEAR practitioners to help schools.

As a relative newcomer to the world of DEAR (having joined Think Global this January), I've been struck by the ability of DEAR to re-invent itself to fit new agendas and policies. This has happened several times since the 1970s. With the UK economy currently in recession and public borrowing heading in the wrong direction, there may yet be further shocks to the system. This Darwinian ability to survive through adapting to changing environments is now needed again, and I can see it in the resourcefulness of DE organisations to come up with new angles to their work and new funding opportunities. So, challenging times for DEAR here in the UK, but not without potential.

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A Turnover for DEAR in Italy?

By Paola Berbeglia, ONG Italiane

At the end of May 2012 the Italian National Institute of Statistics published the Annual Report on Italian Population. Findings are almost discouraging: in Italy one young person out of five is not employed or enrolled in education or training (the number of NEETs, 15-25 years old, is about 2,1 million) and 45% of young people aged 25-34 are still financially dependent on parents.

The state of the environment has been negatively affected by an increased soil consumption, mainly in the South of Italy, due to overbuilding and to the constant pressure of urbanization.

The poverty rate increased, while national spending on social welfare was considerably reduced.

As far as development cooperation and education are concerned, the Aid Watch report 2011 demonstrates the need for Italy to increase the aid by € 9 billion to meet its targets in 2015.

Despite this difficult situation, some circumstances can be the cause of moderate optimism: Italy started last year with one of worst ODA performances among the DAC donors and ended it up with the appointment of a Minister for International Cooperation for the first time ever (in line with the DAC peer review recommendations).

The Italian ODA moved up from 0,15% to 0,19%. The main reasons standing behind this increase are the following: 30% of bilateral aid is represented by refugees' costs, which increased by 100% due to the Arab Spring refugee crisis. Another 36% comes in the shape of debt relief. The Italian ODA is now heading for 0,12% of GDP, without new investments in 2012. This negative trend will not change and, according

to the European Commission, the Italian ODA may reach 0,16% in 2015 in the absence of a U turn.

A recent good news is the launch of the revision process of the Italian development cooperation system, aimed at reforming the framework set forth by Law 49/87 which is now regulating the system. The review is organized through groups of discussion, composed by Civil Society Organisations (CSOs) and representatives of the government.

How far does DEAR go in Italy?

Development education and awareness raising in Italy has a long tradition. It started at the end of the 1960s with the historical de-colonization movements and the support for the struggle against apartheid in South Africa. The first big NGOs were Catholics and Secular, but both components were strongly committed to develop processes of awareness raising, mainly among pupils and schools.

At that time it was a minority movement yet, strongly linked with the contemporary social upheavals in Italy.

In the 1980s and 1990s the most relevant issues related to development education emerged from programs financed by the Italian Law on Development Cooperation (49/87), that paid specific attention to the roots of poverty, the international debt and the immigration flows.

In this respect the engagement of teachers and citizens increased considerably, especially as a consequence of the challenges posed to teachers by a new target, the children of immigrants, who had never been so relevant in Italy before.

NGOs organized a large number of teachers training sessions, the main aim being to raise awareness amongst teachers to capitalize economic and human efforts.

Campaigning as well gained an important role, focussing primarily on women and children rights and on ethical financing.

Among NGOs two main ways of carrying on development education activities emerged:

- 1) a “curricular” approach, according to which development education should become subject matter of school study;
- 2) a “non-curricular” or “non-formal” approach, which calls for educationalists to implement activities especially aside the ordinary school hours.

In Italy, DEAR has never been under the responsibility of the Ministry of Education, nor it has been part of a real national strategy. Therefore, gradually, the local and regional dimension assumed a prominent role.

At the moment, 5 Italian Regions are drafting a Development Education Awareness Study, to analyse the DEAR evaluation system. The starting point of this study is the evidence that the most efficient Italian DEAR actors are CSOs, while the financial support given by the Ministry of Foreign Affairs (the main national authority concerned with DEAR) is minimum. DEAR CSOs are currently struggling to re-affirm their identity in the review process of the Law on Development and Cooperation. The term “Development education” is also the subject of controversial debates among educators because of “the need to de-construct development education, to re-define it, following the perspective of citizens’ education⁵”

Universities are also integrating in their curricula interesting topics related to international cooperation and the culture of peace. At the same time, teachers support young students and graduates who are willing to become DEAR operators helping them to get in contact with NGOs. However, DEAR demands a lot of practical training and the academic preparation must be largely complemented by valuable work experience. Unfortunately, connections between teachers and NGOs are not as stable as one may desire while the lack of common spaces (even offices), shared by NGOs and educational institutions, limits the opportunity to reflect together and develop joint activities.

⁵ L. Luatti, (a cura di) “*Educare alla cittadinanza attiva. Luoghi, metodi, discipline*”, Carocci, Roma 2009

DEAR and the decentralised cooperation

Currently, municipalities and regions are even more concerned with development education thanks to the decentralized cooperation, which came under their direct responsibility in addition to youth policies, plans for the right to study, locations of schools. Decentralized cooperation has overcome a thematic approach to adopt a territorial approach to development and international aid. Its objective is to promote international relations between geographical areas, designed as containers for social, economic, political and cultural interests of all the actors (NGOs, businesses, trade unions, the various forms of civil society). This process is based on an extended and inclusive concept of partnership. Partnerships between similar agencies (including local government, NGO, enterprises) acquire meaning only if they become part of a regional partnership. As result, multi-actor networks and multi-sectoral cooperation are being established in many areas.

DEAR now in Italy

Two main best practices emerge from the current status of DEAR in Italy:

Many NGOs are trying to create networks while maintaining their single identity. Italy is known as the Country of 100 Cities, but we can as well say of 100 NGOs. These networks are based upon shared principles and methods. A good example is the “Charter of Principles of Education for Citizenship”: a common tool shared by NGOs of the Piedmont Region, adopted to plan and evaluate global education activities. While this approach reveals to be rewarding it also demonstrates that the main elements of success are the credibility of the actors and the financial support given to actually implement actions.

Secondly, in Italy, educationalists are connecting global education issues with the integration of migrants and the support to the most vulnerable groups of the population. It really seems a way to answer the questions posed by Nicola Banks e

David Hulme in a recent publication⁶. In their last report they accuse NGOs of having a hyper-professionalized and a political approach that has no impact on change and social struggles of the poor.

In Italy the new Minister of Development Cooperation and Integration seems to adopt the same logic which considers migration the other side of cooperation. Unfortunately, it must be said he is a Minister without portfolio.

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⁶ N. Banks and D. Hulme, “*The role of NGOs and civil society in development and poverty reduction*”, Brooks World Poverty Institute - University of Manchester, June 2012.

Challenging Times for DEAR in Greece

By Gerasimos Kouvaras, ActionAid Hellas

The characteristics of a crisis are that it occurs unexpectedly, creates uncertainty and is perceived as a threat. Indeed, I would doubt whether we should call what is happening now in the world and particular in PIGIS⁷ countries a typical form of crisis, as although violently attacked it was not at all unexpected. In any case, crisis does not equal to catastrophe, on the contrary it is a process of transformation through which the old system can no longer be maintained.

The current global reality shows that richer countries are no longer the model which developing countries want to reach, the link between economic development and human progress becomes looser and this link cannot be achieved by using again and again the same failed recipe.

It is apparent that politics and economics along with the modern production of knowledge must be transformed with a clear direction towards a more just and sustainable world.

Why is the role of DEAR so critical?

Development education and awareness raising provide a solid, convincing and holistic path to long lasting change through its four distinct and interlinked aspects:

1. Changing oneself

DEAR works on the individual level by developing values and building skills based on the knowledge of global issues. Self-confidence, self and mutual respect, social and environmental responsibility, critical thinking and analysis, tolerance, active listening, empathy and solidarity, assertiveness and creativity are pieces of the personality puzzle of a global citizen.

2. Changing together

⁷ Portugal, Ireland, Greece, Italy and Spain

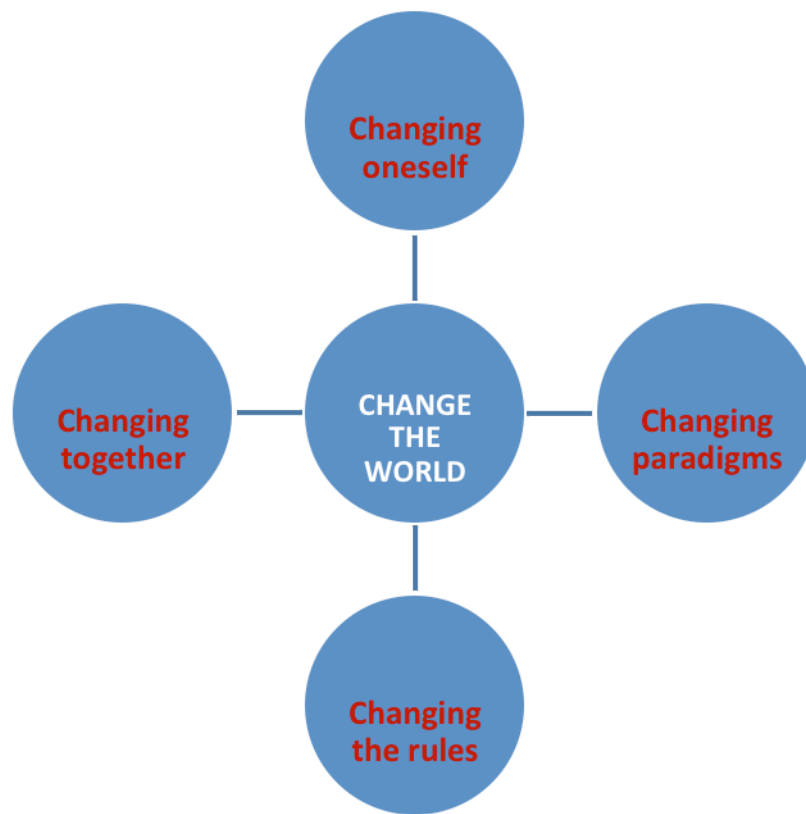
Collective action is a precondition for change at any level (local, national or international). Global citizenship is exercised through active participation in the society and association with other people. The emergence of a Global Civil Society provides the enabling space for dialogue, mutual learning, participation and interaction of citizens, plays the role of the watchdog in political and economic processes and supports values-based economic alternatives. The role of DEAR is crucial as forms multipliers that reach out in society and enable a bottom up approach to public engagement.

3. Changing paradigms

As the problem is systemic, solutions can be better formulated outside the mainstream political structures and the dominant formal education system. DEAR has been already playing a critical role in fostering new development paradigms and creating the space of critical thinking and incubation of new social paradigms.

4. Changing the rules

In the asymmetrical globalisation and the dominating unequal power, a more just and sustainable world could only be possible through changing the rules of the games. DEAR provides with excellent pathways to make this theory of change happen at all levels from global to local.



Which are the key challenges now in Greece?

The current situation in Greece, with the rapidly increasing demands to provide direct assistance to groups and individuals because of the reduction of the welfare state, creates new opportunities for developing networks of solidarity and volunteering and strengthening active citizenship. Indeed, Greek society has shown quick reflexes on many levels, informal groups and civic activities are flourishing and are covering some areas of the increasing needs particularly at local level. However, xenophobia that thrives in this reality, increasing anger and victimisation that media have been cultivating to the public during the last couple of years, are leading to an introspective behaviour expressed with nationalism and renunciation of global citizenship. The recent representation in the parliament of a neo-Nazi political party (for the first time in our national history) mostly voted by young people legitimized hate speech and confirmed the serious gaps in our educational system. Furthermore, DARE Civil Society Organisations are currently struggling with restrictions in accessibility of institutional funds and a dramatically shrinking space for individual fundraising.

How ActionAid's DEAR activities respond to those challenges?

If we attempted to apply the four aspects of DEAR presented above to the Greek context, we would end up with the following picture:

Changing oneself.

The Greek educational system is traditionally conventional and knowledge-based. A national global education strategy is absent, so do any specific remarkable related activities. Therefore, the contribution that a CSO can make through their informal education, life-long learning and social action approaches to build global citizenship is critical. Since 2009, ActionAid Hellas has developed a unique and innovative, interactive Development Education Centre "A World Upside Down" which receives 5000 elementary and secondary school student annually. Moreover, ActionAid Hellas runs in Greece for almost 10 years now the raising awareness campaign "Global Action Week for Education" mobilizing over 30000 students every year.

Changing together

Although Greek civil society is rather weak, both in the areas of service provision and advocacy and in the role of watchdog of the state and private sector, its values are rather strong and positive. Strengthening Greek civil society and in particular the development organisations, while reinforcing their positive values of tolerance, solidarity and non-violence, should be supported by the international CSO community. ACTIVISTA is the global youth network of ActionAid acting in solidarity and fighting poverty and injustice through awareness raising and campaigning. In 2010, in the context of the "1Goal: Education for All" campaign, the Greek group of ACTIVISTA significantly contributed to the mobilisation of a total of 88000 people who signed the petition calling on world leaders to ensure that all women and girls get the right to a safe, quality and free education.

Changing paradigms

During 2011 Greek ODA was reduced significantly due to the debt crisis and the national stabilization reform programme. Although it is highly unlikely that Greece will achieve the target of ODA by 0,7% of GNI by 2015, the major failure is on the

development effectiveness side. Greece is the worst European performer both in real aid and in aid transparency. In this context, development CSOs should not limit their role on being just the watchdogs. They have the responsibility to model new paradigms of development effectiveness. ActionAid has been a pioneer in doing this. Our new international strategy “People’s action to end poverty” deepens human rights based approach to development and provides a framework for effectively addressing the structural causes of poverty.

Changing the rules

This is probably the most challenging aspect, as Greece is a minor player in the global context. However, in this particular historical moment, Greek Civil Society could play an important role in the formation of a global social movement for change. Hence, we all – including ActionAid Hellas - need to work hard and intensively to move our Civil Society from adolescence to adulthood.

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DEAR Matters

Development education in times of economic crisis

Maria Carracedo, Paola Berbeglia, Tom Franklin, Stephen McCloskey and Gerasimos Kouvaras, representatives of civil society organisations and university question the impact of the economic crisis on development education and awareness.

What is happening in Spain, Italy, Greece, UK or Northern Ireland, and why is development education essential to overcome the crisis?

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