



Federal Ministry  
for Economic Cooperation  
and Development

STRATEGIES 188

# Development Education and Awareness Raising



# General Objectives and Programmatic Framework of German Development Policy; the Role of Sector and Cross-Sectoral Strategies

German development policy contributes to reducing poverty worldwide, building peace and realising democracy, promoting equitable forms of globalisation and protecting the natural environment. In seeking to fulfil these responsibilities, BMZ is guided by the vision of sustainable global development, expressed as economic performance, political stability, social justice and environmental sustainability in equal measure.

BMZ actively supports the new global partnership between industrialised and developing countries. The United Nations Millennium Declaration and the Millennium Development Goals provide the programmatic framework for German development policy. Germany is also working to implement the German government's commitments to improving the quality and effectiveness of aid (Paris Declaration on Aid Effectiveness, 2005).

Sector and cross-sectoral strategies are just some of the development policy instruments deployed by Germany to achieve these goals. They contain key criteria of relevance to the shaping of, and decisions on, development policy, notably as regards:

- a) the identification, appraisal, design, implementation, management and evaluation of sector/thematic programmes and modules. The strategies contain binding requirements that the agencies tasked with implementing official development assistance (ODA) must adhere to. They also serve as a frame of reference for the work of non-governmental organisations and private sector actors;
- b) the development of regional strategy papers, country strategy papers and priority area strategy papers for bilateral development policy;
- c) the positioning of German development policy in the international debate and development of our contributions to multi-lateral/regional cooperation and European development cooperation;
- d) relations with the general public in Germany, and liaison with the German Bundestag and other federal government departments.

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# 1. Preliminary Remarks

The Federal Ministry for Economic Cooperation and Development (BMZ) distinguishes between development-related public relations, awareness raising and development education in the following way:

- Public relations include the communication of Germany's policy goals and the impact of its development policy to the public.
- Awareness raising means providing the public with detailed background information on policy issues regarding development cooperation.

- Development education includes "global learning" measures<sup>1</sup> intended to enable citizens to develop a critical understanding of development topics and encourage them to get involved themselves.

This strategy paper forms the basis of the Ministry's development education and awareness raising policy and serves as reference for other players working in this field.

It also describes the goals, methods and tools the Ministry uses, introduces its partner organisations and offers guidance on the methods used and approaches adopted in its cooperation with these partners.

# 2. Programme Framework and Goals

The German Government has set itself the goals of contributing to the eradication of poverty worldwide, building peace, protecting the environment and natural resources, and making globalisation fair. Its approach, therefore, is based on a model of globally sustainable development that equally stands for economic efficiency, social justice, ecological sustainability and good governance.

Guided by these principles, Germany's development policy seeks to promote a new international partnership between industrialised countries, developing nations and countries in transition. Thus, its policies are based on:

- the United Nations' Millennium Declaration and the Millennium Development Goals adopted in 2000;
- the consensus reached at the International Conference on Financing for Development in Monterrey, Mexico in 2002;

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1 "The idea behind 'global learning' is to educate both individuals and organisations to act in a spirit of worldwide solidarity. It encourages them to respect other cultures, lifestyles and views of the world we live in; to understand the reasons for their own views; and to find viable solutions to problems we all have in common." Source: VENRO-Arbeitspapier Nr. 10, Globales Lernen als Aufgabe und Handlungsfeld entwicklungspolitischer Nichtregierungsorganisationen. Grundsätze, Probleme und Perspektiven der Bildungsarbeit des VENRO und seiner Mitgliedsorganisationen (VENRO Working Paper No. 10, *Global Learning as a Goal and Task for Non-Governmental Organisations dealing with Development Matters: Guiding Principles, Issues and Perspectives of the Public Relations Work of VENRO and its Affiliated Organisations*) Bonn, December 2000, [www.venro.org/publikationen/archiv/arbeitspapier\\_10.pdf](http://www.venro.org/publikationen/archiv/arbeitspapier_10.pdf) (08/01/2008).

- the Johannesburg Plan of Implementation adopted at the World Summit on Sustainable Development in 2002; and
- the Declarations of Rome (2003) and Paris (2005) on enhancing aid effectiveness.<sup>2</sup>

The Programme of Action 2015<sup>3</sup> is the German government's contribution to the realisation of the Millennium Development Goals. It focuses on measures to fight poverty.

Protecting the climate became another integral component of Germany's development cooperation work during the country's EU and G8 presidencies. The 2007 Programme of Action on Climate and Development<sup>4</sup> aims at lowering greenhouse gas emissions and adapting to climate change, in line with the 1992 UN Framework Convention on Climate Change<sup>5</sup> and the 1997 Kyoto Protocol<sup>6</sup>.

The decisions taken at the G8 summit in Heiligendamm in 2007<sup>7</sup> emphasise the important role of climate protection and poverty reduction for development cooperation. They place special emphasis on working in partnerships with Africa, as is reflected in the focus areas of German development cooperation with Africa.<sup>8</sup>

2 For more information, (as at 12/11/2007):  
<http://www.un.org/millenniumgoals/>  
[http://www.un.org/esa/sustdev/documents/Monterrey\\_Consensus.htm](http://www.un.org/esa/sustdev/documents/Monterrey_Consensus.htm)  
[http://www.un.org/esa/sustdev/documents/WSSD\\_POI\\_PD/English/POI\\_PD.htm](http://www.un.org/esa/sustdev/documents/WSSD_POI_PD/English/POI_PD.htm)  
<http://www.oecd.org/dataoecd/11/41/34428351.pdf>  
<http://www.aidharmonization.org/ah-overview/secondary-pages/why-RomeDeclaration>

3 More information at: [http://www.bmz.de/de/ziele/deutsche\\_politik/aktion\\_2015/index.html](http://www.bmz.de/de/ziele/deutsche_politik/aktion_2015/index.html) (as at 19/11/2007).

4 More information at: [http://www.bmz.de/de/zentrales\\_downloadarchiv/Presse/Aktionsprogramm\\_Klima\\_Entwicklung\\_070522.pdf](http://www.bmz.de/de/zentrales_downloadarchiv/Presse/Aktionsprogramm_Klima_Entwicklung_070522.pdf) (as at 13/12/2007).

5 More information at: <http://unfccc.int/resource/docs/convkp/convger.pdf> (as at 13/12/2007).

6 More information at: <http://unfccc.int/resource/docs/convkp/kpger.pdf> (as at 13/12/2007).

7 More information at: [http://www.g-8.de/Content/DE/Artikel/G8Gipfel/Anlage/Abschlusserkl\\_C3\\_A4rungen/Chairs-summary,templateId=raw,property=publicationFile.pdf/Chairs-summary](http://www.g-8.de/Content/DE/Artikel/G8Gipfel/Anlage/Abschlusserkl_C3_A4rungen/Chairs-summary,templateId=raw,property=publicationFile.pdf/Chairs-summary) (as at 13/12/2007)

8 More information at: *BMZ Topics 164*, "In partnership for a strong Africa: Priorities of German development policy", (as at 13/12/2007).

Development policy is a collective task for the entire international community. In order to create a more peaceful and fairer world, we need to foster partnerships where both partners are equal, and to help engender a sense of ownership in the countries with which we engage in development cooperation.

Moreover, development policy is a task for all of German society. Without the active commitment and support of as many of our citizens as possible, it would be impossible to pursue justice in globalisation and sustainable development. Therefore, the Ministry attaches great importance to the cooperation with civil society players and networks.

Development education and awareness raising is the central instrument to fulfil this task that concerns the entire society.

Its objectives are:

- to raise the public's interest in developing countries and global interdependencies and their relevance for individual citizens;
- to encourage people to reflect on the model of sustainable development and how it can be achieved;
- to motivate people to contribute to a more socially responsible society in today's globalised world; and
- to support the initiatives of citizens for development education.

Development education and awareness raising hereby rests upon the aforementioned conventions and agreements adopted by the international community and on the priority areas of German development policy defined on that

basis. It contributes in particular to reaching the goals of the UN Decade of “Education for Sustainable Development” (2005 to 2014)<sup>9</sup>, as formulated by the UN General Assembly in 2002, and to the relevant German action plan.

### 3. Target Groups

The main target groups of the Ministry’s development education and awareness raising policy – in addition to the general public – are:

- children and young people;
- organisations, the media and persons who can act as “multipliers” by disseminating the information received (e.g. non-governmental organisations (NGOs), associations,

action groups, networks, church organisations, trade unions, local authorities);

- participants at specific events concerned with development issues.

The BMZ is particularly concerned to reach and motivate new target groups and institutions such as commercial businesses, trade associations, immigrant communities, museums, libraries or sports associations.

### 4. Methods and Tools

#### 4.1 Methodological approach

Development education and awareness raising

- seeks to win public support for the Government's development policy goals;
- provides information also about controversial issues and by encouraging people to form their own opinions
- promotes competencies and offers a variety of options for action in order to deal

with issues arising from a globally interdependent world;

- opens up opportunities for citizens – whether as private individuals or in the workplace, whether in small groups or large organisations – to get actively involved in shaping the present and the future;
- encourages critical reflection and the ability to question one’s own habitual thinking and actions;

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<sup>9</sup> More information at: (as at 19/11/2007)

- enables a shift of perspective between people who are affected by globalisation in different ways;
- is process-oriented and supports people to learn from each other as equals and given their individual experiences;
- links up people's experiences, insights, viewpoints and actions and is based on mutual trust, openness and curiosity;
- embraces the idea of life-long learning.

#### 4.2 Tools

One central tool of the BMZ's development education policy is the financial and technical support to civil society initiatives. Provision of such support is governed by national legislation on government grants.

Further instruments of the Ministry for development education and awareness raising are:

- promoting campaigns and other events directed towards the broader public;
- producing audio-visual material (e.g. interactive CD-ROMs and DVDs);
- distributing films via the network of public film services of the *Länder* (states), as well as purchasing non-commercial rights to film productions;
- publishing print media (e.g. the Ministry's own publication series "Discourse", "Special", "Strategies" and "Topics", and evaluation reports);
- offering a citizen's information service (e.g., answering enquiries from the public);
- giving presentations (e.g. to visitor groups from schools and universities);
- disseminating information via new media, in particular the internet.

## 5. Institutional Framework and Players

The way in which the work of development education and awareness raising is organised reflects the pluralistic structure of German development cooperation. Due to the division of work between various governmental organisations and non-governmental actors, activities are guided by the principles of complementarity, dialogue and cooperation.

### 5.1 Role of the BMZ

The BMZ's role within this group of actors is to design and steer the processes of dialogue and cooperation, and to finance measures.

By steering and coordinating development education and awareness raising of the governmental implementing organisations, the BMZ ensures that their work in this area is coherent and presents a uniform picture to the public, so that German development cooperation activities are seen as part of an integrated approach.

The BMZ is also keen to achieve synergies between governmental and non-governmental development education. To this end, a key element in the Ministry's strategy is to support networks between the federal government, the *Länder* governments, governmental organisations, universities and NGOs, and events which bring these players together for a strategic exchange of ideas. One promising tool to make cooperation more efficient are the regional conferences which were introduced with the support of the *Länder*-based "One World" networks, in which the federal government and the *Länder* governments are involved.

An important body in this context is the Advisory Council for Development Education at the BMZ, whose members represent institutions from the fields of science, the media and education as well as non-governmental organisations and the *Länder* governments. The council advises the BMZ in substantial matters related to development education, and serves as a forum for the exchange of experience and best practice.

Furthermore, as part of its international cooperation activities, the BMZ is a member of the relevant bodies at the OECD and the European Union, to advocate and promote the idea of global learning.

### 5.2 Non-governmental organisations

Successful development education and awareness raising relies on the involvement of as many people as possible, whether as volunteers or professionals.

Non-governmental organisations are vital partners for the BMZ. Many NGOs have valuable experience in working with civil society organisations in developing countries, that may be applied in development education and awareness raising. Other important partners are those NGOs that have been set up for the purpose of providing learning opportunities.

The BMZ provides substantial amounts of funding for development education and awareness raising activities implemented by NGOs.

In order to ensure that development education and awareness raising reaches an even broader public, the BMZ is seeking cooperation with new partners such as migrants and their associations.



### 5.3 The *Länder*

The BMZ regards the *Länder* (states) as important players in providing development education and awareness raising. Matters relating to this subject are discussed between the federal government and the *Länder*, inter alia in a joint committee on development cooperation.

The *Länder*, which are responsible for education in Germany, see development issues as an important topic for the school curriculum, and offer course plans and materials on the subject as well as further training for teachers. The “Cross-Curricular Framework for Global Development Education in the Context of Education for Sustainable Development”<sup>10</sup> adopted in June 2007 serves as the first ever joint framework for such courses. It is the result of a joint initiative by the BMZ and the Standing Conference of Ministers of Education and Cultural Affairs of the *Länder*, and shall support the establishment of global learning in the educational system – cross-curricular and in different subjects from primary and secondary levels to vocational education.

In addition, some *Länder* support local and regional networks of NGOs involved in development education. Furthermore, the *Länder*'s regional centres for political education offer to the public information material and organise development-related events.

There are also a number of cooperations between the BMZ and the *Länder*. For instance, they jointly support ASA (a programme that arranges work and study trips to Africa, Asia and Latin America),

the Service Agency Communities in One World (SKEW), and the Information Centre – Education North-South.

Some of the *Länder* have been quick to take their cue from the UN Decade on Education for Sustainable Development. Four of them have, for example, founded a northern German alliance called NUN<sup>11</sup>; others have developed their own action plans with respect to the UN Decade.

### 5.4 Governmental implementing organisations

The central governmental organisation for the implementation of the BMZ's policy on development education and awareness raising is InWEnt – Internationale Weiterbildung und Entwicklung GmbH (Capacity Building International, Germany).

InWEnt was formed at the instigation of the federal government, the *Länder* governments and the private sector. To implement development education programmes, it makes use of its decentralised structure, with regional centres in 14 *Länder*<sup>12</sup>.

On behalf of the BMZ, InWEnt implements the following development education and awareness raising programmes:

- work and study trips to Africa, Asia and Latin America (ASA);
- the Service Agency Communities in One World (SKEW);

<sup>10</sup> More information at: (as at 12/11/2007)

<sup>11</sup> NUN = Norddeutsche Partnerschaft zur Unterstützung der UN-Dekade „Bildung für nachhaltige Entwicklung 2005 – 2014“, Engl.: Northern German Alliance in Support of the UN Decade “Education for Sustainable Development” (consisting of the federal states of Hamburg, Mecklenburg-Western Pomerania, Lower Saxony and Schleswig-Holstein).

<sup>12</sup> NB: There are only 14 offices although there are 16 federal states because the states of Berlin and Brandenburg share one regional office, as do Hesse and Rhineland-Palatinate.

- the development-related school competition sponsored by the Federal President;
- Development Education in Germany (EBD);
- a programme for development-related school exchanges (ENSA).

In addition, InWEnt handles most of the funding applications that the BMZ receives from NGOs for the "Förderprogramm Entwicklungspolitische Bildung" (FEB – Assistance Programme for Development Education) and the "Aktionsgruppenprogramm" (AGP - Action Group Programme). It also conducts funding workshops in collaboration with the BMZ for NGOs wishing to apply for funding. InWEnt's specialist library on develop-

ment cooperation and policy is a source of information available to the general public.

The work of the German Development Service (DED) in the fields of development education and awareness raising concentrates on the training of development workers who are returning to Germany to become multipliers for development education, a field in which returnees shall be increasingly used in the future.

The Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), the KfW Bankengruppe (KfW banking group), the DED, InWEnt and the German Development Institute (DIE) contribute to informing the general public, for example through specific publications and events.

## 6. Quality Assurance and Evaluation

For years now, it has been good practice to subject the programmes and projects of German development cooperation in its partner countries to regular evaluations, in order to check their relevance, efficiency and effectiveness.

In the fields of development education and awareness raising, too, there has been growing recognition that transparent and credible systems of evaluation make an important contribution to give legitimacy to, and assure the quality of our work.

At national level, such a system is being fostered *inter alia* by a network of evaluators focusing on national information and education work, as well

as through relevant training for partners in civil society.

The regular meetings at European and international levels also focus on the sharing of experience in quality assurance and evaluation. Examples of fora for such exchanges are the EU's and the OECD's informal annual meetings of heads of communication and development education, the Executive Council meetings of the Council of Europe's North-South Centre, and the Global Education Network Europe (GENE). Among GENE's contributions to improving evaluation are its Peer Review Processes, since they highlight examples of best practice in European countries.

## 7. Future Outlook

Over the past few years development education and awareness raising has enjoyed an increasing importance in Germany's development policy. Building on what has been achieved so far, development education and awareness raising need to be made even more relevant, efficient and effective.

In order to do this, an even greater effort should be made to reach and mobilize new target groups (such as children and young people, multipliers from business, politics and culture), for global learning to reach all sectors of society and take root there.

Moreover, the coherence of the work on development education and awareness raising should

be improved. To achieve this, dialogue and collaboration processes at state level and within civil society, as well as between all parties involved, including business and academic communities need to be advanced.

To ensure the quality of development education and awareness raising on development issues in the future, greater attention shall be paid to building and developing efficient and effective planning and management systems as well as transparent and credible evaluation mechanisms.

Finally, the international role of Germany's work on development education and awareness raising shall strategically and effectively be strengthened.

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Federal Ministry for Economic  
Cooperation and Development

**Bonn Office**

Dahlmannstraße 4  
53113 Bonn

Germany

Phone +49 (0) 228 99 535 - 0

Fax +49 (0) 228 99 535 - 3500

**Berlin Office**

Stresemannstraße 94  
10963 Berlin

Germany

Phone +49 (0) 30 18 535 - 0

Fax +49 (0) 30 18 535 - 2501

[poststelle@bmz.bund.de](mailto:poststelle@bmz.bund.de)

[www.bmz.de](http://www.bmz.de)

**Editors-in-chief** Monika Allramseder, Steffen Beitz, Sebastian Bonse, Hildegard Hoven  
*Division 114: Development Education and Information*

Jutta Wagner  
*Division 114: Development Education and Information*

**Official responsible** Klaus Krämer  
*Division 114: Development Education and Information*

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