

Development Education Strategy Paper Spanish Development Cooperation Executive summary



MINISTERIO
DE ASUNTOS EXTERIORES
Y DE COOPERACIÓN

SECRETARÍA DE ESTADO
DE COOPERACIÓN INTERNACIONAL

DIRECCIÓN GENERAL DE PLANIFICACIÓN
Y EVALUACIÓN DE POLÍTICAS PARA EL DESARROLLO

1. Strategy presentation

The purpose of the Development Education Strategy Paper is to facilitate the construction of a development cooperation policy and a society committed to sustainable, human development, along with the eradication of poverty.

The Master Plan for Development Cooperation 2005 - 2008 recognises the importance of Development Education (DE) and identifies it as one of its intervention criteria for achieving the objectives marked out by the international community for the coming years with regard to Development.

The strategy is an essential instrument for all those involved in Development Education activities in the Spanish Cooperation. Its purpose is to contribute to raising awareness of the responsibility of all in the eradication of poverty and in the sustainable and human development. It is also an informative platform for the principles of Spanish Development Cooperation and its horizontal and sectorial priorities.

2. Background

The last public opinion poll carried out by the Centre for Sociological Investigation (CIS, Spanish acronym) in 2005 showed that the Spanish public were in favour of allocating funds for development cooperation (81%). However, the same study showed that the public had little knowledge about the development aid provided by Spain (35% did not know or did not answer the question on where the aid was destined), about the situation in the South or about the causes and consequences of poverty (only one in four had heard of the Millennium Development Goals approved by the UN in 2000).

3. Reference framework

The strategy has been based on a theoretical, institutional and normative reference framework that guides the Spanish Cooperation on DE initiatives and has been enhanced by experience and good practices of the main DE stockholders.

Institutional framework

The institutional framework identifies the most important coordination organisations and mechanisms relevant to DE at a national and international level. Civil society has been leading DE initiatives since its emergence during the mid-fifties. With a view to achieving greater impact and efficiency, it is necessary to institutionalise DE within public organizations and institutions related directly or indirectly to it. At a national level the Ministry of Foreign Affairs and Cooperation and the AECID, the Ministry of Education and Science, the Ministry of Labour and Social Affairs and the councils for cooperation and education of the Autonomous Communities and local entities, the NGO's, Universities, Unions, etc. At an international level UNESCO, the "No Excuses 2015" Millennium Campaign, the UN agencies, the European Commission's Directorate General for Development, the OCDE and the Centre for Development and the North-South Centre of the Council of Europe.

Regulatory framework as reference for the theoretical framework

The regulatory framework of the strategy serves as basis for the theoretical framework and concentrates mainly on fundamental principles, operational principles and theoretical concepts that guide the general and strategic objectives of the initiatives in the Spanish development cooperation in DE.

INTERNATIONAL REGULATORY FRAMEWORK

Universal Declaration of Human Rights (1948)
 Millennium Declaration (2000)
 Paris Declaration on Aid Effectiveness (2005)
 UN General Assembly Resolution on the United Nations Decade of
 Education for Sustainable Development (2005-2014)
 European Consensus on Development (2005)
 European Council Resolution on the Promotion of Education for Development and the Awareness Rising of
 European Public Opinion (2001)
 Maastricht Declaration on Education for a Global Citizenship (2002)



NATIONAL REGULATORY FRAMEWORK

Act 23/1998, on International Development Cooperation
 Master Plan for Spanish Development Cooperation 2005 – 2008
 Constitutional Act 2/2006, on Education
 Autonomous Laws on International Development Cooperation



THEORETICAL FRAMEWORK THAT GUIDES THE DE IN SPANISH COOPERATION

Development Education is the permanent educational process (formal, informal and non-formal) aimed at promoting a global citizenship through knowledge, attitudes and values capable of creating a culture of solidarity committed to the fight against poverty and exclusion, as well as the promotion of sustainable and human development.

The Development Education Strategy Paper comprises with the contents and practices of the fifth generation in DE:

“Development Education and global citizenship”



PRINCIPLES OF THE SPANISH DEVELOPMENT COOPERATION

BASIC PRICIPLES

*Social Justice, Equity, Mutual responsibility
 Equality, Participation, Solidarity, Empowerment,
 Dialogue, Non Discrimination*

OPERATIONAL PRINCIPLES

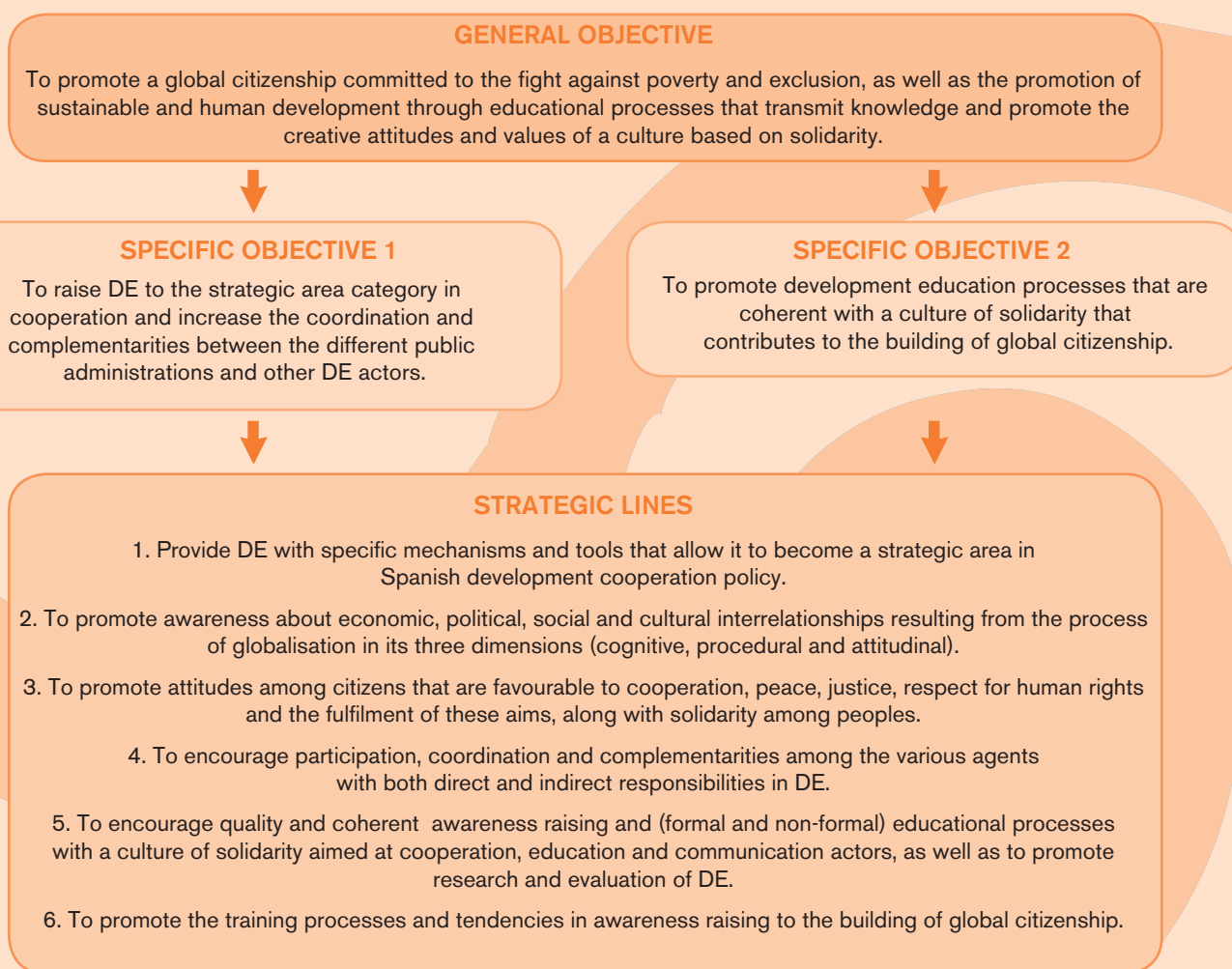
*Appropriation, Alignment,
 Harmonisation, Accountability*

DEVELOPMENT EDUCATION AND GLOBAL CITIZENSHIP

Prevailing attitudes and values	Sense of global citizenship. Equal rights. Global responsibility.
Knowledge and subject matters	Understanding of global independence and the structural nexus between North and South, between daily life and “macro” issues (global education in contrast to globalisation).
Procedures	Approaches that favour a global vision and capacity to identify interconnections and implications from local to global.
Prevailing argument and image and message “types”	Global change depends as much on the South as the North. The development model of both North and South that is neither social nor ecologically sustainable is brought into question. Images of interdependence linking both local and global realities. Images in which the South and excluded groups (indigenous, women...) have a direct say.
Prevailing forms of action	“From protest to proposal”: effective activities, political pressure and lobbying. Socio-political campaigns on global issues. Increasing coordination, working in local, national and international networks (networking) and joint analysis with social organisations. Increasing use of information and communication technologies (video, Internet...)
Prevailing actors	Development NGO, educational institutions, civil society organizations (unions, students, youth groups, municipals...) Media and entertainment industry (rock concerts, charity concerts). Organisations and actors from the South associated with participants from the North.

4. Intervention framework

Methodological framework



Instrumental framework

COOPERATION INSTRUMENTS FOR DEVELOPMENT EDUCATION	
Bilateral	Multilateral
<ol style="list-style-type: none"> 1. Spanish Agency for International Cooperation (AECI) direct actions. 2. Subsidies to DNGO through: <ul style="list-style-type: none"> - DE agreements and projects - Subsidies to DE projects through the Open and Permanent Invitation (CAP) 3. Direct actions of other ministries. 4. Initiatives by autonomous and local cooperation or other institutions. 	<ol style="list-style-type: none"> 1. Mandatory contributions to international organizations. 2. Voluntary contributions to international organizations through different means. 3. Contributions to UN.

As a previous requirement for access to the ODA:

1. Companies and consultancies should have a corporate social responsibility policy that includes a reflection on its effect on development processes and the fight against poverty, as well as being adapted to the Spanish regulatory framework for this material.
2. The DNGO's should act in accordance with the principles contained in the CONGDE Code of Conduct and comply with the code for messages and images.

Horizontal and sectorial priorities in the Master Plan 2005-2008

DE should help all development cooperation agents involved in the framework of this Strategy to give equal importance to both the horizontal and sectorial priorities, so that the educational processes initiated by the various actors and/or in different educational areas are coherent and supportive. The relationships between the priorities will be carried out within DE's three content types: conceptual, procedural and attitudinal (only the conceptual types will appear in this summary).

RELATIONSHIPS WITH HORIZONTAL PRIORITIES	
Fight against poverty	<ul style="list-style-type: none"> ■ To comprehend poverty as being a source of unrest that affects the international community as a whole and seriously threatens the governance of the planet. ■ To analyse the relationship between poverty, economic growth and social development ■ To analyse and comprehend the responsibilities of all world citizens, States and international bodies for the eradication of poverty. ■ To comprehend that poverty is one of the major causes of current migration.
Defence of human rights	<ul style="list-style-type: none"> ■ To comprehend the importance of respect for human rights as an essential condition for human self-fulfilment and the development of human capacities. ■ To analyse the inequalities and injustices within societies and their relationship with achieving human rights. ■ To examine conflicts, both past and present, and the importance of prevention and mediation in this ambit. To understand the concept of peace being a positive link to the fulfilment of all human rights. ■ To Study the impact that aid has on achieving human rights and vice versa.
Gender equality	<ul style="list-style-type: none"> ■ To comprehend the importance of achieving formal and real equality of rights, liberties, opportunities, alternatives and responsibilities for both men and women in all age groups and all cultures as an objective of development and, at the same time, a fundamental factor in the effective and sustainable fight against poverty. ■ To study the impact that development aid actions have on gender equality.
Environmental sustainability	<ul style="list-style-type: none"> ■ To comprehend the importance of respect and care for the environment in achieving sustainable development and making the eradication of poverty possible. ■ To study the concept of sustainable development and integrating it with other quality of life dimensions for human beings. ■ To comprehend the limits of the predominant development level and its relationship with both present and future conflicts.
Respect for cultural diversity	<ul style="list-style-type: none"> ■ To expand knowledge of the cultural dimensions of societies, understanding culture from an anthropological perspective as being a grouping of life styles, customs, traditions, beliefs and material manifestations in a specific society. ■ Comprehension of the diversities that exist within societies and how the lives of others can enrich our own lives. ■ To recognise the internal and external prejudices towards diversity and identify the mechanisms that can be used to combat them.

RELATIONSHIPS WITH SECTORIAL PRIORITIES	
Education	<ol style="list-style-type: none"> 1. To promote an DE in which education is considered a fundamental right in the Universal Declaration of Human Rights and a key instrument in the fight against poverty. 2. To promote awareness of the need for the following: to increase universal access to education and basic quality training; contribute to basic, inclusive and guaranteed quality public education and training; to be a factor in the access and permanence in an educational system with equality. 3. To promote awareness of the fact that education requires the linking of stages and a flexibility in educational systems so that these can provide learning opportunities for an entire lifetime.
Health	<ol style="list-style-type: none"> 1. To promote an DE in which health is considered to be a fundamental right that should be financially respected, protected and guaranteed by the use of effective systems and be equipped with the necessary human and technical resources. 2. To promote awareness of the need to equip the health system with sustainable financing that guarantees equal access to medical assistance. 3. To promote awareness of the need to improve general health results and reduce the threat of epidemics, promote environmental and life style changes, provide and support public health systems and services, reinforce human resources and the management of service. 4. Link with other development sectors, in accordance with the principles of Primary Health Care and aid efficiency, and orientate this to MDG achievements.
Fight against hunger	<ol style="list-style-type: none"> 1. To consider food as a basic right of all people. 2. To promote awareness of the need to sponsor public policies directed at achieving a more equal distribution and improved access to resources and services. 3. To make politicians aware of the need to expand ODA in order to reduce by half the percentage of people who experience hunger by 2015. 4. To encourage values and attitudes aimed at understanding the complexity of the problems caused by hunger and its multiple facets.

Indigenous peoples	<ol style="list-style-type: none"> 1. To promote an DE that recognises the indigenous people as a people: especially vulnerable; with unique forms of self-organisation, world views, needs and interests and who have specific rights that are derived from these; who maintain a special relationship with their lands and territories, which in turn need to be protected; are guarantors of environmental conservation and biodiversity; and who contribute to maintaining cultural diversity. 2. To promote awareness that the recognition and effective exercising of the indigenous peoples rights is a necessity, especially in their own social, economic, political and cultural development processes, in the fight against poverty, including the capacity to freely decide on their present and future status.
Environmental sustainability	<ol style="list-style-type: none"> 1. To promote citizen awareness of the fact that in the fight against poverty and the promotion of development, the sustainable use of natural resources, the conservation of natural areas and the integration of economic models that respect the natural environment are of vital importance. 2. To promote awareness of the need to strengthen institutional competence in environmental management and social participation, in order to reduce socio-environmental vulnerability and promote efficient, effective and sustainable environmental management, as well as encouraging the sustainable use of basic natural resources and the diversification of economic initiatives that respect the environment.
Humanitarian action	<ol style="list-style-type: none"> 1. To promote an DE in which humanitarian action is considered a right of the peoples and populations affected by crisis and disasters caused by either man or natural causes. 2. To promote citizen awareness of humanitarian action objectives: to save lives, alleviate suffering and maintain human dignity both during and after crisis, as well as to have the ability to respond once such events have taken place 3. To promote awareness that the vector criteria for Spanish Cooperation humanitarian actions is orientated towards the victims of disasters under the humanitarian principles of impartiality, neutrality and non discrimination, with the aim of: satisfying their basic needs, re-establishing their rights and guaranteeing their protection. 4. To contribute to a greater national and international awareness of the need to anticipate and respond more effectively to disasters of all kinds.
Democratic governance, citizen participation and institutional development	<ol style="list-style-type: none"> 1. To promote ED with a wider concept of democratic governance including the reinforcement of the democratic system, the institutionalisation of rules and the minimising of uncertainty, as well as improvement in economic and social performance. 2. To promote awareness of the fact that, in the fight against poverty and the promotion of development, it is necessary to: promote decentralisation and citizen participation; strengthen public administrations that improve social cohesion; strengthen public security; secure access to justice and promote human rights. 3. To promote awareness of the fact that development is only achieved when there are suitable mechanisms of good governance in the State institutions and capacity for social, economic and political action within citizenship.
Culture and development	<ol style="list-style-type: none"> 1. To promote a cultural dimension in the area of development, such as: the collection of distinctive features; spiritual and material, intellectual and emotional, that characterise a society or social group, and which, apart from the arts, includes lifestyles, fundamental rights, value systems, traditions and beliefs. 2. To promote awareness that cultural activity can be used as a tool for social welfare, increased income, and social dignity, as well as to defend collective identities from the threat of homogenisation. 3. To promote awareness that: access to culture is a right and the responsibility of public institutions and civil society; cultural cooperation should promote the capacities of the individual and enhance opportunities; it should reflect and show achievements; it can contribute to peaceful coexistence and the prevention of conflicts through the use of diverse elements; cultural policies should encourage the participation of social agents.
Promotion of the business and economic sector	<ol style="list-style-type: none"> 1. To promote awareness to the fact that the promotion of the business and economic sector is based on economic development models which are overwhelmingly designed in developing countries, which respect human rights, especially with respect to dignified work, and in which intervention is assessed. 2. To promote awareness to the fact that economic growth does not automatically lead to a reduction in poverty. To achieve this, economic growth should be: inclusive, equitable, sustainable and sustained. 3. To promote awareness to the fact that the business and economic sector should: encourage economic and business initiatives, strengthen the institutionalisation of the economy and improve public-private agreements.
Constructing peace	<ol style="list-style-type: none"> 1. To promote awareness through the DE of the implications development has for security and stability and for establishing the basis of a development cooperation policy that will serve to increase security and facilitate the peaceful resolution of conflicts. 2. To promote awareness of the fact that any action involving the construction of peace includes three mutually reinforced dimensions: security and defence considerations; social and economic development; and political development. 3. To promote awareness to the fact that the construction of peace is the group of actions that allows a society to anticipate, manage and resolve conflict without reverting to the use of violence.

5. Dissemination and application of the strategy

In accordance with the Master Plan, this strategy will be set up within a framework of incorporation in the DE specialists of the AECl (Spanish International Cooperation Agency), with the aim of efficiently identifying, promoting, facilitating and harmonising priority sectorial actions.

The Development Education Strategy Paper should be made aware of to all actors in the Spanish Cooperation, as well as to the partner countries with which they work. As such, a communication plan for the strategy will be designed by the DG POLDE. The plan will include information sessions aimed at the various departments of the Public administration (Ministry of Foreign Affairs and Cooperation and other ministries), the Autonomous Communities, the organisations and federations of the local Administrations, and, in general, all Spanish development cooperation agents.

The coordination and conformity between donors and actors, as well as the progressive reorientation of actions, procedures and instruments towards strategy lines and priority actions within this strategy will be supported by various types of activities aimed at sensitisation and appropriation.

- The organisation of specific DE activities:
- Topic based forums and debates aimed at the different actors.
- Seminars and workshops for the cooperation's agents, with special importance given to the training of governmental agents.
- Systemisation of successful cases and experiences.

6. Follow-up and evaluation

The follow-up and evaluation of the development cooperation policy for development consists of essential analysis tools that provide information about the performance and results of interventions carried out by Spanish Cooperation. In addition, the evaluation is a learning instrument that allows lessons to be learned about these experiences and provides input for the improvement of future interventions.

This is equally important for interventions in the development education, in which the follow-up and evaluation should form part of an integrated system of reflection and communication that supports the application of the sectorial strategy.

The follow-up and evaluation system of this strategy will be primarily based on three criteria relative to the elements that justify the strategy, its design and organisation (relevance, internal coherence and external coherence).

The follow-up of the Sectoral Strategic Documents (SSD) implementation will be carried out and an evaluation is made in the Spanish cooperation system. These evaluations will verify the integration of the strategy lines and actions prior to Spanish cooperation intervention. Once the Strategy has been put into practice, it will be necessary to carry out an evaluation of the sector as a whole, with the double aim of, on the one hand, obtaining a reference for the suitability of the strategy and, on the other, to establish an overall evaluation in terms of performance.



This document may be downloaded from these websites:

<http://www.maec.es>

<http://www.aecid.es>

*Directorate-General of Development Policy Planning and Evaluation
Secretary of State for International Cooperation
Ministry of Foreign Affairs and Cooperation of Spain
Príncipe de Vergara 43, 5ª planta. 28001 Madrid
Tel.: +34 91 379 96 86 / Fax.: +34 91 431 17 85 / dgpolde@maec.es*