



# **RAISING CITIZENS' AWARENESS THROUGH DEVELOPMENT EDUCATION**

Success Stories Collection

**Publisher:** PLATFORMA

**Managing editors:** Frédéric Vallier, Secretary General of the Council of European Municipalities and Regions (CEMR) and Marlène Siméon, Director of PLATFORMA

**Author:** Lur Fernandez Salinas, Development Education and Awareness Raising Project Officer at PLATFORMA

**Research & support:** Nathalie Noupadja, Head of Research and Studies at CEMR

**Editing and liaison with graphic design team:** Hervé Devavry, Press & Communication Officer at PLATFORMA

**Copy editing:** Penny Yim-Barbieri

**Design:** Paf!, Brussels, December 2020

**Participating partners:** **Belgium:** The Association of Flemish Cities and Municipalities (VVSG); **Latvia:** the Latvian Association of Local and Regional Governments (LALRG); **France:** Cités Unies France (CUF); Nantes Métropole; **Italy:** the Italian Association of the Council of European Municipalities and Regions (AICCRE); **Spain:** the Government of the Province of Barcelona (DIBA); the Basque Agency for Development Cooperation (Basque government) and Euskal Fundoa/Basque Local Authorities Cooperation Fund (EUSKADI - Basque Country); the Andalusian Fund of Municipalities for International Solidarity (FAMSI); Fons Mallorqui (FONSM, Balears).

**Pictures:** Cover and pages 10, 12 & 22: istockphoto.com; page 11: Pexels; page 26: freepik.com; others: unsplash.com & partners

**Acknowledgements:** PLATFORMA would like to thank all the partners and their member municipalities who answered the survey, as well as all the staff involved who contributed to the production of this publication.

**Disclaimer:** The analyses, results and recommendations set out in this study are those of PLATFORMA. They do not necessarily reflect the official position of any local or regional government, their associations or the multilateral institutions whose case studies are presented herein.

This work is licensed under a Creative Commons "Attribution-Non Commercial-Share Alike" 4.0 International License



[www.platforma-dev.eu](http://www.platforma-dev.eu) | [platforma@ccre-cemr.org](mailto:platforma@ccre-cemr.org)





# **Raising citizens' awareness through development education**

Success Stories Collection





# TABLE OF CONTENTS

<b>ACRONYMS</b>	<b>6</b>
<b>INTRODUCTION</b>	<b>7</b>
What is DEAR?	8
Methodology	10
<b>1. CAMPAIGNING-ADVOCACY APPROACH</b>	<b>13</b>
<b>Best Practice 1.</b> Week of the Sustainable Municipality – Association of Flemish Cities and Municipalities (VVSG)	14
<b>Best Practice 2.</b> (H) ABIAN 2030 Education Strategy for Social Transformation – EUSKADI	15
<b>Best Practice 3.</b> The III Andalusia Solidarity Forum – Andalusian Fund of Municipalities for International Solidarity (FAMSI)	16
<b>Best Practice 4.</b> Resources Bank – Andalusian Fund of Municipalities for International Solidarity (FAMSI)	17
<b>Best Practice 5.</b> There is no Planet B Project – Andalusian Fund of Municipalities for International Solidarity (FAMSI)	18
<b>Best Practice 6.</b> Local and regional governments as local educational agents – Barcelona Provincial Council (DIBA)	19
<b><i>The European Days of Local Solidarity (EDLS): Four case studies in a nutshell</i></b>	<b>20</b>
<b>Best Practice 7.</b> Cross-cutting mobility – Nantes Metropolis	20
<b>Best Practice 8.</b> Festival of International Solidarities – City of Lille	20
<b>Best Practice 9.</b> Twinning cooperation – Preili (Latvia) in cooperation with Nizhyn (Ukraine)	20
<b>Best Practice 10.</b> 2019 EDLS Tour through the Region of Sicily – Italian Association of CEMR (AICCRE)	21
<b>2. GLOBAL LEARNING APPROACH</b>	<b>23</b>
<b>Best Practice 11.</b> When the Mayor goes to School – Jaunpils Municipality and the Latvian Association of Local and Regional Governments (LALRG)	24
<b>Best Practice 12.</b> Amitié Code Project – Andalusian Fund of Municipalities for International Solidarity (FAMSI)	25
<b>Best Practice 13.</b> DEAR for Cohesive and Fair Societies – Municipality of Écija (Seville, Spain) and the Autonomous Community of Andalusia	26
<b>Best Practice 14.</b> Recognise and Change (R&C project) – The Provincial Council of Huelva and Jaen, with technical support of FAMSI	27
<b>Best Practice 15.</b> Annual Commemoration of World Refugee Day, Municipal Reception Plan – Sant Boi de Llobregat	28
<b>Best Practice 16.</b> Film and Coexistence Festival – Sant Boi de Llobregat	29
<b>Best Practice 17.</b> Education for peace – Cerdanyola del Vallés	30
<b>Best Practice 18.</b> Storytelling and Workshops to raise awareness about other realities in the world – Majorcan Fund for Solidarity and Cooperation (FONSM)	31
<b>Best Practice 19.</b> Games to raise awareness about the SDGs – Cités Unies France (CUF)	32
<b>3. FINANCIAL ASPECTS</b>	<b>33</b>
<b>CONCLUSION</b>	<b>35</b>
<b>RECOMMENDATIONS</b>	<b>36</b>

## LIST OF ACRONYMS

<b>AICCRE</b>	Italian Association of CEMR
<b>CCAR</b>	<i>Comissió Catalana d'Ajuda al Refugiat</i> – Catalan Commission for Refugee Assistance
<b>CEMR</b>	Council of European Municipalities and Regions
<b>CSOs</b>	Civil Society Organisations
<b>CUF</b>	Cités Unies France
<b>DEAR</b>	Development Education and Awareness raising
<b>DIBA</b>	Government of the Province of Barcelona
<b>EC</b>	European Commission
<b>EDLS</b>	European Days of Local Solidarity
<b>ETEPD</b>	<i>Espacio de trabajo e intercambio de los planes municipales de Educación para el Desarrollo</i> - Workspace and exchange of municipal plans for Education for Development
<b>ETS</b>	<i>Educación para la Transformación Social</i> – Education for Social Transformation
<b>EU</b>	European Union
<b>FAMSI</b>	Andalusian Fund of Municipalities for International Solidarity
<b>FONSM</b>	Majorcan Fund for Solidarity and Cooperation
<b>GCE</b>	Global Citizenship Education
<b>GE</b>	Global Education
<b>GENE</b>	Global Education Network Europe
<b>LALRG</b>	Latvian Association of Local and Regional Governments
<b>LRGAs</b>	Local and regional government associations
<b>LRGs</b>	Local and regional governments
<b>NGO</b>	Non-governmental organisation
<b>ODA</b>	Official Development Aid
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>R&amp;C PROJECT</b>	Recognise and Change project
<b>SDGs</b>	Sustainable Development Goals
<b>UNESCO</b>	The United Nations Educational, Scientific and Cultural Organisation
<b>VVSG</b>	Association of Flemish Cities and Municipalities



## INTRODUCTION

Local and regional governments (LRGs) are public policy makers and implementers with the political legitimacy and mandate to initiate and develop actions in response to citizens' needs and realities, while being accountable. PLATFORMA strongly advocates on behalf of the strategic role LRGs play in informing, mobilising and articulating a communities engagement for global sustainable development.

LRGs can act as part of the vanguard when it comes to key matters of global sustainable development and can bridge the gap between local and global challenges arising from climate change, migration flows or social inequalities.

Cities, provinces, and regions are strategic builders of social cohesion. By actively collaborating with Civil Society Organisations (CSOs) and cultural or educational sectors, they bolster citizens' critical engagement on sustainable development issues. The role of local and regional government associations (LRGAs) is also crucial to federate and thus facilitate the involvement of a wider range of local and regional governments and guarantee the effective transferability of the results and knowledge generated by projects across their territory. LRGAs also guarantee support for medium and small sized municipalities which, due to human and financial resources issues, would find it otherwise very difficult to participate in Development Education and Awareness Raising (DEAR) programmes and policies.

Very often, the 2030 Agenda and its 'interconnectivity' dimension are regarded as overly complex, or too far removed from citizens' realities for them to understand and become actively engaged. However, this does not necessarily mean that a simplification of the 2030 Agenda is called for; rather, it needs to be presented to the population in terms of how SDG actions empower them as citizens.

Transformative actions at the municipal level could capitalise on SDG localisation as a way to tackle global challenges locally through a critical, global, and connected vision. For this to be successful, restoring citizens' trust in their public institutions is essential.

The 2030 Agenda represents a long-awaited opportunity: a social contract that prompts LRGs to seek ways to better communicate with citizens regarding their commitment to a more sustainable world.

Cities, provinces, and regions have already proposed a number of solutions to take on global challenges, and voices have increasingly been raised in the Global North and Global South, stressing the structural interdependencies between both. Indeed, building trust and engaging citizens is a universal challenge faced by all. LRGs can impart the concrete implications of global challenges to their own populations; for example, when discussing what is also occurring in their twinning partners' towns or the findings of knowledge exchange projects.



The specific topics of Development Education and Awareness Raising are part of the competences entrusted to LRGs and their associations along with matters such as water scarcity management, waste management, citizens' participation, local democracy, minority representation and institutional racism, gender equality, etc. DEAR is a natural line of action for LRGs active in development cooperation and ties in perfectly with their territorial strategies.

Throughout the ongoing COVID-19 pandemic and in the years to come, there is a growing risk that we will discover more and more societies are polarised, withdrawn, divided and unequal. Collective action, taken with and for communities coordinated by LRGs, therefore remains key to securing a peaceful and responsible recovery during which citizens can continue to have trust in their closest institutions.

Awareness-raising among citizens, through the action of LRGs, remains a core component of the co-responsibility, solidarity, mutual knowledge and mutual understanding needed to mobilise and unite communities.

This Success Stories Collection aims to showcase concrete, impactful and transformative experiences of LRGs and their associations actively engaged in DEAR projects and decentralised cooperation strategies.

The objective is to shed light on good practices to better understand what can be done in this respect: what type of actions were implemented? How many stakeholders were involved? What was the impact of a success story? This is a coordinated action of PLATFORMA<sup>1</sup>, the pan-European coalition of local and regional governments – and their associations – active in development cooperation.

<sup>1</sup> The PLATFORMA secretariat is hosted by the Council of European Municipalities and Regions (CEMR) and is a signatory of a Framework Partnership Agreement (FPA) with the European Union

## What is DEAR?

DEAR strategies seek to transform a community's attitudes and behaviour towards global sustainability, solidarity, equality and democracy. The range of concepts and views on the topics, modalities and objectives of education and awareness for sustainable development issues that co-exist at the European and global levels are extremely varied.

Back in 1974, UNESCO first referred to international education as the combination of learning, training, information and action that should *"develop a sense of social responsibility and of solidarity with less privileged groups and lead to observance of equality in every day conduct"*<sup>2</sup>. Given the rapidly changing context of globalisation and growing interconnectivity, the need for a new approach to citizenship and education gave rise to the notion of Global Education (GE). The Maastricht Global Education Declaration defines GE as an all-encompassing *"Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship"*<sup>3</sup>.

The notion of GE exists alongside other concepts that are still widely used by the development community. Nowadays, key players<sup>4</sup> advocate for the adoption of the broader and more transversal notion of Global Citizenship Education (GCE), which puts the focus on strengthening a knowledgeable, critical and pro-active citizenship.

According to the 2019 Global Education guidelines from the North-South Centre of the Council of Europe<sup>5</sup>, there are four principal stages of transformative learning that are strongly linked to GCE:

- 1 An analysis and critique of the present world situation;
- 2 A vision of what alternatives to dominant models might look like;
- 3 The development of a set of competences fostering democratic culture;
- 4 A process of change towards responsible global citizenship.



- ✓ Decentralised cooperation is the development cooperation carried out between sub-national governments.
- ✓ We speak more regularly about city-to-city and region-to-region cooperation, switching the scope of decentralised cooperation from development aid to capacity building and governance reforms.

According to the Global Education Network Europe (GENE), three notions distinguish GCE from other educational approaches: *"respect for diversity"*, *"solidarity"*, and a *"shared sense of humanity"*, to which decentralised cooperation is key.

Indeed, decentralised cooperation is vital in building inclusive and horizontal partnerships using whole-of-government and whole-of-society approaches. Decentralised cooperation incorporates cross-sector interventions and projects as well as mutual accountability by focusing on the same priorities to be tackled in different parts of the world. In this regard, raising awareness of global agendas and decentralised cooperation is a process in itself and not only a goal along the path towards an active and informed citizenship.

The 2030 Agenda adopts the GCE approach and refers to the crucial role of education in providing citizens with the tools and skills to help them reach the SDG (see target 4.7<sup>6</sup>). The global agenda for sustainable development mentions in particular the importance of development education and the promotion of a culture of non-violence, among others. EU (European Union) programmes<sup>7</sup> refer to DEAR as a wide spectrum of actions that enable EU citizens

<sup>2</sup> UNESCO, General Conference, Paris, 19 November 1974: [http://portal.unesco.org/en/ev.php-URL\\_ID=13088%20URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=13088%20URL_DO=DO_TOPIC&URL_SECTION=201.html)

<sup>3</sup> Global Education Congress 2002: first Europe-wide global education congress organised by the North-South Centre of the Council of Europe, Maastricht, The Netherlands, 15-17 November 2002, <https://rm.coe.int/168070e540>

<sup>4</sup> For instance, the North-South Centre of the Council of Europe, The Global Education Network Europe (GENE) and the Bridge 47 project

<sup>5</sup> Developed by the North-South Centre of the Council of Europe in consultation with the Global Education Network <https://rm.coe.int/prems-089719-global-education-guide-a4/1680973101>

<sup>6</sup> SDG Indicators – target 4.7: <https://unstats.un.org/sdgs/metadata?Text=&Goal=4&Target=4.7#:~:text=Target%204.7%3A%20By%202030%2C%20ensure,and%20non%2Dviolence%2C%20global%20citizenship>



**“Target 4.7: by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development”.**

“to understand global development concerns and their local relevance” and “to enact their rights and responsibilities as inhabitants of an interdependent and changing world”<sup>8</sup>. The EU values the unique role of LRGs in Development Education and Awareness Raising and, since 2006, has earmarked funding for them, as well as Civil Society Organisations (CSOs), through the DEAR Programme (as part of the “Non-State Actors and Local Authorities in Development” thematic programme). The DEAR programme grants projects through calls for proposals and the last one was launched in 2018. The objectives of this programme are to keep EU citizens apprised about global development issues, mobilise greater public support for action against poverty and change attitudes in favour of an active and critical engagement. In the present publication, the term DEAR is used in reference to GCE.

### The European Commission Typology

In 2010, the European Commission (EC) carried out a study<sup>9</sup> looking into the two different approaches used by DEAR-stakeholders in Europe in raising awareness, advocating and educating on global development issues: The Global-Learning approach and the Campaigning-Advocacy approach.

#### Global-Learning approach:

- This approach aims to enhance the knowledge and skills of target groups in understanding and addressing issues of global development.
- Actions are focused on developing and strengthening the skills of individuals using suitable pedagogical methods, enabling and encouraging them to take action in whatever way they consider appropriate to their personal context.

- Learner-focused, participatory, and dialogue-oriented methodologies are used to cultivate such skills.
- Projects of this type function well in both the formal and non-formal education sectors.
- Priority is given to the work on structural changes within the systems of formal education (for example, in initial teacher education and training), to NGOs seeking to collaborate with national education authorities and institutions and to participatory, transformative pedagogic concepts.

#### Campaigning-Advocacy approach:

- This approach aims to elicit concrete changes in behaviour at individual and collective levels, or in institutional/corporate policies. It is centred on results-oriented strategies designed to facilitate and support informed citizen engagement and advocacy to obtain more just and sustainable policies.
- Actions are focused on bringing about attitudinal, behavioural and policy changes, usually through predetermined public actions.
- Results-oriented strategies are employed.
- Projects are structured around long-term advocacy processes based on a coherent strategy to obtain concrete changes at the structural/institutional level.
- Priority is given to the work getting the public involved to help secure pre-selected changes in policy and/or practices in political/economic structures and in individuals.



<sup>7</sup> The European Commission's Development Education and Awareness Raising Programme (DEAR) programme: <https://dearprogramme.eu/>

<sup>8</sup> European Commission Staff Working Document on Development Education and Awareness Raising (DEAR) in Europe, Brussels, 20.12.2012: <https://ec.europa.eu/transparency/regdoc/rep/10102/2012/EN/SWD-2012-457-F1-EN-MAIN-PART-1.PDF>

<sup>9</sup> "DEAR Projects: Achievement and Impact 2018" and "DEAR Projects 2019: Campaigning-Advocacy and Global Learning". See: <https://europa.eu/capacity4dev/dear/news/dear-programme-reports>

The DEAR success stories included in this publication showcase an array of activities and processes used in both of these approaches that help develop the target audience's awareness and understanding of a global challenge, with recourse to pedagogical approaches that attempt to spur changes in policy and/or practice. The present compilation of best practices illustrates a wide range of objectives, priorities, themes and actions that have been implemented by the projects and initiatives.

Nonetheless, a number of case studies tend to fall naturally under one category over another: we have therefore chosen to present this collection of best practices according to whether they fall under the Campaigning-Advocacy approach (Part 1, ten case studies) or the Global-Learning approach (Part 2, nine case studies). Comparative analysis elements drawing on all 19 case studies have been highlighted in text boxes throughout Parts 1 and 2 of this publication. Last but not least, the third part focuses on the financial aspects of this work (Part 3).

## Methodology

This collection of success stories draws on the results from a survey conducted by PLATFORMA in 2020 aimed at compiling best practices relating to DEAR as well as decentralised cooperation projects and other initiatives carried out by LRGs and their associations. Along with the survey analyses, background information from a series of articles drafted at the end of 2019 in connection with the European Days of Local Solidarity (EDLS), PLATFORMA's campaign and published materials have been provided.

The survey was sent out in March 2020 to PLATFORMA partners with the goal of collecting the most recent information on best practices on development education and awareness-raising initiatives connected to decentralised cooperation.

The survey responses included feedback from both EU subnational governments (towns, cities, provinces, and regions) and their representative associations. Although no limits were placed on the number of success stories that could be submitted per respondent, each success story had to be clearly distinct. Forms could be submitted in English, French or Spanish. By sending in a success story to PLATFORMA, the applicants acknowledged that their projects, including any associated data and images, could be used by PLATFORMA to promote them.

To clearly demonstrate the importance of partnerships and multi-stakeholder engagement in successful DEAR strategies and decentralised cooperation, PLATFORMA asked applicants to mention up to three different players in the submission form (for instance, a primary school and two local Non Governmental Organisations). All the applicants were requested to substantiate their description of results by providing quantitative and qualitative support evidence (data, evaluations, quotes, etc.).

Based on the survey results received and additional research carried out, a total of 19 case studies have been included in this collection, presenting success stories from Belgium, France, Italy, Latvia, Spain, and Ukraine. All levels of sub-national governments are represented (regional, as well as provincial and local governments).





## Results from the survey

**A total of 14 submission forms were sent by different PLATFORMA partners:**

- Six survey responses were received from the Andalusian Fund of Municipalities for International Solidarity (FAMSI), including one from the Municipality of Écija in Seville and another concerning a partnership carried out with the government of the Provinces of Huelva and Jaen in Spain;
- Two responses were received from the municipality of Sant Boi de Llobregat near Barcelona;
- The remaining six responses were received from the following PLATFORMA partners:
  - The Association of Flemish Cities and Municipalities (VVSG), in collaboration with 115 Flemish municipalities;
  - The Municipality of Jaunpils from the Latvian Association of Local and Regional Governments (LALRG);
  - EUSKADI - Basque Country;
  - One member of the Majorcan Fund for Solidarity and Cooperation (FONSM);
  - The Government of the Province of Barcelona (DIBA), in an action coordinated with 20 municipalities from the province;
  - The Municipality of Cerdanyola del Vallés from the Province of Barcelona, in coordination with DIBA.



**An additional five success stories were also included in the analytical table drawn up based on documentary research and activities. Four of them were registered as part of the 2019 European Days of Local Solidarity campaign (EDLS):**

- Cités Unies France (CUF)
- Nantes Métropole – 2019 EDLS
- City of Lille – Festival des Solidarités Internationales
- Preili Municipality (Latvia) with Nizhyn Municipality (Ukraine) – 2019 EDLS
- AICCIRE (Italian Association of CEMR) – 2019 EDLS



## For the purposes of this publication, what constitutes a success story?

**A success story is a transformative experience resulting from one or more actions conducted by a sub-national government or an association of sub-national governments having engendered a concrete and measurable positive impact in terms of:**

### 1- Awareness Raising

Strengthened the knowledge of a number of citizens pertaining to city-to-city or region-to-region international cooperation (decentralised cooperation) and the role of cities and regions in global sustainable development.

### 2- Behavioural Change

Fostered the active engagement of citizens in regard to global sustainable development and/or decentralised cooperation.

### 3- Policy Making

Inspired local or regional public policy changes regarding the sub-national government's commitment to decentralised cooperation and the sustainable development goals.

**Participants in the survey were asked to describe their best practices by responding to the following:**

- ✓ What is the problem to be solved? Include any target groups involved in the story and the challenges to be addressed.
- ✓ What occurred? Describe the concrete actions undertaken to induce a positive change and explain what was transformative with regard to raising awareness, behavioural change and policy making.
- ✓ Indicate how the best practice is in line with the objectives of the 2030 Agenda.











# CHAPTER 1

CAMPAIGNING-ADVOCACY APPROACH





# (H) ABIAN 2030 EDUCATION STRATEGY FOR SOCIAL TRANSFORMATION

## EUSKADI

LRGs can help cultivate a knowledgeable citizenry mindful of injustice and inequalities on the planet. They can also promote supportive practices that lead to individual and collective changes. For these actions to become a reality, updated DEAR strategies are needed such as (H) ABIAN 2030, the Basque Education Strategy for Social Transformation (*Educación para la Transformación Social (ETS)*). (H)ABIAN 2030 aimed to strengthen and promote both the adoption of the local-global approach and the co-responsibility of all agents, especially public entities and institutions.



(H) ABIAN 2030 means “*nest and on the way*”: a place of creation and co-creation, from where ideas, proposals, and actions take flight. The interlocking circles of the logo reflects movement and evolution through the participatory processes that are driving this strategy. Follow the link below to learn more .

### DIVERSE NARRATIVES AND EXPERIENCES TO BUILD UP COMMITMENT AND STRATEGIES

(H)ABIAN 2030 constitutes a pathway to learning that is enriched by, but which also produces, critical knowledge through the action of the protagonists: NGOs, learning community, education organisations, universities, support services... In (H)ABIAN 2030 the commitment is to promote this frame of ideas:

- 1 Guiding individuals who seek and build alternatives of sustainable and equal global citizenship;
- 2 Promoting and fostering the integration of political-pedagogical approaches of the ETS as distinguisher element from other educational initiatives;
- 3 Fostering and promoting the incorporation of the local-global approach;
- 4 Promoting and fostering the rights approach;
- 5 Promoting joint responsibility, especially of public institutions;
- 6 Focusing on continuous learning<sup>11</sup>.



### What concrete actions were taken to raise awareness?

- ✓ Identification of 16 concrete changes to be made and promoted in the conceptualisation of education, educational practices, in individuals and groups, and in public institutions.
- ✓ Several joint actions as mass-media campaigns as well as innovative projects of joint local and global actions.

### What changed?

**Awareness-raising and behavioural change:** There was increased awareness and understanding amongst the stakeholders involved in implementing the strategy on how to adapt education development to current challenges. Evaluation to measure change was included as part of the process, at the beginning, in the middle and at the end of (H)ABIAN 2030.

**Policy making:** There was improved coordination in finding solutions to global challenges that incorporated analytical, participatory and socio-affective teaching methods, including grass roots education, and a wide range of innovative approaches targeting intercultural, feminist and an intersectionality of other groups facing oppression, among others.

<sup>11</sup> Section of the Basque Agency for Development Cooperation website dedicated to (H)abian 2030: <https://www.elankidetza.euskadi.eus/informacion/habia-n/x63-content7/es/> The (H) abian 2030 strategy is currently under evaluation

# THE III ANDALUSIA SOLIDARITY FORUM

## Andalusian Fund of Municipalities for International Solidarity (FAMSI)

FAMSI has extensive experience as the lead or as a partner on European DEAR projects. The association has long played a role in mobilising, capitalising on and scaling up local and provincial efforts on DEAR. It federates and thus facilitates the involvement of a wider range of local and regional governments and guarantees the effective transferability of the results and knowledge generated by the projects across territories.



The III Andalusia Solidarity Forum was held in June 2017 under the title "Innovation, Solidarity and Inclusion from the territories to achieve the Sustainable Development Goals" to promote the process of meeting, discussing and coming up with strategies to strengthen cooperation models and learn together from external and internal experiences.

### HOW CAN WE IMPROVE ON MULTI-STAKEHOLDER PARTICIPATION IN AWARENESS-RAISING? COMPOSE A PROGRAMME LIKE FAMSI!

Such a programme facilitates debates, dialogue, the combining of proposals, the search for alliances, the constitution of networks, the internationalisation of good practices, the search for innovative methods and practices, new formulations and theoretical, practical, instrumental and strategic approaches. Of course, it is also important to transpose the lessons of this forum to the real world to help raise citizens' awareness through exhibitions, film screenings, theatre, music, book presentations and other awareness-raising initiatives.

### What concrete actions were taken to raise awareness?

- ✓ Evaluations and debates were held on the capacity for action of citizen networks, universities, local and regional governments, NGOs, European institutions, the private sector and territorial organisations, formal and informal education
- ✓ There were calls for action to join forces to promote global change and to seek out ways to fight for urgent social justice to prevail
- ✓ New forms of cooperation were established as well as new discourses, realities and messages for securing global justice

### What changed?

**Awareness-raising and behavioural change:** The forum included over 250 registered participants and more than 350 attended the different workshops and parallel sessions held in Córdoba and other Andalusian cities

**Policy making:** A document focusing on policy-making mechanisms, the Córdoba Declaration, which sets forth the principles of the 2030 Agenda, and every party's commitment to take action to achieve the SDGs, was signed by local and provincial governments and the Andalusian government, non-governmental and multilateral organisations, citizen platforms and national and international networks. More information can be found by visiting the link below<sup>12</sup>.

### Pause for analysis:

#### The benefits of a bottom-up approach

The Córdoba Declaration, a compromise to ensure policy coherence and responsible cooperation, is a perfect example of the importance, and success, of bottom-up approaches. It addresses the fundamental role and commitment of southern actors, Andalusian, regional and local non-governmental organisations, friendship associations, platforms and networks, in carrying out the work for a fairer reality, despite having been weakened by cutbacks in funding. It also emphasises the essential part played by local and regional governments on the global stage, acting as an intermediary with key international networks at world level as well as with public companies and regional organisations, rural development groups, associations, universities, civil society, actors in the social economy and unions, among others, as active agents of cooperation, solidarity and inclusion.

Of the nineteen case studies analysed, eleven focus mainly on local government, while one concerns only the provincial government. The remaining seven cases involve multi-level governance work, with a majority involving ties between the local and regional level (four), one that links the local and provincial levels and two that involve the local, provincial and regional governments.

According to the OECD, by focusing on resources and co-operation at the sub-national level, decentralised development cooperation brings aid closer to people and to their daily concerns.<sup>13</sup> The power of citizenship to demand, protect and guarantee rights in every part of the world is what leads to change. In this regard, DEAR projects carried out by LRGs is an effective instrument for slowing down populism, radicalism, hate speech and inculcating about matters of peace.<sup>14</sup>

<sup>12</sup> <https://www.youtube.com/watch?v=5SQ0Wqr-SWE&list=PL0s1vZk.Jiw93-qJpAqmegGtKILpnTNke&index=2&t=0s>

<sup>13</sup> [https://read.oecd-ilibrary.org/urban-rural-and-regional-development/reshaping-decentralised-development-co-operation\\_9789264302914-en#page1](https://read.oecd-ilibrary.org/urban-rural-and-regional-development/reshaping-decentralised-development-co-operation_9789264302914-en#page1)

<sup>14</sup> [https://elpais.com/elpais/2020/06/19/planeta\\_futuro/1592583554\\_656003.html?rel=estr\\_articulo#1595950023849](https://elpais.com/elpais/2020/06/19/planeta_futuro/1592583554_656003.html?rel=estr_articulo#1595950023849)



# RESOURCES BANK

## Andalusian Fund of Municipalities for International Solidarity (FAMSI)

The FAMSI sought to bolster the cooperation on policies for the development of Andalusian local entities. For this, it was necessary to strengthen Andalusian municipal structures, build their capacity for mainstreaming cooperation and solidarity policies and interactions with local citizens through training, inter-institutional links, participation in networks and access to awareness and communication tools.

### FROM LOCAL TO GLOBAL

*"The practice of solidarity with other communities from our municipalities has a global effect, allowing us to reinforce the experiences of solidarity taking place in our localities, because it is the germ of what we replicate abroad."* The exhibitions that have been recently organised by municipalities on the SDGs in the 2030 Agenda and decentralised cooperation were intended to make citizens aware of their relevance, and consequently, the importance of the solidarity that is practised between local entities.



FAMSI made a resource bank available to its partners, which includes exhibitions on different topics: decentralised cooperation by provinces, Palestine, the fight against human trafficking and sex tourism, etc. There is also a series of film cycles and publications covering topics relating to international cooperation,

migration, Sustainable Development Goals, etc. Ultimately, its aim was to keep alive the conviction that global and local action is needed to build a more just and equitable world.

### What concrete actions were taken to raise awareness?

- ✓ The 2018 exhibition "24 hours in the life of ..." was held in April and May in the Cádiz City Council and between May and July at the Tres Culturas del Mediterráneo Foundation
- ✓ The film "La Sal de Este Mar", a young woman's return to the land of her ancestors in Palestine, was screened in different municipalities in the Province of Huelva
- ✓ Between the months of May and June, a photographic exposition called "Una Mirada desde dentro" was organised at the Utrera City Council, which included a selection of photographs illustrating the plight of young refugees from Palestine in the occupied Palestinian territory (Gaza and the West Bank) and in neighbouring countries such as Syria, Lebanon or Jordan, some of whom participated in the event.

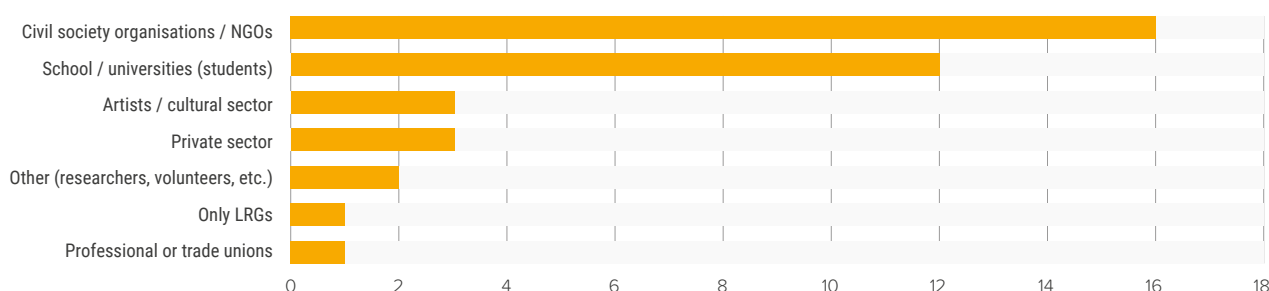
### What changed?

**Awareness-raising and behavioural change:** exhibitions were organised in more than six different provinces across Andalusia.

**Policy making:** In 2018, as part of an agreement with the Provincial Government of Granada, FAMSI facilitated and coordinated the planning of exhibitions and workshops organised by the provincial council in different municipalities of Granada and provided advice on different development cooperation issues. The FAMSI resource bank has also been supporting the "Institutional strengthening of local public policies" project.

### Pause for analysis: The multi-stakeholder approach

A clear trend arising from the case studies is the importance of a multi-stakeholder approach, regardless of whether the purpose is to raise awareness or change policies. Of the 19 case studies analysed, six projects officially and actively involved more than 50 stakeholders (and four of them had more than 100 partners involved). Across all projects, CSOs and schools are the most common stakeholders involved in the actions:



# THERE IS NO PLANET B PROJECT

## Andalusian Fund of Municipalities for International Solidarity (FAMSI)

Citizens need local and regional governments that are committed to raising awareness on climate change issues from an international perspective. The Region of Andalusia and CSOs have an essential role to play in galvanising and shaping citizens' attitudes in favour of a more sustainable way of life through development education initiatives, advocacy activities and actions, and awareness-raising.

The project "There is NO PLANET B! Win-win strategy and small actions for big impacts against climate change" brought together partners from Italy (Fondazione punto.sud), Romania (Asociatia Servicul Apel), Portugal (AMI - International Medical Assistance Foundation), Germany (Finep akademie eV), Hungary (Hungarian Baptist Aid) and Spain (FAMSI).



The goal of the project was to raise awareness and promote critical thinking regarding citizens' roles and responsibilities in regard to the risks of climate change and sustainable development in a globalised and interdependent world,

reinforcing the work on raising awareness and the part played by small and medium-sized CSOs in these areas of action.

### LRGs CAN TRIGGER FUNDING SCHEMES TO CSOs ACTIVE IN DEAR

The project supports and finances initiatives, by launching open calls for small and medium-sized CSOs to implement actions to disseminate information, raise awareness and conduct advocacy activities aimed at promoting effective citizen activities focusing on climate change and sustainable living in line with SDGs 11, 12 and 13. Such "sub-grant" schemes not only create more partnerships, they help to "localise" the projects.

#### SUSTAINABLE PRODUCTION AND CONSUMPTION

Promoting citizen involvement to attain greater local and sustainable producers and consumers

#### ACTIVITIES IN SCHOOLS

Raising awareness among children (elementary and secondary schools) about sustainable production and consumption and climate change

### What concrete actions were taken to raise awareness?

- ✓ After issuing two calls and following a selection procedure, the NOPLANETB project put together a group of small and medium-sized non-profit organisations (nearly 150 CSOs in total) to facilitate their access to European financing, in view of carrying out development education projects / initiatives and awareness-raising pertaining to the promotion of cities and sustainable production and consumption and the fight against climate change (SDGs 11, 12 and 13).
- ✓ The organisations selected received financial and management support and actively participated in the exchange of knowledge and good practices, with an eye towards improving their networking opportunities using a mutually beneficial approach in their implementation of small actions for large impact against climate change.

### What changed?

In Andalusia, 26 entities have benefited from this financing (sub-grants) and have implemented numerous activities aimed at raising public awareness to help them grasp the main environmental challenges addressed in the 2030 Agenda and, above all, shining a spotlight on the measures that can be adopted, at the individual and collective levels, to tackle the climate crisis. The actions implemented by these CSOs cover a wide range of areas but can be grouped under the following **six categories**:

#### PARTNERSHIPS FOR SUSTAINABILITY

Improving city stakeholder networks for more resilient, inclusive, sustainable and integrated urban planning

#### TRANSITION TOWARDS NEW SETTING / BEHAVIOURS

#### RECYCLING REUSING AND REDUCING CAMPAIGNS

#### CULTURAL EVENTS FOR SUSTAINABILITY

Raising awareness through art (video, comic, etc.) and protection of biodiversity

**Informing, raising awareness, mobilising and / or engaging  
Result: over 726,000 people in Andalusia**



# LOCAL AND REGIONAL GOVERNMENTS AS LOCAL EDUCATIONAL AGENTS

## *Barcelona Provincial Council (DIBA)*

Local governments active in development education benefit from a designated forum for the exchange of experiences in order to discover the practices of other local governments and extract any relevant findings.

To respond to this demand, the Barcelona Provincial Council (Diputació de Barcelona (DIBA)) launched the Exchange working group on Municipal Development Education Plans (Espacio de trabajo e intercambio de los planes municipales de Educación para el Desarrollo (ETEPD)<sup>15</sup>) in January 2019.



### What concrete actions were taken to raise awareness?

- ✓ Three thematic meetings are scheduled each year and a virtual classroom was set up to share information before and after the meetings.
- ✓ Each meeting includes a training session led by a specialised entity or expert, the presentation of local experiences in that field by participants and a group workshop to draw shared recommendations and conclusions.
- ✓ The contents resulting from these sessions are considered jointly created products and are published and distributed to other local governments in the province or presented in national or international fora.
- ✓ Four sessions took place until now: Shared local DEAR diagnosis (June 2019), Localisation of the 2030 Agenda and development education (September 2019); Non-formal education and young people in local development education (February 2020); Planning and evaluating local development education in a context of change (June 2020).

### What changed?

Four work sessions were held; twenty different municipalities<sup>16</sup> participated. Eleven local development education experiences were presented and shared with the rest of stakeholders. Three training sessions were conducted by NGOs or experts in the field. Two products were made from the contents of the sessions for dissemination, communication and training purposes.

As a result, the capacities of local governments to promote educational actions for sustainable development, human rights, gender equality, a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity were enhanced.

### SUPRA MUNICIPAL ADMINISTRATIONS HAVE ALSO THEIR ACTION TO SHARE!

Supporting capacity-building and making use of and training can help to strengthen and bring more coherence to DEAR projects which often combine multiple and different types of actions. Public awareness and capacity building are part of the processes needed to strengthen platforms of local and regional governments in their effort to deliver efficient projects and enhance political commitment to foster strategic local or regional plans on sustainable development issues, SDGs, climate change or migration.

<sup>15</sup> The ETEPD is part of the Support Program for local development cooperation policies of the Barcelona Provincial Council's Development Cooperation Office. The experience started in 2019 and is still alive.

<sup>16</sup> The municipalities are located in the province of Barcelona. (Castelldefels, Consell Comarcal del Garraf, Cornellà, El Prat de Llobregat, Hospitalet de Llobregat, Manresa, Mataró, Molins de Rei, Sabadell, Sant Feliu de Llobregat, Sant Vicenç dels Horts, Sant Boi de Llobregat, Sant Cugat del Vallés, Sant Joan Despi, Sant Pere de Ribes, Santa Coloma de Gramenet, Terrassa, Vic, Vilafranca del Penedès, Vilanova i la Geltrú).

# THE EUROPEAN DAYS OF LOCAL SOLIDARITY (EDLS)

## *Four case studies in a nutshell*

The aim of the European Days of Local Solidarity (EDLS), coordinated by PLATFORMA since 2016, is to set in motion a shift from a culture of individualism to one of partnership based on dialogue, mutual learning and decentralised cooperation.

The EDLS campaign calls on cities and regions to raise citizens' awareness regarding the role played by LRGs in global sustainable development through positive messaging on the added value of decentralised cooperation. **The 4<sup>th</sup> edition of the EDLS took place between 15-30 November 2019 and DEAR was a core element of the approach used in the EDLS campaign messages and actions.** Positive behaviours can be cultivated when citizens realise, they have a role to play in improving society, supporting social justice and discovering how their public administrations collaborate through decentralised cooperation to solve collective problems.



### **Best Practice 7. Cross-cutting mobility – Nantes Metropolis**

Nantes Metropole was a third-time participant in the EDLS campaign and used the opportunity to present its project on cross-cutting mobility built around the exchange of twelve volunteers (in the civil service) and three decentralised cooperation actors between the cities of Nantes (France), Agadir (Morocco), Rufisque (Senegal) and Dschang (Cameroon), with the support of the Departmental Council of Loire-Atlantique. The main goal of the project was to develop a citizen and youth component in decentralised cooperation and its implementation helped to boost the interest of young people in decentralised cooperation.

Nantes Metropole was also instrumental in coordinating a day of exchanges between associations, specialised institutions and municipalities of the Metropole that focused on the challenges inherent in securing sustainable resources, especially water and energy. The main stakeholders consisted of elected officials, technicians, association members, graduate students in cooperation and project management, and young people carrying out cooperation projects.

### **Best Practice 8. Festival of International Solidarities – City of Lille**

The Festival of International Solidarities (Festival des Solidarités Internationales) took place in Lille and included more than 30 events such as exhibitions, film screenings, lectures, debates, shows and concerts. These events were made possible through the collective action of more than 80 organisations, whose aim was to show the population of the Lille area how international solidarity and local action can complement each other. The theme chosen for this year's festival was "sustainable consumption, circular economy and reuse".

The City of Lille and its partners showed the public how to decrease production of waste, how it could shop and consume better and that solutions exist for tackling climate change at all levels, both local and international.

The City of Lille was in charge of the financing as well as the promotion and coordination of all festival activities and even organised a few of them.

### **Best Practice 9. Twinning cooperation – Preili (Latvia) in cooperation with Nizhyn (Ukraine)**

The primary goal consisted of teaching local citizens in Latvia about the Eastern Partnership, especially as it pertains to Ukraine, and to raise public awareness concerning development cooperation and education issues. To ensure greater active involvement among children and young people in development cooperation processes, the Preili Municipality Council worked with the Preili Music and Art School and the Preili NGO Centre to host a delegation that included children from the Maria Zankovetska College of Culture and Arts in Nizhyn.





'Hand in Hand with Friends', a children's competition, was organised in both Preili, Latvia and in Nizhyn, Ukraine and included an exhibition of creative works at the Preili Music and Art School. The creators of the award-winning works received their prizes at the Preili County ceremony commemorating the 101st anniversary of the Proclamation of the Republic of Latvia. An international Latvian-Ukrainian creative workshop was also organised to promote further cooperation in the field of education and the creative arts. Locals would meet with their foreign guests to discuss the history and traditions of both countries and to build up the cooperation between the Preili Municipal Council and the Municipality of Nizhyn.

### Best Practice 10. 2019 EDLS Tour through the Region of Sicily – Italian Association of CEMR

With the support of Mr Pietro Puccio, the Mayor of Capaci (CEMR spokesperson for migration and inclusion), AICCRE asked the municipalities in Sicily to play an active role in the 2019 EDLS Campaign and to garner support for the signing of the Charter of European Days of Local Solidarity among the municipalities, associations and citizens of the island.

In response, the municipalities promoted a commitment to global solidarity and sustainable development, and supported European values of democracy, diversity and solidarity. In fact, mindful that global development also depends on single and daily actions, they visited the different municipalities in order to inform and mobilise citizens to take on a more active and responsible citizenship.

A banner promoting the campaign was posted in the town halls of various municipalities. At the same time, a workstation was set up to collect Charter signatures and an information sheet was displayed to encourage debate amongst the inhabitants. In this way, different Sicilian municipalities were visited successively as part of the national EDLS campaign.

#### VARIOUS MUNICIPALITIES PROVIDED SUPPORT THAT MADE THE TOUR POSSIBLE.<sup>17</sup>

The possibility for dialogue created through campaigns such as the EDLS increases in significance when applied to the local context, where local agents can produce synergy and share resources in the long-term under a pan-European perspective.



<sup>17</sup> the Municipality of Capaci (PA), the Municipality of Isola delle Femmine (PA), the Municipality of Partinico (PA), the Municipality of Carini (PA), the Municipality of Castellammare del Golfo (TP), the Municipality of Alcamo (TP), the Municipality of Cinisi (PA), and the Municipality of Balestrate (PA).









# CHAPTER 2

GLOBAL LEARNING APPROACH

# WHEN THE MAYOR GOES TO SCHOOL

## *Jaunpils Municipality and the Latvian Association of Local and Regional Governments (LALRG)*

Over the last several years, the Latvian Association of Local and Regional Governments (LALRG) has successfully helped the Mayor of Jaunpils Municipality, along with schools and local NGOs, to carry out activities promoting the localisation of the SDGs.

The idea first arose in 2017. The principal aim was to teach children and their parents about the SDGs to facilitate the localisation of SDGs in the inhabitants' everyday life. To ensure the concept was accessible to Latvian children, who spoke only their native tongue, efforts went towards creating a cartoon to be used as a visual support for introducing the idea of SDGs to children in Latvia. Many visual supports and cartoons already existed in English, French and other languages, but not in Latvian.

### BEHAVIOURAL CHANGE AND YOUTH AS DRIVERS OF CHANGE

Local children and students are now able to better recognise the SDGs in their everyday lives. Some of them expressed interest in participating in local activities such as planting trees (SDG on climate action) or repairing and painting objects in nature (SDG on sustainable communities). The SDGs have also been taken into greater account in the policy planning introduced by Jaunpils' Municipal Council.

### What concrete actions were taken to raise awareness?

- ✓ A series of activities to mobilise citizens were implemented in cooperation with the Municipality of Jaunpils, in cooperation with the Jaunpils Secondary School
- ✓ The Jaunpils Secondary School became acquainted with SDGs through effective practical events and also visited several institutions (House of Europe in Riga, the Parliament of the Republic of Latvia, the LALRG).
- ✓ Students, together with artists from local NGOs, constructed wooden puzzles by hand, depicting each of the SDGs in the way that they understood it.
- ✓ The wooden puzzles were then given to the local kindergarten, so that the children there could in turn get to know SDGs in a way that could be easily understood from early childhood.

### What changed?

Children and youth were targeted in the hope that any behavioural change would be passed on to both children and their parents, under the assumption that children would discuss their activities with their parents at home.





# AMITIÉ CODE PROJECT

## Andalusian Fund of Municipalities for International Solidarity (FAMSI)

Under the ongoing "Amitié Code"<sup>18</sup>, FAMSI coordinates the Region of Andalusia's participation, together with the Region of Emilia Romagna and eight cities (Bologna, Hamburg, Reggio Emilia, Riga, Loures, Lisbon, Toulouse, Seville), in an innovative project to promote awareness and learning about migration, development and human rights.



The overall objective of the AMITIÉ CODE project was to further the development of a work approach grounded on respect for human rights as an essential practice to be integrated into the everyday decision-making carried out by different key actors at all levels of governance and entrusted with varying responsibilities in the field of migration.

### A HUMAN-BASED APPROACH TO AWARENESS-RAISING AND LEARNING ABOUT STRATEGIES TO TACKLE GLOBAL CHALLENGES: A CHECKLIST

- ☐ Secure effective civil society participation in local migration and development planning in order to maximize the benefits of migration for development.
- ☐ Ensure that respect for the rights of migrants is understood as a prerequisite to any other form of politics.
- ☐ Ensure the commitment of local governments in the application of migration and development policies at the local level.
- ☐ Strengthen local citizen participation and obtain their consent and support for appropriate decision-making when formulating social inclusion policies.



### What concrete actions were taken to raise awareness?

- ✓ The project carried out several activities in 2017 (last year of project implementation) including the organisation of two face-to-face courses: "Social inclusion of the immigrant group. Human rights and local public services" and "Comprehensive management of diversity in educational settings"
- ✓ Publication of the book "Migrations, Human Rights and the Local Community" and creation of the Web Series 13.11 (six films using a short format), which has already received several international awards

### What changed?

**Awareness-raising and behavioural change:** Andalusian citizens are now more aware about the richness of diversity and the benefits of learning to live in mutual respect. Municipal technicians have been able to delve into the necessary instruments and processes that must be put in place by municipal public services to manage the proper reception and inclusion of the immigrant group within the host societies.

**Policy making:** The two courses helped to strengthen the professional skills of technical staff in local governments and to increase civil society's knowledge about local policies and good practices for the integration of migrants, refugees and asylum seekers.

The capacities of local governments in planning and developing strategies for the integration of migrants and in promoting the social participation of the new arrivals within the municipalities were also strengthened.

<sup>18</sup> <http://www.amitiecode.eu/>

# DEAR FOR COHESIVE AND FAIR SOCIETIES

## *Municipality of Écija (Seville, Spain) and the Autonomous Community of Andalusia*

Development education and the promotion of values of solidarity constitute determining factors for cohesive and fair societies. To strengthen public policies that enhance sustainable human development processes, it is necessary to undertake initiatives and projects that further the collaboration between LRGs, CSOs and other actors responsible for educational policies.

The aim of the programme carried out by the Municipality of Écija (Seville - partner municipality of FAMSÍ) and the Autonomous Community of Andalusia (in charge of the awareness campaign) was to promote the role played by local authorities as a catalyst of change and to enrich the activities relating to sustainable development and development education.



### What concrete actions were taken to raise awareness?

- ✓ A photography and dynamic image workshop entitled "solidarity values through / for images" using works from different authors analysing the image of the border as a concept, in addition to stereotypes, was organised
- ✓ A debate was held focusing on the discourse surrounding the image of the border (hate speech), including erroneous information as a starting point (fake news)
- ✓ A public exhibition "Écija is ..." with selected works was organised
- ✓ A final policy workshop took place

### What changed?

**Awareness-raising and behavioural change:** Twenty students specialising in the arts at the San Fulgencio institute developed personal projects centred around the image of solidarity and equality, using creativity and emotions to produce audio-visual works. They discovered the possibilities of photography / video as a tool in artistic creation to develop awareness. It offered the potential for change and personal development. The images of the students exhibited at the municipality centre contributed to raising the awareness of the population (40,000 inhabitants and a total of 94 images).

**Policy making:** the project's conclusions were reached during a final workshop on how to come up with strategies within development education, strengthen public cooperation policy and make progress using new working strategies from Andalusia<sup>19</sup>.

### IN PROGRAMMES FOR BEHAVIOURAL CHANGE, HOW CAN VALUES BE TRANSMITTED?

Such programmes aim to transmit the commitment values of solidarity to the most disadvantaged people in local contexts where young people themselves are the protagonists. This is done by improving their critical understanding and their sense of responsibility. The values of solidarity are nurtured through the development of preventive actions against racism, xenophobia, gender violence and all forms of discrimination against person(s) by reason of any other personal or social condition or circumstance. An interdisciplinary team is associated with the project made up of stakeholders from academic circles (university and education centres), CSOs, LRGs and the Ministry of Education of the Regional Government of Andalusia.

<sup>19</sup> <http://foroandaluciasolidaria.org/>



# RECOGNISE AND CHANGE (R&C PROJECT)

*The Provincial Council of Huelva and Jaen, with technical support of FAMSI*

The overall objective of the R&C project is to increase awareness among the European and non-European public of individual responsibility in positive relationships and the fight against discrimination and violence so as to set off a chain reaction fostering positive changes in socialisation and cultural processes. The project aims to instil a culture based on a plurality of identities and mutual knowledge and understanding under European citizenship, fighting against gender-based discrimination in particular.



## What concrete actions were taken?

- ✓ Research was conducted mapping out the main discrimination and its causes in the provinces of Huelva and Jaén
- ✓ A group of young trainers received instruction on how to lead workshops in secondary schools, based on the methodology of education among peers
- ✓ Awareness-raising activities targeting public opinion, such as the International Seminar on Identity and Positive Relationships, the project's first transnational meeting, was held in Jaén, and awareness-raising days focusing on identity and relationships aimed at the general public were also organised

### DEAR WINNING RECIPE: YOUTH ENGAGEMENT, CAMPAIGNS AND AWARENESS IN SOCIAL NETWORKS

The Recognise and Change project is built around the role played by youth in raising awareness and influencing their peers. Why? Because when young people are engaged, their mobilisation can create a spill-over effect, making it easier to involve their peers, citizens and key actors in decision-making and politics. Engaged boys and girls can train their peers to tackle conflict situations that have their origins in machismo and gender violence, homophobia and xenophobia. Awareness-raising tools and methodologies readily familiar to a younger population and virtual reality facilitate mobilisation. Indeed, bullying and cyberbullying, social networks, self-esteem and digital identities are work topics addressed in the project's intervention logic. To discover the latest results of this project, visit its website.<sup>20</sup>

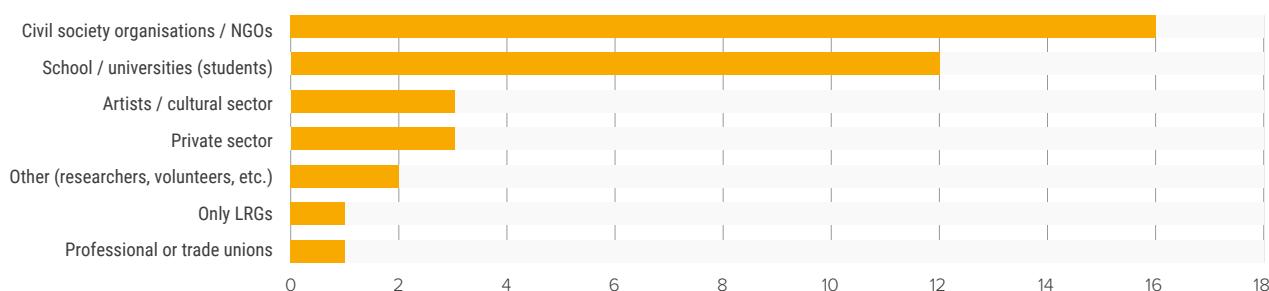
## What changed?

**Awareness-raising and behavioural change:** Residential training courses were held for 32 young educators, followed by 63 workshops, in 21 secondary school classrooms, reaching a total of 347 young people. Over 100 teachers in the provinces of Huelva and Jaén were involved. Public awareness-raising campaigns also made use of social networks<sup>21</sup>, where the project reached 7,461 people directly in 2019 and some 57,000 people indirectly.<sup>22</sup>

**Policy making:** meetings were held with associations and actors at the policymaking level.

## Pause for analysis: the multidisciplinary dimension of the actions

This case study, allying research with targeted workshops as well as awareness-raising activities targeting public opinion, is the perfect example of the multidisciplinary dimension of the case studies presented in this publication. A large variety of actions were implemented by the 19 case studies analysed. Amongst them, five main categories could be singled out:



<sup>20</sup> <https://www.recognizeandchange.com/?fbclid=IwAR3Pnb11FtZJr8-tLLZkre6F40eq7HwIYsLyjKQvWKjaAivILGyt07Tve0>

<sup>21</sup> <https://twitter.com/recandchanspain>  
<https://www.facebook.com/recognizeandchangespain/>  
<https://www.instagram.com/recandchanspain/>

<sup>22</sup> Facebook: 1524 followers, Instagram: 310 and Twitter: 62

# ANNUAL COMMEMORATION OF WORLD REFUGEE DAY, MUNICIPAL RECEPTION PLAN

## *Sant Boi de Llobregat*<sup>23</sup>

Cities can cooperate with schools and artists to engage students and inhabitants in positive behaviours, all while helping to raise awareness of refugees' situation. In light of the refugee crisis and following approval of the Municipal Reception Plan (2016), the schools of Sant Boi de Llobregat<sup>24</sup> asked for pedagogical resources from the City Council to increase the visibility of the causes of exile and the situation of refugees among their students. The project was led by the Cooperation Unit in coordination with the Centre d'Art Can Castells and the NGO Comissió Catalana d'Ajuda al Refugiat (CCAR - Catalan Commission for Refugee Assistance).

### WHAT IS IT POSSIBLE TO ACHIEVE WITH A COMMEMORATION DAY?

The benefits of commemorating World Refugee Day<sup>25</sup> in Sant Boi de Llobregat were manifold:

- 1 it promoted a process that raised awareness among the city's students about the causes of forced migration from a human rights perspective;
- 2 it helped to dismantle prejudices and stop the spread of rumours;
- 3 it established an engaged network of schools committed to inclusion and the values of solidarity and peace;
- 4 it promoted the role of youth as city protagonists and spotlighted their participation from the perspective of global citizenship; and
- 5 it advanced the concept of public space as a place for demonstration, collective construction and debate.



### What concrete actions were taken?

- ✓ **Phase 1** - two workshops were organised: one led by CCAR and focusing on theories relating to the right of asylum, and a second creative one led by the guest artist. At the end of the workshops, schools continued to work on the creative proposal in the classroom.
- ✓ **Phase 2** - in the Town Hall Square, on World Refugee Day, the participating schools shared the works they created and a collective artistic installation was set up, denouncing any violation of the right to asylum<sup>26</sup>. Even the town's mayor took part, and there was a musical performance as well as the reading of a manifesto by the students. The activities are recorded each year and an audio-visual work is produced for the general public.

### What changed?

Over the course of three editions, the project has increased knowledge about the refugee crisis and the right of asylum among students and schools in the city, using a global citizenship perspective that connects local situations with a global component. Annually, between 500 and 700 students participate in training workshops and the dissemination of information. At least 60% of the schools are involved, with at least 20 teachers participating each year. A network of schools committed to solidarity is considering replicating the project.



<sup>23</sup> The municipality of Sant Boi de Llobregat is located in the Baix Llobregat region, in the metropolitan area of Barcelona, and has a population of around 83,000 inhabitants.

<sup>24</sup> The municipality has 22 primary schools and 10 secondary schools.

<sup>25</sup> <https://barrejanet.cat/que-fem/pla-municipal-dacolida-a-persones-refugiades/comemoracio-dia-mundial-de-les-persones-refugiades-20-de-juny/>

<sup>26</sup> Thematic axis: 2017: the reception, 2018: the flight, 2019: the borders, 2020: the word.



# FILM AND COEXISTENCE FESTIVAL

## *Sant Boi de Llobregat*

The Film and Coexistence Festival<sup>27</sup> was headed by the Cooperation Unit of the Municipality of Sant Boi de Llobregat, in coordination with an educator from the audio-visual specialist, Kineina Audiovisuals<sup>28</sup>. The project formed part of the activities under the "Network of Educators and Students for Coexistence" plan and the "Municipal Plan of Education and Training for Solidarity".

The project aimed to raise awareness among the city's students regarding human rights violations and to cultivate an analytical perspective, all while providing updated information and real data about human rights violations in the world. By encouraging debate and artistic expression through audio-visual works, the goal was to build up critical capacity and empathy, which would then transform into actions and student commitment.

### WHAT KIND OF TOPICS CAN SPUR ON BEHAVIOURAL CHANGE TOWARD COEXISTING?

The five editions held addressed the following topics:

- 1 The right to asylum and the refugee crisis
- 2 Human rights in Sant Boi
- 3 The balance between the right to freedom and security
- 4 The role of women as peacebuilders in the world
- 5 The global impact of local consumption



### What concrete actions were taken?

- ✓ Awareness-raising and debate workshops aimed at young people were held
- ✓ Scripts were drawn up and short films were recorded
- ✓ Short films were screened at a collective meeting with all the participating institutes as well as a guest (usually an expert association on the chosen topic or another department of the City Council; for example, Resource Centre and Documentation on Women, Catalan Commission for Refugee Aid, Diversitas Institute). There was then an opportunity for debate and reflection on the chosen topic and the videos shown.
- ✓ Afterwards, the students' videos were made available on social networks and on the project website, along with an explanation.

### What changed?

#### Awareness-raising and behavioural change

Each year, more than 150 fourth-year secondary education students participate in the training workshops and in the final screening along with at least 25 teachers. Between 8 and 10 institutes also participate in each edition. All videos are published on the YouTube channel of the City Council and on the project's social networks and website.

The city's educational centres actively involved in the project provide different perspectives resulting from the diversity of their students (origin, neighbourhood).



<sup>27</sup> Link to the website of the "Muestra de Cine y Convivencia" <https://barrejan.cat/sensibilitzacio-i-epd/mostra-local-de-cinema-i-convivencia/>

<sup>28</sup> Link to the website of the Kineina Audiovisuals entity <http://www.kineina.cat/>

# EDUCATION FOR PEACE

## *Cerdanyola del Vallés*

Referred to as the “Cerdanyola Educa”<sup>29</sup> project, this best practice shone a spotlight on the question: how can young people and students be made into drivers of change?

A welcoming, innovative and dynamic city, the municipality of Cerdanyola del Vallés is located 12km away from Barcelona and hosts the University of Barcelona, making it a gateway city for many students. Development education actions have been developed in Cerdanyola del Vallés, an educational centre, with a view towards producing a discerning citizenry mindful of inequalities and global justice.

### WHAT KIND OF TOPICS CAN HELP PROMPT BEHAVIOURAL CHANGE TOWARDS PEACEBUILDING?

**Session 1:** What do we understand when we say peace and solidarity?

**Session 2:** Society and Consumption

**Session 3:** The world's lunch. A look at inequalities.

**Session 4:** Conflict resolution.

**Session 5:** International trade, unequal distribution of resources.

**Session 6:** Migrations and Interculturality.

**Session 7:** Culture of Peace and Human Rights. Music and Peace

### What concrete actions were taken?

- ✓ The “Teixint Xarxes” (weaving nets) workshop was proposed to third-year secondary students. It was an education for peace project based on the concept of positive peace and proposed the application of socio-affective and participatory methodologies to spur on students into positioning themselves at the forefront of complex and conflictive realities, and to act accordingly with an eye towards a personal and social transformation.

### What changed?

Around 400 students have participated annually in the workshop since 2010. Attendees have the opportunity to evaluate the workshop and, in recent years, have given it a score of 9 out of 10.

This action strived to change the individual and collective attitudes that are key in bringing about a more just world and global justice.



<sup>29</sup> Link to the Cerdanyola Educa Project <http://educa.cerdanyola.cat/>

# STORYTELLING AND WORKSHOPS TO RAISE AWARENESS ABOUT OTHER REALITIES IN THE WORLD

## *Majorcan Fund for Solidarity and Cooperation (FONSM)*

To respond to the need to raise awareness regarding the linkages between local and global lives, the Majorcan Fund for Solidarity and Cooperation (FONSM) has at its disposal a series of informative resources to encourage reflection on inequalities between North and South countries, as well as to galvanise the population into actively participating and speaking out and to promote a political and ethical engagement with the South and with human rights.

### HOW TO RAISE AWARENESS OF THE LINKAGES BETWEEN LOCAL AND GLOBAL LIVES

Global education is what opens people's eyes and minds to the realities of a world that is globalised. Storytelling and workshops promoting empathy and a sense of common humanity can help to raise awareness about the growing interrelatedness between local and global realities, in which decentralised cooperation also has a role to play.

### What concrete actions were taken and what changes were brought about?

The following six concrete actions highlighted the part of the FONSM DEAR 2020 programme<sup>30</sup> focused on the organisation of storytelling actions and workshops. All of them were aimed at raising awareness and instigating behavioural change in the younger generation.

#### 1 RAJOLA DE XOCOLATA

This was a simulation game in which participants took on the role of intermediaries between the cocoa producers and marketing actors. It included a chance to reflect on how fair trade is a valid instrument for establishing real, effective and cooperation extending in both directions, free from paternalistic paradigms.

#### 2 MIGRATION MOVEMENTS IN THE MEDITERRANEAN

The topics of migration and inequality were addressed in a classroom in an appealing, dynamic and participatory fashion. Through role playing, drawing and music, students were prompted to reflect on migratory movements in the Mediterranean, and the importance of development cooperation as a link between people and communities in the North and South was highlighted.

#### 3 DAILY LIFE IN BURKINA FASO

Students in the class were given the opportunity to consider an ordinary day in their lives in comparison to a day in the life of a child in Burkina Faso, as illustrated by large-format photographs. They were also given the option of writing a letter to the two children in question at their school in Burkina Faso.

#### 4 TEN FALSE MYTHS ABOUT AFRICA

Group dynamics were set up to encourage discussion and the expression of agreement or disagreement. Three spaces were created ("in favour", "against" and "in doubt") where students could position themselves in response to each sentence on Africa, knowing that they would then have to defend their choice of position.

#### 5 GIRAMÓN

Through the eyes of a traveling lizard, the story introduces four children from different countries and continents to one another, and follows them along as they experience different daily activities. The children would discover different objects inside the cubes that allowed them to learn how boys and girls their age live in other parts of the world.

#### 6 THE WAY to SCHOOL

Following a screening of the documentary "The Way to School", a forum was organised to give students the space and opportunity to reflect on the differences and similarities between the daily lives of children and young people in Nicaragua and in Mallorca.

The wide-ranging variety of actions described above demonstrates the need to innovate and to have recourse to as many options as possible in order to convey the values of peace, of one humankind living together on one planet.



<sup>30</sup> [https://fonsmallorqui.org/recursos/arxius/20200623\\_1239Activitats\\_de\\_Sensibilitzacio\\_2020.pdf](https://fonsmallorqui.org/recursos/arxius/20200623_1239Activitats_de_Sensibilitzacio_2020.pdf)



# GAMES TO RAISE AWARENESS ABOUT THE SDGs

## Cités Unies France (CUF)

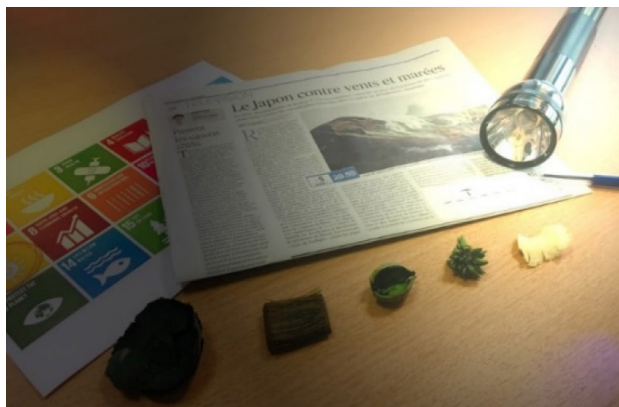
CUF is a federation of French local and regional governments active in international relations and decentralised cooperation in particular. CUF's objectives include the promotion of local democracy, peace, international solidarity and a strong, active and genuine participation of the population in local affairs.

Introducing innovative solutions to promote global citizenship is essential if we are to achieve the SDGs. Target 4.7 of the 2030 Agenda reminds us that education on Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) make it possible to acquire the knowledge and skills necessary to promote sustainable development, sustainable lifestyles, human rights, gender equality and the culture of peace and non-violence. Having already worked on the SDGs for several years, Cités Unies France (CUF) realised that for a large number of elected officials and civil servants, the SDGs remain a very vague or even unknown concept.

An innovative approach for responding to this challenge was found during an annual meeting held in July 2019 of local governments that are active on the international scene ("*Rencontres de l'Action internationale des Collectivités territoriales*").

### SDGs, A HOLISTIC APPROACH TO THE 2030 AGENDA

The 2030 Agenda constitutes a core consideration for DEAR projects and all of the SDGs comprise a local dimension: in other words, they cannot be achieved without policies drawn up at the local level that are implemented by local and regional governments. More specifically, 65% of the SDG targets cannot be achieved without local action. LRGs firmly stand behind this holistic approach to the 2030 Agenda.



### What concrete actions were taken?

- ✓ There were neither conferences nor brochures, but the opportunity to become fully immersed in the SDGs and related issues under the singular format of an escape game.<sup>31</sup> For an hour, a group of eight people could take on a challenge: for example, find a manuscript containing the solution for rebuilding a sustainable world in the wake up of an industrial disaster. Participants had to solve a whole series of enigmas, forcing them to consider the SDGs from all angles, the everyday challenges involved and how everyone could grasp the stakes at play and join in the efforts.
- ✓ The objectives aimed to demonstrate that the SDGs are of concern to us all, and affect all aspects of life, touching on social, economic and environmental issues. The 2030 Agenda is universal and concerns both northern and southern countries, the local and global spheres; the SDGs however can act as the basis for other models of local governance, more cross-cutting and inclusive.

### What changed?

A hundred people took part in this immersive game. Following their reactions and suggestions, it was proposed to replicate this game and to circulate it amongst French local and regional governments.

<sup>31</sup> <https://platforma-dev.eu/edls-story-cites-unies-france-escape-game-raise-awareness-sdgs/>



# CHAPTER 3

FINANCIAL ASPECTS

# EMPOWERED LOCAL PLAYERS OF DEVELOPMENT EDUCATION

DEAR is a key component of international cooperation policies at city or regional level and an essential tool for the localisation of the SDGs and their targets. The role of LRGs, and especially their associations, in implementing the 2030 Agenda is highlighted in the 2020 PLATFORMA-CEMR study *"The 2030 Agenda – Through the eyes of local and regional governments' associations"*<sup>32</sup>, the most recent annual edition of the 2017 publication.

**“Given that regions and cities are not bound by the same rigid competencies as the States, they are more likely to favour development cooperation policies based on values and solidarity rather than on the national interest.”<sup>33</sup>**

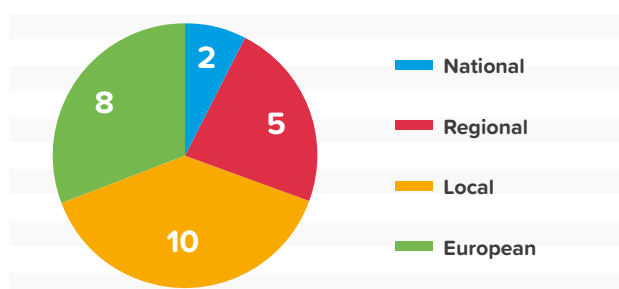
The sub-national dimension is thus crucial in engendering a long-lasting and sustainable impact under a whole-of-society approach. However, does the situation regarding resources available to LRGs for carrying out DEAR projects and initiatives reflect this?

Of the 19 cases analysed, 14 projects had a single financial source and five relied on a mix of different sources to finance their actions<sup>34</sup>.

For all of the case studies, local funding made up the larger share of the budget.

In Spain, for instance, DEAR-related work represents a key sector of activities in the departments of international relations, cooperation or solidarity departments at the regional and local levels<sup>35</sup>. Even when the 2008 economic crisis led to cuts in the budget allocated to development cooperation at the national level, local and regional governments increased their own contributions to the Official Development Aid (ODA) in key sectors such as DEAR. National authorities and other entities only contributed 5.8% while LRGs covered the remaining 94.2% of the budget for DEAR activities.<sup>36</sup>

## BUDGET SOURCES



At the European level, there are many instances<sup>37</sup> of local and regional governments actively involved as leader or partners of EU-funded DEAR projects. Such actions systematically involve a wide variety of territorial stakeholders, such as well-established local CSOs, educational entities and actors from the social economy or local media, many who would otherwise find it extremely difficult to gain access to EU funds.

Although a majority of the best practices listed in this publication turned to local funding to carry out their DEAR strategies, this does not in any way diminish the role played by LRGs in informing and mobilising communities for transformative change when they do so using EU funding earmarked for DEAR actions. In recent years, state financial support for DEAR has declined or has stagnated in Europe. As a result, DEAR initiatives rely more on EU financial support than before. All levels of government are involved to different extents in DEAR. The shared responsibility necessary to carry out these activities should be reason enough to disburse financial resources that will deliver opportunities and benefits for all. At European level, the European Commission (EC) DEAR programme was established in accordance with the fundamental values of the European Union. This PLATFORMA collection of success stories shows that LRGs can actively promote and safeguard these values at the local, regional and European levels.

## More funding, more visibility and better management

On 18 and 19 November 2019, under the EDLS framework<sup>38</sup> promoted by PLATFORMA, the “First Training Seminar on Programme Management and European Projects” was organised in Cáceres (Spain) by the Regional Government of Extremadura’s Agency for International Development Cooperation (AEXCID). The main objective of this training initiative was to develop the expertise of local governments and NGOs regarding global sustainable development and European programmes. More than 30 participants from various city councils and NGOs participated in AEXCID’s third EDLS event.

On 8 November 2019, the Rennes City Council participated for the second time in the EDLS and organised a similar offering: a meeting open to all the city’s actors involved in implementing international cooperation projects<sup>39</sup>. The event gave local players the opportunity to discuss and explore how to enhance projects’ value and appeal (visual campaigns, social networks, graphic facilitation, etc.).



<sup>32</sup> [https://www.ccre.org/img/uploads/piecesjointe/filename/CEMR\\_PLATFORMA\\_SDGs\\_EN.pdf](https://www.ccre.org/img/uploads/piecesjointe/filename/CEMR_PLATFORMA_SDGs_EN.pdf)  
<sup>33</sup> <https://www.effectivecooperation.org/content/decentralized-co-operation-transformative-approach-achieving-sdgs>  
<sup>34</sup> The five projects are the Association of Flemish Cities and Municipalities (VVSG), the Latvian Association of Local and Regional Governments (LARG), FAMSÍ (best practice 3. The III Andalusia Solidarity Forum and 4.Resources Bank), and Cités Unies France  
<sup>35</sup> <https://europa.eu/capacity4dev/dear/documents/dear-spain-report-2020>  
<sup>36</sup> <https://www.elsaltodiario.com/cooperacion-internacional/cooperacion-descentralizada-renovada-para-responder-nuevo-escenario-global> - information dated from August 2020

<sup>37</sup> <https://europa.eu/capacity4dev/dear/news/empower-change-sdg-action-through-local-authorities>  
<sup>38</sup> <http://localsolidaritydays.eu/the-campaign/>  
<sup>39</sup> <http://2019.localsolidaritydays.eu/events/valoriser-son-projet-a-linternational/>



The survey and the writing of this publication took place during the COVID-19 outbreak, well underway in the spring of 2020. The pandemic reinforced the idea that global problems require global solutions, even if the provision of resources and actual implementation would take place at the local level. Transformative actions aim at changing individual behaviours, developing local initiatives and coordinating them worldwide. Development education and awareness-raising activities, policies and strategies can help citizens to better grasp the global nature of today's challenges and translate solutions into concrete actions for the local level, for citizens. Decentralised cooperation can help ensure a greater impact by prompting responsible behaviour and building democratic and equitable societies across all borders.

*"Individuals, groups, youth, elderly, citizens, inhabitants"* are all terms that have been cited in this collection of success stories. LRGs active in DEAR and decentralised cooperation have taken up the challenge of shifting the narrative from the personal and individual to one embracing the concept of *"community"*, which encompasses local, national, regional and international contexts.

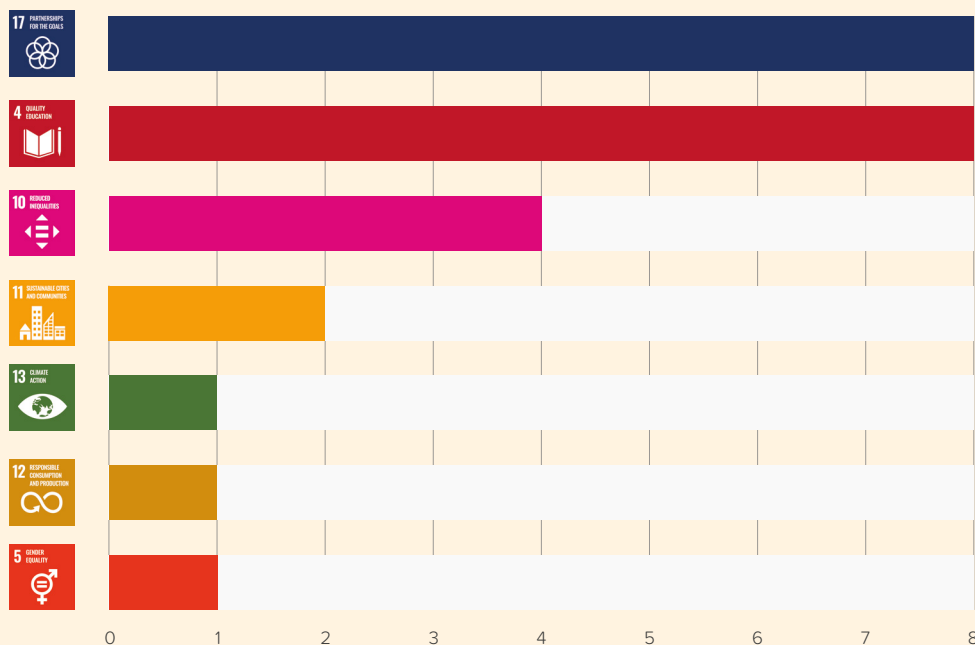
After all, individual citizens are the components that make up communities, inhabiting together one world facing the same challenges to varying degrees and amidst different realities.

In decentralised cooperation projects, SDG localisation represents the central impetus driving the actions for capacity building and the exchanging of knowledge between peers. DEAR also plays a key role in this regard. We are all part of the problem and part of the solution through independent, critical thinking and more informed and responsible actions.

According to a GCE Handbook, a key concept is that *"global citizenship education is critical for achieving sustainable development, especially as both areas struggle to find a place in the school curriculum. Increasing global inequalities require governments to take a stronger role in promoting education for sustainable development and global citizenship, as well as to achieving Sustainable Development Goals"*<sup>40</sup>.

<sup>40</sup> Davies, I., Ho, L-C., Kiwan, D., Peck, C.L., Peterson, A., Sant, E. & Waghid, Y. (Eds.) (2018). The Palgrave Handbook of Global Citizenship and Education (pp. 295- 312). London: Palgrave Macmillan

## ALIGNEMENT OF THE BEST PRACTICES



Most of the best practices align with SDG 4 and SDG 17, which demonstrates the importance of the international dimension in DEAR and the need for LRGs active in DEAR to work in partnership.

# RECOMMENDATIONS

## Key recommendations for local and regional governments active in DEAR and decentralised cooperation

- ✓ What should I do if I am a local or regional government or association active in DEAR and I wish to continue or start a project on DEAR?
- ✓ What takeaways for national governments and European institutions?

### 1. Ensure long-lasting DEAR outcomes by working in partnership and incorporating a whole-of-society approach

*"Realising the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs) depends on collective efforts<sup>41</sup>".* A whole-of-society approach is needed to instil long-lasting behavioural change and to get more citizens engaged in sustainable development initiatives. Promoting DEAR campaigns and initiatives that are led by LRGs, such as the European Days of Local Solidarity and the Week of the Sustainable Municipality, facilitates both the awareness-raising aspects and policy making changes. The ultimate stage of DEAR consists of a process of transformation and self-transformation. By mobilising cities and regions through online and in-person events intended to raise citizens' awareness about global challenges, more tools become available, making it possible for people of all ages and backgrounds to become potential learners as well as active agents of social change by engaging in positive behaviours. Given that LRGs are stakeholders on the spot throughout the campaign, institutional changes at the local level are more naturally accepted.

### 2. Change takes time. LRGs should plan and debate DEAR strategies to update their related actions

Even with active campaigns, it takes time to change minds and the way societies behave. Keeping DEAR narratives, educational policies and DEAR regional strategies up-to-date helps in maintaining the momentum of change and in determining which realities we want in our future. This also builds on the foundation of knowledge underpinning the concrete actions that the LRGs have to plan, together with other active stakeholders, to achieve sustainable development.

Strategies and spaces conducive to reflection can also increase LRGs' capacities to promote educational actions for sustainable development, human rights, gender equality, positive peace, non-violence, global citizenship and the appreciation of cultural diversity.

### 3. Create spaces for exchange and mutual learning between LRGs and programme actions with community participation

It is essential to systematically include a wide range of active DEAR stakeholders in both campaigns and dedicated strategies. LRGs can also organise specific forums in order to convene and debate how to tackle global challenges together as well as work with schools, universities and CSOs to raise citizens' awareness. Such spaces for exchange and mutual learning are an important part of DEAR activities and help to establish links between communities, their different realities and the international actions of LRGs: contributing local shared solutions to tackle global challenges.

Moreover, if the forum workshops and storytelling actions used in the spaces for exchange are grounded in community involvement, then LRGs can promote the population's active and knowledge-based participation to encourage a political and ethical engagement with the South, particularly on human rights. Do not forget to have fun though as games can also help to raise awareness!



<sup>41</sup> <https://www.oecd-ilibrary.org/sites/35bdd8d-en/index.html?itemId=/content/component/35bdd8d-en>



#### 4. Defend LRGs and their associations' specific strengths and added value and promote them in view of their taking part in upcoming European DEAR calls for proposals

Opportunities for LRGs to use sub-granting schemes should be maintained in order to encourage the engagement of the territorial actors, including CSOs. Local and regional government associations federate and facilitate the involvement of a broader range of local and regional stakeholders and guarantee the effective transferability of the results and knowledge generated by the project across their territories. Smaller envelopes per project will be able to attract the expertise of medium-sized municipalities, strengthen the quality of cooperation between European partners and favour more effective pan-European campaigns. National governments and EU institutions should systematically include LRGs and their representative associations in all discussions leading to decisions regarding the launch of DEAR calls for proposals and projects.

#### 5. Prioritise DEAR activities where young people themselves are the protagonists of the story

When young people are invited to take part in DEAR projects as drivers of change, LRGs benefit from the use of social networks to amplify their messages, which also fosters youth ownership of the actions. Results of the projects are thus shared faster and can be easily replicated through peer-to-peer training and mobilisation.



#### 6. Include awareness-raising actions in urban public areas as part of your activities and do not underestimate the importance of virtual tools and social networks

By cooperating with schools, artists and cultural organisations, LRGs can engage students and inhabitants in positive behaviours to help raise awareness about the situation of migrants and climate change actions that need to be taken at the local level, as well as promote responsible consumption. The use of public spaces is one of a vast number of DEAR tools available. However, the COVID-19 pandemic has made it difficult to physically use public spaces. Virtual tools, online debates and online campaigns are key to continuing efforts to raise awareness among the general public, foster solidarity and even encourage innovation and experimentation during lockdown.

#### 7. Monitoring and evaluation of DEAR

Doing something different is a good outcome! But evaluating change is a challenge when DEAR projects aim to have an impact in citizens' behaviour and change communities' perspectives toward a global challenge. DEAR projects carried out by LRGs and their associations adopt a micro-macro approach. Therefore, qualitative data collection methods should be included as part of the M&E plan. Before the start of the project, make sure to have a plan and decide what you are going to measure and for what purpose. Work with a set of indicators agreed with the rest of stakeholders involved in the project to ensure that it will be possible to report on progress. Key indicators can also include more traditional quantitative data, such as covered audience and number of events or expected future political decision resulting from citizens' mobilisation and LRGs' projects. Mid-term evaluations are also welcomed in the process! LRGs active in decentralised cooperation and DEAR can use peer to peer learning, city mentoring and focus groups discussion with citizens and schools as tools to monitor progress. Participatory assessments are key to receive adequate feedback.



# PLATFORMA

PLATFORMA is the pan-European coalition of towns and regions – and their associations – active in city-to-city and region-to-region development cooperation. All are engaged in international cooperation for sustainable development. PLATFORMA is a hub of expertise on local and regional governments' international action, gathering towns and regions, their European and global networks, and regional and national associations.

With its partners, PLATFORMA defends the role of towns and regions in EU development policies, promotes international cooperation between cities and regions across the world

and facilitates knowledge exchanges and peer-learning between towns and regions and their associations.

In 2015, PLATFORMA signed a Framework Partnership Agreement (FPA) with the European Union. Its signatories commit to take action based on common values and objectives to tackle global poverty and inequalities, while promoting local democracy and sustainable development.

The PLATFORMA secretariat is hosted by the Council of European Municipalities and Regions (CEMR).

[www.platforma-dev.eu](http://www.platforma-dev.eu)



**AEXCID:** Extremadura Agency for International Cooperation for Development  
[www.juntaex.es/aexcid](http://www.juntaex.es/aexcid)



**CALM:** Congress of Local Authorities of Moldova  
[www.calm.md](http://www.calm.md)



**AFCCRE:** French Association of the Council of European Municipalities and Regions  
[www.afccre.org](http://www.afccre.org)



**CEMR:** Council of European Municipalities and Regions  
[www.ccre.org](http://www.ccre.org)



**AICCRE:** Italian Association of the Council of European Municipalities and Regions  
[www.aiccre.it](http://www.aiccre.it)



**CLGF:** Commonwealth Local Government Forum  
[www.clgf.org.uk](http://www.clgf.org.uk)



**AIMF:** International Association of French-speaking Mayors  
[www.aimf.asso.fr](http://www.aimf.asso.fr)



**CUF:** Cités Unies France  
[www.cites-unies-france.org](http://www.cites-unies-france.org)



**ALAL:** Association of Local Authorities in Lithuania  
[www.lsa.lt/en](http://www.lsa.lt/en)



**Diputació Barcelona**

**DIBA:** Province of Barcelona  
[www.diba.cat](http://www.diba.cat)



**AUC:** Association of Ukrainian cities  
[www.auc.org.ua/en](http://www.auc.org.ua/en)



**EUSKADI - Basque Country:** Basque Agency for Development Cooperation (Basque government) and Euskal Fundoa/Basque Local Authorities Cooperation Fund  
[euskalankidetza.hegoa.ehu.eus](http://euskalankidetza.hegoa.ehu.eus)



**Région de Bruxelles-Capitale:** Brussels-Capital Region  
<https://international.brussels/>



**Famsi:** Andalusian Fund of Municipalities for International Solidarity  
[www.andaluciasolidaria.org](http://www.andaluciasolidaria.org)





**FEMP:** Spanish Federation of Municipalities and Provinces

[www.femp.es](http://www.femp.es)



**Région Sud-Provence-Alpes-Côte d'Azur:** Region of South-Provence-Alpes-Côte d'Azur

[www.maregionsud.fr/](http://www.maregionsud.fr/)



**Fons Mallorquí:** Majorcan Fund for Solidarity and Cooperation

[www.fonsmallorqui.org/ca](http://www.fonsmallorqui.org/ca)



**Regione Toscana:** Region of Tuscany

[www.regione.toscana.it](http://www.regione.toscana.it)



**Generalitat de Catalunya:** Autonomous community of Catalonia

[www.gencat.cat](http://www.gencat.cat)



**RGRE:** German Association of the Council of European Municipalities and Regions

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



**LALRG:** Latvian Association of Local and Regional Governments

[www.lps.lv/en](http://www.lps.lv/en)



**Stadt Dortmund:** City of Dortmund

[international.dortmund.de](http://international.dortmund.de)



**Niedersachsen**

**Land Niedersachsen:** Lower Saxony

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



**SMO ČR:** Union of Towns and Municipalities of the Czech Republic

[www.smocr.cz](http://www.smocr.cz)



**LBSNN:** National Town-Twinning Council Netherlands-Nicaragua



**SKR:** Swedish Association of Local Authorities and Regions

[www.skr.se](http://www.skr.se)



**NALAG:** National Association of Local Authorities of Georgia

[www.nala.ge](http://www.nala.ge)



**UCLG/CGLU:** United Cities and Local Governments

[www.uclg.org](http://www.uclg.org)



**NALAs:** Network of Associations of Local Authorities of South-East Europe

[www.nalas.eu](http://www.nalas.eu)



**Ville de Paris:** City of Paris

[www.paris.fr](http://www.paris.fr)



**Nantes métropole:** Nantes Metropolis

[www.nantesmetropole.fr](http://www.nantesmetropole.fr)



**VNG International:** Cooperation agency of the Association of Netherlands Municipalities

[www.afccre.org](http://www.afccre.org)



**Österreichischer Städtebund:** Austrian Association of Cities and Towns

[www.staedtebund.gv.at](http://www.staedtebund.gv.at)



**VVSG:** Association of Flemish Cities and Municipalities

[www.vvsg.be](http://www.vvsg.be)

*Development Education and Awareness Raising (DEAR)  
are natural lines of action for local and regional governments  
active in development cooperation and tie in perfectly  
with their territorial strategies.*

*Awareness-raising among citizens, through the action of  
municipalities and regions, remains a core component of the  
co-responsibility, solidarity, mutual knowledge and mutual  
understanding needed to mobilise and unite communities.*

*Discover this Success Stories Collection which aims to showcase  
concrete, impactful and transformative experiences of local and  
regional governments and their associations actively engaged in  
DEAR projects and decentralised cooperation strategies.*



Square de Meeûs 1  
1000 Brussels  
Belgium

+32 (0)2 265 09 30  
platforma@ccre-cemr.org  
@Platforma4Dev  
www.platforma-dev.eu

This project is co-funded  
by the European Union



This publication was produced with the financial support of the European Union. It contains the sole responsibility of PLATFORMA and do not necessarily reflect the views of the European Union.