



PROYECTO EUROPEO



UVa



**de la Cooperación Internacional para el Desarrollo  
de la Universidad de Valladolid**



*GENE Conference,  
London, May 2017*



DIPUTACIÓN DE VALLADOLID

 Vratsa (Bulgaria)

 Universidad de  
Valladolid (España)

 Tesalia (Grecia)

 Zejtun (Malta)

 Idalion (Chipre)

 Molise (Italia)

 Lodz (Polonia)



área de  
cooperación



de la Cooperación Internacional para el Desarrollo  
de la Universidad de Valladolid

**International Cooperation for Development Watch at University of Valladolid (OCUVa)** aims to research, promote and spread knowledge about Cooperation for Development.

Open-minded and interdisciplinary methodology, it looks for new strategies to improve the quality, efficiency and effectiveness of International Cooperation and to strength Development Education and Global Citizenship Education.

- Research and reports on International Cooperation for Development
- Research and studies about Global Education/DE
- Advising local entities on the drawing up of cooperation policies
- Evaluation of cooperation policies and action plans.
- Specific training on International Cooperation for Development.
- Information service on International Cooperation for Development projects, agents and actors.



Project funded by European Commission



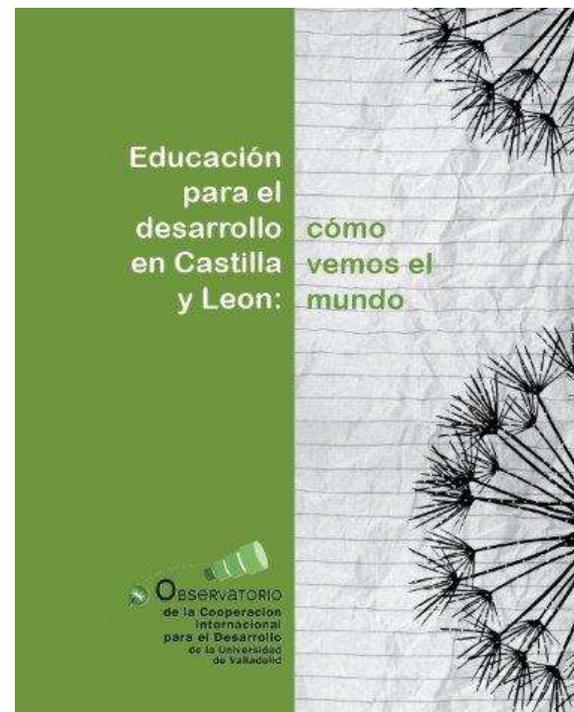
# RURAL DEAR AGENDA - BACKGROUND

Educación para el desarrollo  
en Castilla y León: cómo  
vemos el mundo. 2102

área de  
cooperación 



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## RURAL DEAR AGENDA - OBJECTIVE

To improve the planning of activities for Development Education and Awareness Raising in rural areas so that they are effective, and promote effectively solidarity and understanding of the causes of inequality and poverty.

To achieve that it is necessary to develop and promote a participatory model of Development Education to carry out in rural municipalities, including innovative and effective strategies.

## Rural DEAR Agenda

- Funded by EuropeAid. 2015-2017. Call for proposals DEAR – local authorities
- Partners:
  - Diputación Provincial de Valladolid. (leader)
  - University of Valladolid. Observatorio Cooperación. Spain
  - University of Thessaly. Volos, Greece
  - University of Social Sciences, Spolecza, Lodz. Poland
  - Trade and Industry Chambre, Vratsa. Bulgaria
  - Local Authority Idalion. Cyprus
  - Regional Authority Molise. Italy
  - Foundation for Social Inclusion, FOPSIM. Malta





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## RURAL DEAR AGENDA TIMELINE



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

Project funded by European Commission



## Rural DEAR Agenda

- Research lead by University of Valladolid, UVa, Spain
- The project research team is composed of 3 full-time researchers and 15 associate professors (University of Valladolid) who collaborate on a part-time basis.
- Available in [www.ruraldearagenda.eu](http://www.ruraldearagenda.eu)



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Project funded by European Commission

## A. Diagnosis (1)

- A.1 Public Opinion Survey:
  - 400 questionnaires in 7 European regions = 2.800 questionnaires
  - People from 16 to 99 years old / male-female / small villages (<1.000 inhabitants) – medium villages (5.000 – 10.000 inhabitants)

### Key issues in the Survey:

- 1.- Perception of global issues: which are the main problems of interest and concern, and which are the CAUSES of them
- 2.- Understanding and appreciation of international cooperation as a way to fight poverty and promote global development
- 3.- Personal attitudes, commitment to and participation in development activities
- 4.- Socio-demographic data: sex, nationality, age, occupation and level of education

## Diagnosis (2)

### A.2 Questionnaire for educational institutions in rural areas.

214 questionnaires: primary and secondary schools in participating regions. These 9-item questionnaires included 7 closed-ended and 2 open-ended questions.

### A.3 Questionnaire for NGOs/CSOs carrying out DEAR/Global Education in rural areas.

This questionnaire, containing 11 closed-ended and 5 open-ended questions, was completed by a total of 81 NGOs/CSOs which implement development education and awareness-raising (DEAR) projects in rural areas.

### A.4 Content analysis for Development Education in the Media.

The analysis included a total of 743 journalistic pieces; it studied 14 outlets (printed media), 2 per region, over a period of 4 non-consecutive months.

## B. Accompaniment phase – 3 activities

### B.1. Working Groups (WG): Local entities / educational institutions / NGOs-CSOs.

Each region organised these 3 WGs per year; between 7 and 10 individuals took part in each of them

### B.2 Panel of experts using the Delphi Method

A group of specialists set up in each country, with an average of 6 experts taking part, representing local government , NGO/CSO sector, as well as representatives of formal education

### B.3 Compilation of examples of best practice in

Development Education carried out in the target regions



Country	Best practices collected
Bulgaria	15
Cyprus	1
Greece	3
Italy	6
Malta	2
Poland	6
Spain	13
<b>TOTAL</b>	<b>46</b>

## Best Practice (B.3)



Public Call (June 2016)

Projects developed from October 2016 to March 2017: 6 projects granted x 7 regions = 42 pilot projects

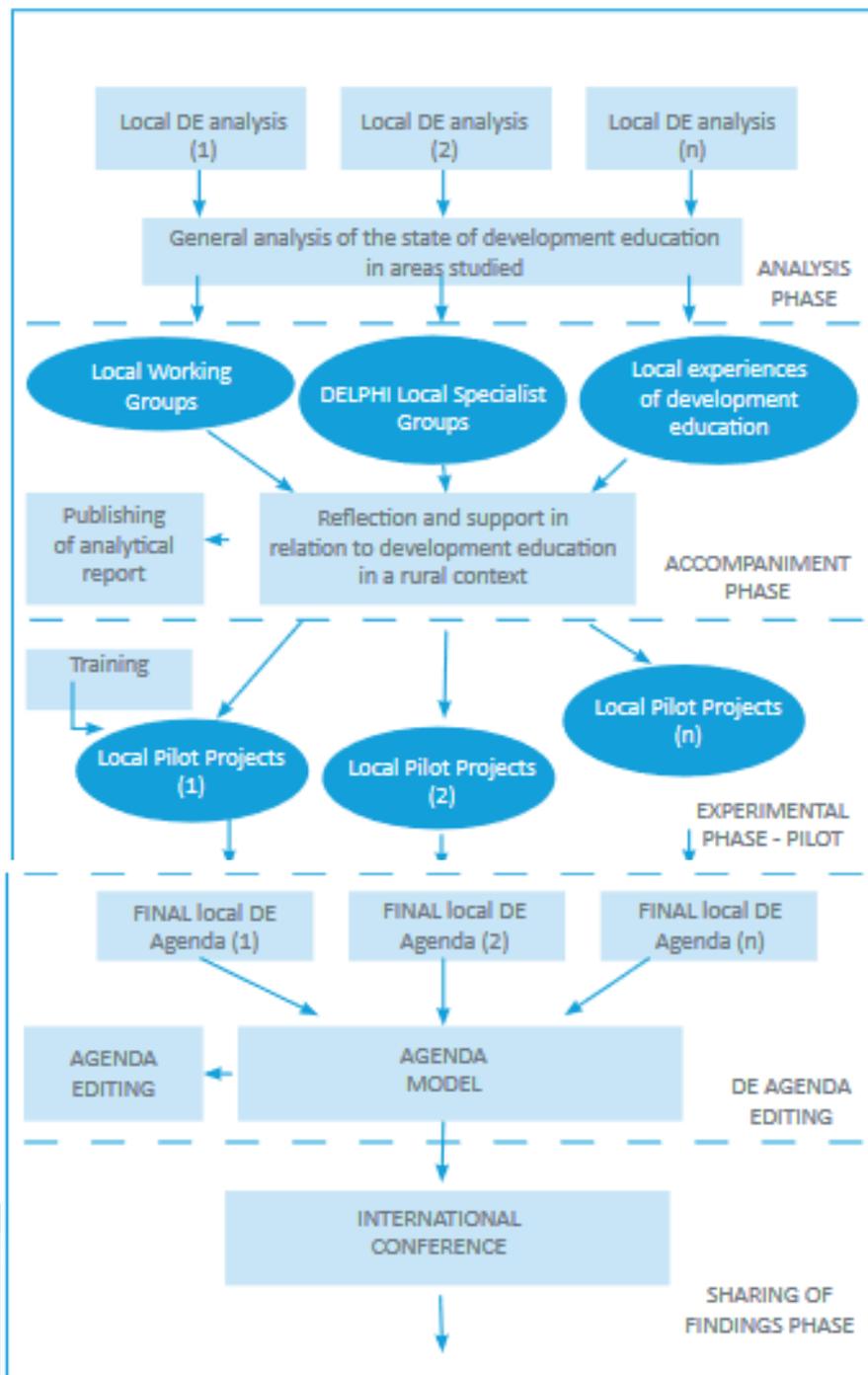
2 technical assistance and monitoring sessions in each region (1st session November 2016; 2nd session in April 2017)

Pilot projects report (pending)

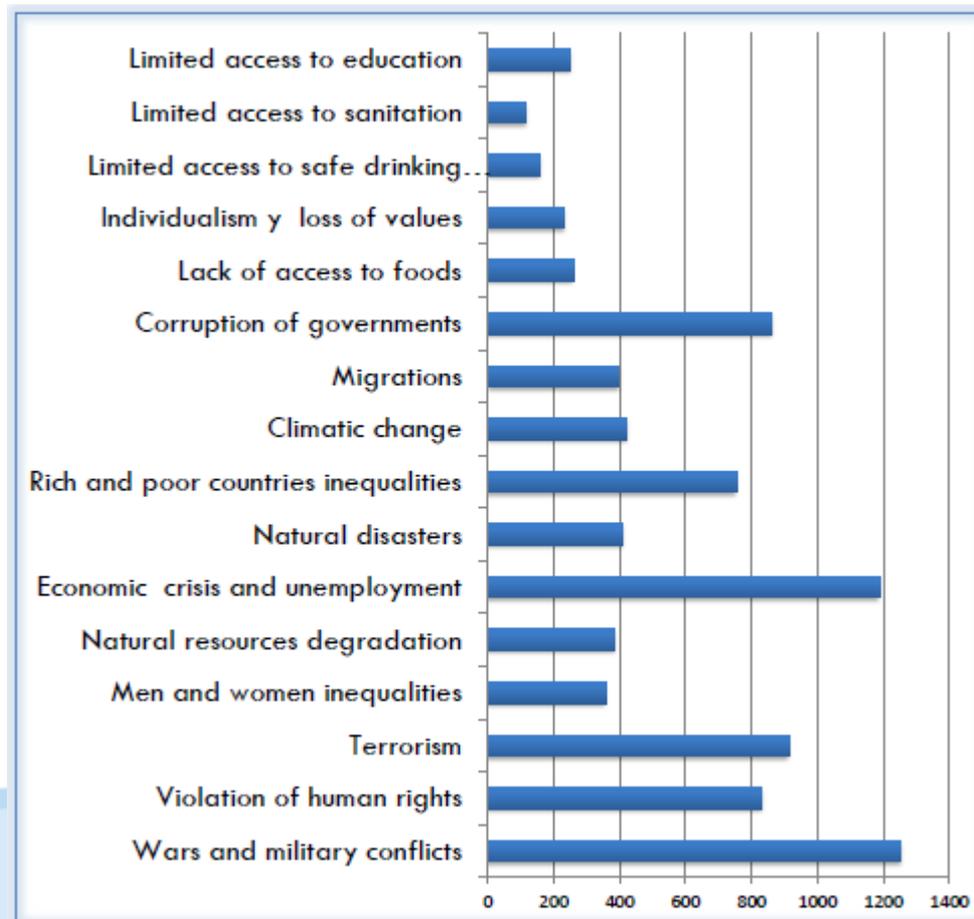
## C. Experimental Phase: Piloting - Stages

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

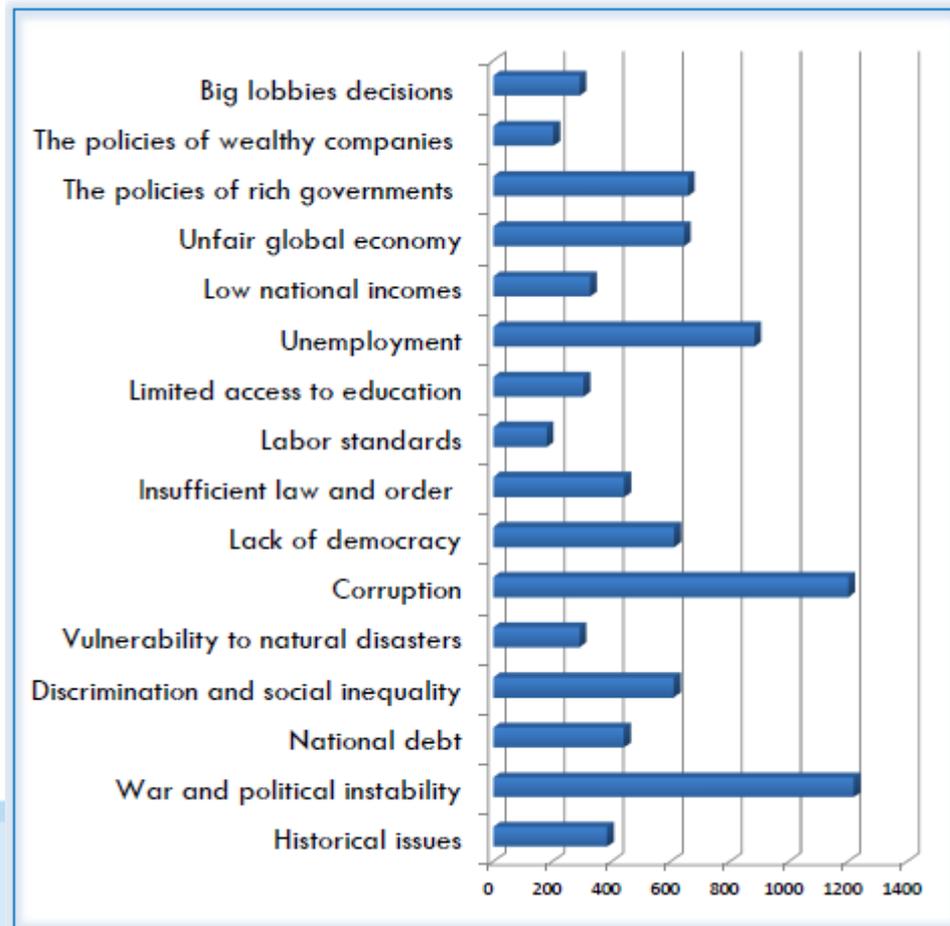
Project funded by European Commission



## Public Opinion Survey: Main Global Problems



## Public Opinion Survey: Global Poverty CAUSES



## PERCEPTION OF RURAL CONTEXTS

The description made by different agents in **every partner country** talks about the specific impediments to act in rural areas

*“The urban social model has emptied the rural areas, both qualitative and quantitative, there is no critical mass to reverse the process” (WG)*

Scarcity

In disadvantage

**Limitations**

**Ageing population**

Lack of opportunities

**Shortage of resources**

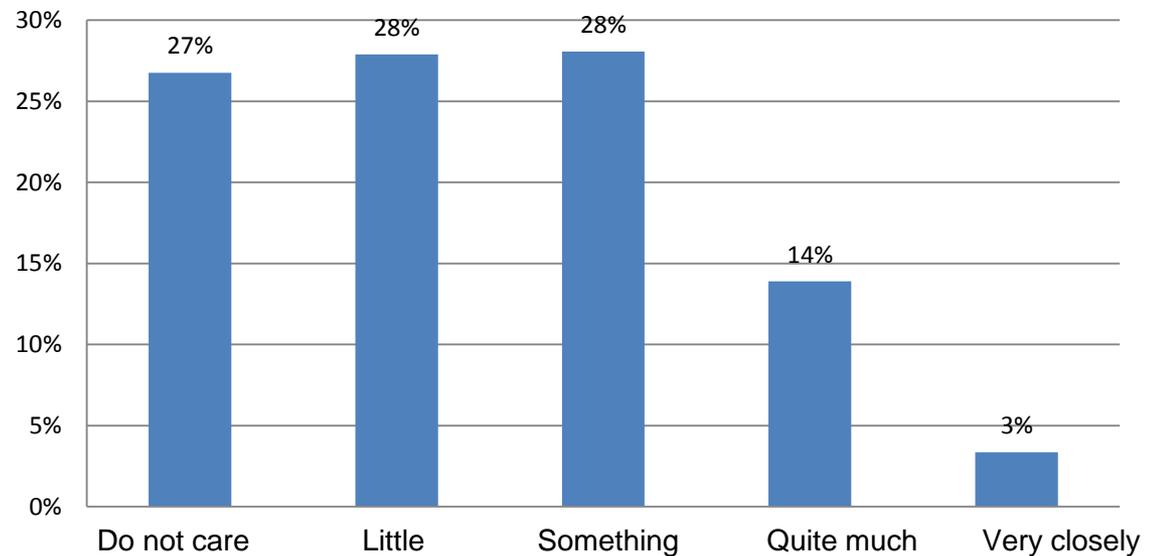
Loss of people

Worse conditions than in urban areas

## INTEREST and KNOWLEDGE

In general, there is a lack of interest and knowledge on issues relating development, human rights, environment, SDGs, etc.

***To what extent are you following the news regarding issues as development, human rights, environment, SDG, etc.?***

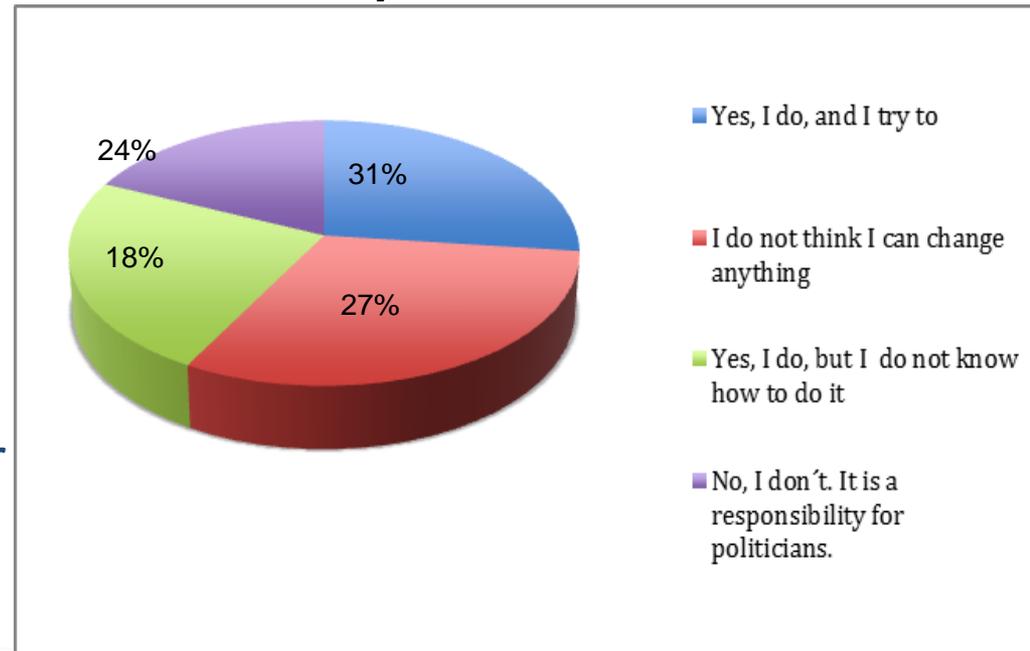


## PEOPLE'S WORRIES AND ATTITUDES

*People worry about the consequences, whatever affects directly their daily lives....they do not care about the causes of poverty and injustice*

*Almost half of them think that their actions do not contribute to improving unfair situations.*

**As a citizen, do you consider that your actions can contribute to change the situation in impoverished countries?**



## PEOPLE'S WORRIES AND ATTITUDES

*“People have become more individualistic and resistant to changes .”*

Rural people consider that **structural, political and cultural changes** are needed...

BUT

The level of participation as active citizens is **very low** and/or just limited to specific situations (usually donations)

IT IS IMPORTANT THAT LEADERS LISTEN TO WHAT EVERYBODY HAS TO SAY.



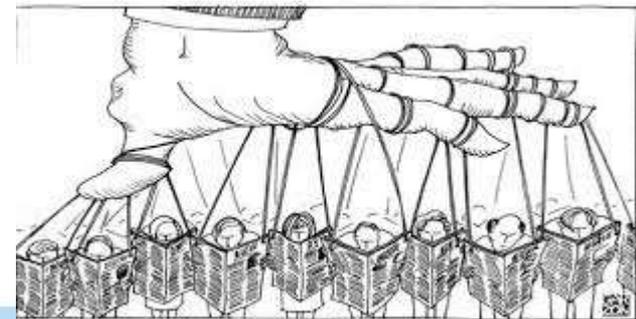
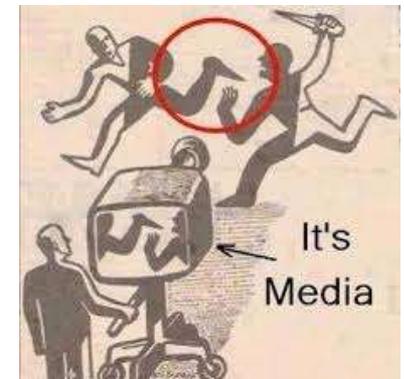
IT IS IMPORTANT THAT WE JOIN IN.

## Mass media are the main source of information

Mass media show a simplistic vision of global inequalities **without analysing their causes.**

Topics like human rights, gender, environment.... **never made to the front page.**

This shows the difficulties to **promote critical thinking on rural citizens.**





## *DEVELOPMENT EDUCATION and AWARENESS RAISING.*

*“There are no policies to promote Development Education, and when they exist, they do not get into practice” (from WG)*

- **Lack of economical support** for DEAR
- **Lack of trained staff** in LAs, schools, etc.
- DEAR is reduced to just **periodic interventions**, also in the case NGOs/CSOs
- Depends on **individual willingness** and interest of teachers, staff...
- DEAR **actions are not tailored** to rural contexts
- Rural DEAR is a **grassroot initiative**, mostly performed by women

## *Educative centers organised sporadic actions to promote critical thinking*

- DEAR is not included in curricula
- There are no educative guidelines
- There is not a proper learning on development issues, such as human rights, poverty, cultural diversity, etc.
- Activities are organised in collaboration with NGOs/CSOs



# DEVELOPMENT EDUCATION of NGOs

- *NGOs implement the same actions in rural and urban areas*
- *Periodic and disconnected actions that difficult its understanding*
- *Most innitiatives are not part of an educative process, they're just sporadic actions.*
- *There is a lack of evaluation of those actions*



- *DEAR/Global Education, as educative and participative process can contribute to rural social and economic development*
- ***Mass media** do not promote critical thinking and active participation. Other sources of information shall be encouraged*
- *DEAR/GE should respond to **specific rural contexts and population**, both on the topics and the methods. DEAR actions should be devised specifically for each rural context and **promoted by local stakeholders** through **participatory methods***
- *We need to understand DEAR/Global Education as **an educative process**, instead of sporadic awareness raising activities*

- ▶ Training of DEAR stakeholders (educative community, NGOs/CSOs and LAs' staff)
- ▶ Promotion of networking among stakeholders
- ▶ Fostering empowerment and participation of civil society





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