

FONDAZIONI
4 AFRICA

COMPAGNIA DI SAN PAOLO
FONDAZIONE CARIPARMA
FONDAZIONE CARIPLO
FONDAZIONE MONTE DEI PASCHI DI SIENA



**DISCUSSANT NOTE – INTRODUCTION AT THE SEMINAR :
“MAXIMIZING IMPACT IN AFRICA THROUGH EDUCATION FOR SUSTAINABLE DEVELOPMENT”,
ORGANISED BY FONDAZIONI4AFRICA AT THE EFC WEEK, BRUSSELS ON 2 JUNE 2010**

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Introduction

In this workshop organised by Fondazioni For Africa – a network representing 4 important Italian Bank Foundation and namely Monte dei Paschi, Compagnia di S.Paolo, Cariplo Foundation, Cariparma – we will try to answer to the following questions:

- Does DE have a role - beside and together with cooperation programs - in contributing to sustainable development programs, processes and policies, especially in Africa?

We will do so by sharing the outcomes of some “best practices” programs led by some Italian NGOs in the field: but before doing so, allow me to sketch the general framework of Development Education in Europe, as it has been set out in the European Consensus on DE and AR in 2007.

Reminding these principles – that have been established with a multistakeholder process involving NGO EU network, the EU commission, the EU parliament, member states and local authorities - will provide a baseline to assess the impact of the experiences presented, in order to identify their strengths and some actions points for future developments and major impact.

DE/AR – a definition

Aims: according to the EU Consensus, the **aim** of Development Education/Awareness Raising is to enable every person in Europe and worldwide

- to access the opportunity to understand global development issues;
- to enact his/her rights and responsibilities in an interdependent and changing world
- to understand the disparities in human living conditions
- to create positive change contributing to a fairer and more sustainable world.

Values: Therefore, Development Education/Awareness Raising **are a set of activities based around the values** of:

- human rights,
- social responsibility,
- gender equality,
- participation and a sense of belonging to one world;
- democracy

that **contribute to the eradication of poverty and to the promotion of sustainable development.**

Activities: In doing so, DE/AR activities try to **involve people in development** by:

- promoting their own personal understanding of global development also by making them familiar with different perspectives and experiences (training, travels, exchange experiences)
- increasing their skills of enquiry and their participation capacity, (research, seminar, workshops)
- increasing their disposition to action to support development for a just and sustainable world (mass mobilisation activities, coalition buildings, advocacy)

the DE/AR programs that are most successful try to give systematic attention to all these facets, in order to inform, sensitise, train and mobilise people.

Methodologies

1) WORKING IN PARTNERSHIP – DE/AR are partnership initiatives to develop common understanding and relevant actions in response to global development challenges. These might involve NGOs, institutions, governments in different roles.

2) PROMOTING A RANGE OF VIEWPOINTS AND PERSPECTIVES – as development issues and processes are complex and cannot be reduced to one or a few ‘correct’ interpretations or recipes. This is why Development Education and Awareness Raising give explicit attention to a rich variety of voices and different perspectives, counteracting persistent myths and generalisations about ‘development’, ‘aid’, and ‘the South’. Particular emphasis is given to the voices and viewpoints of those who are marginalised from or adversely affected by global development.

3) CONNECTING ‘THERE’ AND ‘HERE’ THE IDEA OF CO-DEVELOPMENT. Among other things, globalisation means that ‘development’ is not something that happens exclusively or independently in ‘the South’ or outside European societies. **Development Education and Awareness Raising involve explicit attention to linkages between development issues and challenges here and elsewhere.**

CHALLENGES

- The last point is particularly true if we think that the financial and economic crisis, international migration, climate change are issues that impact locally but worldwide. These issues show us that it’s no longer possible to divorce ‘development there’ from ‘development here’. This is why DE/AR try to connecting the experiences of Europeans to the experiences of people elsewhere in the world, in particular but not necessarily exclusively to people in the South.
- And the second implication of this interdependence is that Europeans can learn much from experiences and organisations in the South – and DE/AR activities try to promote this

approach by spreading in Europe best practices of Southern Civil Society that can be adapted to our contexts.

- But this attitude of mutual learning needs to be enhanced. For instance, DE/AR activities have not been consistently informed by migrants and diaspora experiences. We believe there is scope for an increased dialogue that could connect migrants, Europeans, and Southern NGOs around common and divergent experiences of development.

Beyond these three points, other 2 challenges for DE/AR in the current world are:

- The need to integrate development education and awareness raising activities in the mainstream of existing formal and non formal education and information systems and processes;
- The need to evaluate and assess impact, quality and effectiveness of the activities carried out, in order to increase their scope and impact

Final remarks and opening of the discussion

Taking into account this general framework, we will try today to look at different experiences with the aim of answering to these questions:

- Can development education be carried out both in Africa and Europe, in a “development here/there approach”? Can sustainable development education complement and maximize the impact of development interventions?
- Which are the main subjects involved in development education? Which role are they able to play?
- Is a partnership in Europe and in the South really possible and effective? How can these different actors (NGOs, grassroots organizations, donors, private sectors, migrants, LLAA) can have ownership and participate actively in the design of the project?
- Does DE/AR contribute to give “feedback” to the donors/European actors about their awareness and understanding of development issues in Africa? Does it contribute to reinforce the consensus around development in these times of crisis?
- How to ensure sistematization in order to increase impact of the interventions?