

Höck, Susanne

## Structures for the support of Development Education in Europe

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# Globales Lernen in Europa

North-South  
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European Centre  
for Global Interdependence and Solidarity

## Aus dem Inhalt:

- Globales Lernen und Millennium Development Goals
- Förderstrukturen der Entwicklungspädagogik
- Qualitätssicherung und Evaluation
- Globales Lernen in verschiedenen Regionen

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Susanne Höck

# Structures for the support of Development Education in Europe

*Abstract: The following article summarises the findings of the survey "National Structures for the Organisation, Support and Funding of Development Education", published by the North-South-Centre of the Council of Europe and KommEnt on behalf of the Global Education Network Europe/GENE (Authors: Susanne Höck and Liam Wegimont).*

*First, the national structures are introduced, followed by an overview of levels of funding. Some organisations are then described in more detail to allow for learning from similarities and differences which are briefly discussed at the end of the article.*

Over the last 30 years, in several countries with a budget for overseas development aid (ODA), separate budgets evolved to fund public awareness raising for development issues and development education. Gradually, the scope of development education expanded, as a critical response to the realities of a globalising world, integrating differing approaches such as human rights education, peace education, democracy education, and education for sustainability. Up to date, across Europe and beyond (e.g. in Japan or the US), the recognition has grown that development education is needed, especially in the light of the World Summit 2002 in Johannesburg, the definition of the Millennium Development Goals and the UN Decade on Education for Sustainable Development. This goes along with a concern how to strengthen structural support for development education. In 2001 organisations supporting development education in their respective countries founded - under the umbrella of the North-South-Centre of the Council of Europe - the Global Education Network Europe (GENE). The then seven member organisations - the Austrian KommEnt, the Dutch NCDO, the German BMZ, the Irish NCDE, the Norwegian RORG, the Swiss SBE and DEA from the UK agreed to share existing knowledge and expertise allowing an analysis how, recognising the different background in institutional, educational and financial terms, support for development education is organised in these countries.

## Overview of support organisations for development education in seven European countries

In 1971 the Dutch government established the NCO (National Committee for Development Education) which in 1996, after merging with the Dutch platform of environmental education, became the NCDO - the National Committee for International Co-operation and Sustainable Development. The NCO was the first national organisation for the support, promotion and funding of development Education.

Support in Ireland was formalised in 1979, when the Irish government established two parallel support systems: DESC (Development Education Support Service) a support service for development education practitioners and NGOs; and the National Development Education Grants Committee. The latter administered funding on behalf of the Irish government. In 1994, the National Committee for Development Education (NCDE) replaced these structures with the tasks of policy-making, support and funding. In 2002, following an external review, the NCDE became part of *Development Co-operation Ireland (DCI)*, the former Ireland Aid, where it is now operating as *Development Education Unit (DEU)*.

In Austria, KommEnt was founded in 1994, following learning from the Dutch model. Established as a service agency, it is mandated by the Austrian Ministry of Foreign Affairs and the Ministry of Education, Science and Culture with the task of support for NGOs, improvement of programmes, funding and co-ordination of projects and international co-operation. KommEnt works on the basis of three-year-contracts for which it tenders. In January 2004, the newly founded *Austrian Development Agency (ADA)* took responsibility for development co-operation. The agency has a department for development communication and education, in this field working closely together with KommEnt. Besides, there will be a separate unit for public information on Austrian development co-operation.

	A	G	IRE	NL	NOR	SWITZ	UK	
<b>Population in Mio</b>	8.1	82.2	3.8	16	4.5	7.2	60	
<b>ODA in % of GDP</b>								
1998						0.32		
1999	0.26	0.26	0.31	0.79	0.88	0.35	0.24	
2000	0.23	0.27	0.29	0.84	0.76	0.34	0.32	
2001	0.29 0.34 revised	0.27	0.33	0.82	0.80	0.34	0.32	
2002	0.26	0.27	0.40	0.81	0.89	0.32	0.31	
2003								
<b>DE and Info in Mio EUR</b>								
1998		9.21*	1.53	27.69	6.14	0.86		UK
1999	5.36	7.18*	1.33	28.89	6.91	4.98	2.65	1998/99
2000	4.37	7.89*	1.73	30.62	7.72	3.59	5.64	1999/2000
2001	5.73		2.47	32.88	7.64	4.97	8.35	2000/2001
2002	5.38		2.35	32.87			8.11	2001/2002
2003	5.38	8.8*	3.26				10.54	2002/2003
<b>DE and Info in % of ODA</b>								
1998		0.18*	0.86	0.91	0.53	0.10		UK
1999	1.80	0.14*	0.61	0.92	0.57	0.50	0.07	1998/99
2000	0.95	0.14*	0.69	0.87	0.59	0.37	0.11	1999/2000
2001	0.96		0.77	0.87	0.53	0.54	0.18	2000/2001
2002			0.56	0.87			0.17	2001/2002
2003			0.71#	0.88 #			0.19 #	2002/2003
<b>DE and Info per capita in EUR</b>								
1998		0.112*	0.403	1.730	1.364	0.119		UK
1999	0.660	0.087*	0.350	1.800	1.536	0.692	0.044	1998/99
2000	0.540	0.096*	0.455	1.910	1.716	0.498	0.094	1999/2000
2001	0.700		0.650	2.060	1.698	0.690	0.139	2000/2001
2002	0.660		0.618	2.050			0.135	2001/2002
2003		0.107*	0.858				0.176	2002/2003

\*excl. funds from federal states  
# estimated

Table 1: Development Education fundings in seven countries (sources: OEDC/DAC; BMZ, DEA, DFID, KommEnt, NCDE, NCDO, ÖFSE 2002, RORG  
Exchange rates as of 28/02/2004: Norway: 1 NOK = 0.114 EUR; Switzerland: 1 SFR = 0.634 EUR; United Kingdom: 1 GBP = 1.4977 EUR

In Switzerland, the Swiss Directorate for Development Co-operation (DEZA) has an information and communication function, which also includes specific development education campaigns. Since February 1997, the Foundation Education and Development (SBE) is in charge of support, training, and to a lesser extent - funding of development education, with grants provided by Swiss Development Co-operation, development NGOs and cantonal education ministries. Both the Dutch and Austrian model have contributed to the design of the foundation.

In Norway, support for development education rests mainly on three pillars. The Ministry of Foreign Affairs finances the so called North-South grant, funding smaller national and local organisations. The Norwegian Agency for Development Co-operation (NORAD) has support arrangements with the five biggest NGOs in Norway, including their respective information and education activities. NORAD promoted the establishment of a NGO network called the RORG network which since 1996 has the remit to support and co-ordinate development education activities of the network-members which are funded by NORAD under specific framework agreements.

The UK has a different model of support for development education. Since 1997, the Department for International Development (DFID) engages in direct support for development edu-

cation funding on the basis of several schemes in line with a published strategy. In 1998, small grant funding was delegated to national development education organisations - the Development Education Association (DEA) in England, Coalition of Aid and Development Agencies of Northern Ireland (CADA), International Development Education Association of Scotland (IDEAS) and Cyfanfwd in Wales. DEA has been existing since 1993.

In Germany, the Ministry for Economic Co-operation and Development BMZ, recently reconsidered the support for development education. The Ministry mandated InWEnt (Capacity Building International Germany), an amalgamation of two national agencies in the field of development co-operation, with support, capacity building and funding of development education and public information.

## Funding levels

Table 1 shows the levels of funding in the seven countries. As not all countries provide separate figures on development education and (government) information on development, comparison of funding is made on the basis for funding in both areas. (However, Ireland, the Netherlands, Norway and the UK provide separate figures). In general, the collection of data on development education and information is fragmentary, not complying with international standards applied in the DAC for budgets for overseas development assistance (ODA). Thus, comparability on an international level is limited.

Looking at per capita spending, the Netherlands and Norway, both countries surpassing the UN-target of 0.7% for ODA, take top positions. In 2001, the Netherlands increased spending to over EUR 2 per capita, while in Norway, in 2000 and 2001, funding was around EUR 1.7 per person. Austria, Ireland and Switzerland follow with considerable lower per-capita-funding. In 2001, Austria spent EUR 0.70 per person, followed closely by Switzerland (EUR 0.69) and Ireland (EUR 0.65). Ireland, however, in 2003 increased funding to just under EUR 0.86 per capita and doubled the amount available in 1998 (EUR 0.40 per person) - a step in line with the aim to strengthen development co-operation and awareness for development issues. The UK, starting from extremely low levels in the late 1990s, also increased its sources - per capita spending in 2002/ 2003 was nearly four times higher than in 1998/99 and amounted to EUR 0.176 per person. Germany stabilised its funding, yet remaining on an even lower level than the UK, with EUR 0.107 per capita in 2003.

Looking at funding for development education and information from the perspective of %age of ODA, not even the countries with high ODA-rates come close to the UNDP-target to allocate 3% of ODA to development education and information. Austria and the Netherlands, in 2002, spent 0.97% and 0.87% of ODA respectively, followed by Ireland with 0.77%. Looking at funding from this angle, caution is necessary, and figures must be interpreted with a view to the overall ODA-budget and per-capita-figures. In the Netherlands, for example, funding for development education comes from a much stronger ODA-budget (0.8% of GNP in 2001) than in Austria (0.26% of GNP in 2001), thus completely changing the picture of what was spent in real terms (EUR 5.73 Mio. in Austria vis a vis EUR 32.88 Mio. in the Netherlands). Norway, where funds for development education in 2001 amounted to 0.53% of ODA (i.e. a considerably lower percentage than Austria), spent EUR 7.64 Mio. in absolute figures.

This limited comparison shows that funding levels vary greatly. However, all seven countries have made an effort to stabilise or increase their funding.

## Netherlands - an experienced Intermediary Structure

### Background

NCDO, the oldest support structure for development education in Europe, founded in 1971, played an important role as a pioneer institution. Other models, e. g. in Austria or Switzerland, could resort to the rich know-how and experience of the former NCO (*National Committee for Development Education*), which in 1996 amalgamated with the Dutch platform of environmental education to become the NCDO (*National Committee for International Co-operation and Sustainable Development*). Just as financial support of international development is among the highest in OECD-countries (an average of 0.8% of GNP was allocated to ODA from 1998 to 2002), so is funding of development education - since 1998 remaining on a level of more than 0.8% of ODA. Each year allocations for international development (ODA) and development education are debated and decided by Parliament, thus stimulating political discussion about support, awareness and education for international development.

### Roles and Approach

The general aim of NCDO is to strengthen support for international co-operation and sustainable development among the Dutch public. The government is in charge of public information on its own work in the field of international development. NCDO is fully government funded through sources of five ministries. It is endorsed to support development education activities from an array of constituencies, ranging from various religious groups to organisations with humanistic tradition, non-religious organisations and those with differing political backgrounds - with the aim to engage a wider public on the grounds of diverse approaches. So far, NCDO administers most resources. Since 2002, some funding is now also channelled through five large NGDOs which play a major role

both in development education and international development (Novib/Oxfam Netherlands, Cordaid - Catholic Organization for Relief and Aid, ICCO - Interchurch organisation for development co-operation, HIVOS Human Institute for Co-operation with Developing Countries and Plan International, Netherlands).

The five ministries, in close co-operation with NCDO, design general rules for four programmes. NCDO implements them mainly by funding activities of various organisations. Besides, NCDO itself has a proactive role in stimulating projects, in capacity building, and in developing dialogue with the public and with politicians on national and EU-policies regarding global interdependence and solidarity. The following programmes aim at fostering awareness for sustainable international development:

- the Sustainable Development Education Programme for activities of NGOs, educational institutions, and the media;
- the Small Local Activities Programme for small-scale projects combining development education and fundraising for activities in developing countries;
- the Agenda 21 programme to stimulate debate on issues of sustainable development;
- the Nature and Environment Education Programme.

### Structures and Tasks

NCDO is a not-for-profit-foundation. The relation to the Ministry for Development Co-operation is traditionally strong, and though among the five ministries degrees of involvement and identification with NCDO vary, co-operation is well established.

The highest decision making structure at NCDO is the National Committee which assembles representatives from about thirty organisations and institutions, ranging from churches, trade unions, NGDOs to migrant organisations, along with local and regional authorities and the private sector. The committee is in charge of overall and programme policy, nominates the executive board and decides on appeals for rejected projects.

The executive board is mainly responsible for funding decisions. The three departments (programmes, projects and finance/secretariat) is headed by the director. The NCDO-project department advises applicants on organisational and project eligibility, appraises applications, prepares funding recommendations, issues contracts, allocates funding and monitors implementations.

## Austria: A not-for-profit-company (KommEnt) with a new counterpart (the Austrian Development Agency)

### Background

Austrian Development Co-operation is based on the Law on Development Co-operation which was reformed in 2002. It encompasses a clear commitment to international development goals and focuses Austrian development policy on fighting poverty, securing peace and environmental protection in order

to achieve sustainable development. The new law also states that information, cultural and educational activities as well as public relations are part of the official Austrian development co-operation (BGBI. Nr. 49, S. 260).

The Department for Development Co-operation (DDC) in the Austrian Federal Ministry of Foreign Affairs (MFA) defines specific objectives for Austrian development co-operation in regular three-year-programmes. The current programme (2002 to 2004) focuses on the Millennium Development Goals which as cross cutting issues are woven into priority sectors and bilateral co-operation with priority countries.

Regarding information on development issues and development education, the Three-Year-Programme defines shared responsibilities. The information department of the DDC focuses primarily on communication with decision makers, public administration and larger audiences within the Austrian public. Besides, there is funding of the communication of NGOs with more specific dialogue- and target-groups. In 1995, this task was mandated to *KommEnt*, the *Society for Communication and Development*. In January 2004, the newly founded *Austrian Development Agency (ADA)* has taken over responsibility for the implementation of development co-operation from DDC. Its department for development communication and education will be the new counterpart for *KommEnt*. ADA has also a unit for public relations on Austrian development co-operation. As the organisational management of development co-operation and also development education is undergoing substantial change, it has been agreed to evaluate the mandate and tasks of *KommEnt* at the end of 2004. It has been acknowledged, however, that *KommEnt* has a high reputation, owing to its transparent and representative structures, its independent expertise, and the high quality and efficiency of its work.<sup>2</sup>

### *Roles and Approach*

It is envisaged to continue the strategies, which have been developed since the foundation of *KommEnt* in 1995. From the beginning, *KommEnt* defined itself as an organisation with a strong mediating role, fostering the complementarity of government activities in the realm of information on development issues and those of NGOs in the field of development education. The approach to development education is broad, encompassing activities of education, information, campaigning, research as well as cultural activities.

*KommEnt* is mandated by the MFA and the Ministry for Education, Culture and Science on the basis of two-to-three-year contracts, with ADA now stepping into this contract with the MFA. *KommEnt*, in accordance with the overall three-year-programme of Austrian development co-operation, in its own three-year-funding-programme outlines priority topics and strategies which are the backbone for the funding decisions. The programme is designed in consultation with the Austrian NGDO umbrella organisation (AGEZ) as well as with the *KommEnt* advisory bodies, the council and the executive board. Among others, the programme stresses

- the importance of strategic partnerships to increase effectiveness, within and outside the area of development co-operation and development education;
- capacity building in predominantly voluntary organisations;
- ensuring follow-up-activities to render projects sustainable;
- relating development information and education to development co-operation;
- giving partners from the South an active role in projects and programmes in Austria;
- initiating self-evaluation to enhance awareness for quality.

More specific policy papers define guidelines for various types of projects, e.g. for films, festivals, publications, global education and North-South-exchange.

### *Structures and Tasks*

*KommEnt* distinguishes four organisational levels. *The council* comprises about 20 representatives from the political, academic, education and development co-operation sector, the media, churches, trade unions, employer's federation, international organisations. It also includes the executive board. Its purpose is the development of longer-term policies and funding criteria.

*Four Expert Advisory Bodies*, each of which has six to twelve members representing the fields of education, culture, science/ publications and the media. The advisory bodies assist in defining funding criteria and recommend projects proposals for funding to the Executive Board.

*The Executive Board* with seven members, including the Chair and Executive Director, decides on funding recommendations and ranking, defines policy and oversees management issues.

The *staff* of *KommEnt* are in charge of the entire funding cycle which includes advising applicants on national and EC-funding, assessment of applications, working out recommendations, issuing of contracts, allocation of funding and monitoring of implementation. In order to stimulate projects on important issues like the Millennium Goals *KommEnt* publishes calls for proposals and allocates for this up to 10% of the annual funding budget.

Projects applications can be submitted twice a year, small-scale activities with funding up to EUR 1.500 all year round. To facilitate access to grants from the European Commission, *KommEnt* may match funds NGOs obtain from the EC for development education.

In the process leading to funding decisions - formally taken by the respective ministries - neither government officials nor NGOs are directly involved. However, civil society representatives in the advisory bodies and executive committee are consulted in the assessment process. The lion share of funds comes from the MFA (in 2003, about EUR 3.2 million).



## Switzerland: A Foundation with federal and cantonal partners and a clear educational mandate

### Background

The Swiss *Foundation Education and Development (SBE)* emerged from the need to reconsider approaches to development education in the 1970s and 1980s. A study in 1993 suggested that, despite of a wealth of publications and projects, the aid agencies, as actors in development education, were no longer reaching their target group - teachers of the Swiss schools. As a result of the study, the Forum Schule für eine Welt - the umbrella body of organisations concerned with development education - initiated a reflection towards a more comprehensive educational response to global challenges. The concept of 'global learning' influenced the development of the Foundation Education and Development, which in 1997 was established on the initiative of NGOs and educational organisations alike.

### Roles and Approach

The foundation is a such legally registered and has a three-year credit contract with the Swiss *Agency for Development Co-operation (DEZA)*, from which the lion share of resources comes from. There is a clear distinction between development education and information on development co-operation. DEZA delegates responsibility for development education entirely to *SBE* which is the only national support structure for development education. It has a strong operative and service mandate with the clear aim to anchor development education in the education sector across Switzerland. A difficult task, if one takes into account the variety of educational systems in the Swiss cantons where different culture and languages go hand in hand with a long tradition of independence from the federal government. The complex build-up of the foundation (see table 2) accounts for this reality. It aims at strengthening alliances with strategic partners such as teacher associations and cantonal authorities to foster the integration of global learning in the education systems. Although the foundation allocates only 4% of its annual budget to funding of external projects, along with a fund to combat racism and promote human rights, both these schemes reflect the policy of 'mainstreaming' development education in the school environment. With regard to the clarity of its mission and the instruments to put the mission into practise, the Swiss foundation is ahead of its sister organisations in other European countries which up to date follow a much broader approach to development education. The Swiss approach is especially remarkable as the foundation is financed mainly by DEZA and not the educational authorities.

### Structures and Tasks

Table 2 shows the structures of the foundation which co-operates with several institutions and authorities, thus ensuring expert and strategic support as well as integration into differing cultural and language backgrounds.

The *Council of the Foundation* assembles members

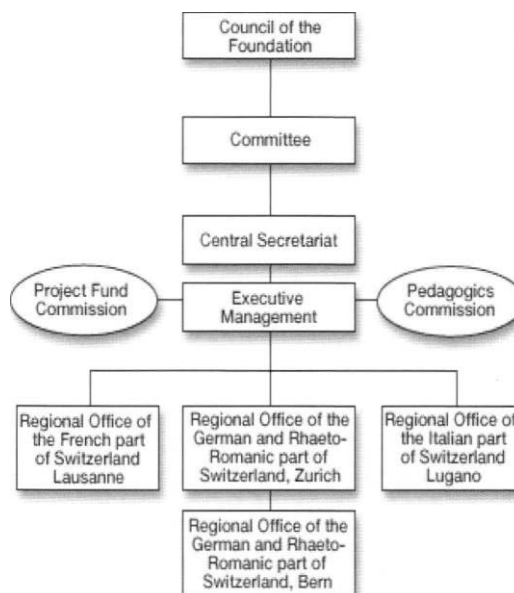


Table 2: Structure of the Swiss Foundation ([www.globaleducation.ch](http://www.globaleducation.ch)).

representing federal and cantonal authorities, teacher associations and private organisations. It supervises all activities of SBE and convenes at least twice a year.

The *Committee* consists of five members of the Council of SBE and is chaired by the vice-president of the Council. Its task is to supervise the activities of the executive management and to advise and support the management in their work. It convenes at least four times a year.

The Central Secretariat is the headquarter of the foundation. The *executive secretary* is responsible for all operational activities as well as for the development of the foundation. The secretary presides the *executive management*, composed of him-/herself and the directors of the three regional offices.

The foundation maintains *regional offices* in three language regions. These offices are tasked with all practical work according to the mandate of the foundation, of which service for teachers is an important part. The *Pedagogic Commission* consists of renowned experts of education from across Switzerland. They have a supervisory and advisory role, along with a role as think tank to further develop the profile and programme of the foundation.

External experts from the field of education and culture are members of the *Project Fund Commission*. They assess projects submitted to SBE project fund. This fund serves to support projects in the field of Global Education in Switzerland, which are closely related to education at schools.

As mentioned before, so far, funding of external development education activities has played a minor role among the tasks of the foundation. However, the funding mandate of the foundation has gained importance. Since 2002, 4% or about EUR 63.000 (SFR 100.000) of its annual budget are earmarked for grants for the production of teaching materials, for training schemes or school events. Applicants have to contribute at least 25% from their own resources. The SBE secretariat



administers the entire funding process, supported by an external expert of the Project Fund Commission who decides about funding allocations.

The foundation supervises a second fund for which resources come from the Federal Department of Internal Affairs. In 2001, the Federal Council set aside a total budget of about EUR 9.5 Mio (SFR 15 Mio.) for five years, earmarked for education and prevention projects to foster human rights and to combat racism, xenophobia and anti-Semitism. SBE was tasked to control the use of a budget of EUR 1.6 Mio (SFR 2.5 Mio). An annual EUR 320.000 (SFR 500.000) will be allocated to projects in Swiss schools. Through this scheme, SBE has certainly increased its reputation as funding agency.

## Norway - NGO-based support in co-operation with the State Agency for Development

### *Background*

During the 1970s and 80s, support and co-ordination of development education activities came mainly from *NORAD*, the *Norwegian Development Agency*. When in the 1990s *NORAD* shifted its focus to information on bilateral aid, development education and the co-ordination within the field became tasks primarily of the NGO-community. *NORAD* remained the main source for funding NGO-activities. Funding is organised by ways of so called framework agreements, which are arranged for four years. *NORAD* currently has framework agreements in development education with the five biggest Norwegian NGDOS, and with a network of about 30 smaller NGOs. Most of these smaller NGOs are members of *RORG*, a network founded with the very purpose to assemble organisations holding framework agreements with *NORAD*. Starting off as a loose and informal network in 1992, *RORG* in 1999 was formally established. Over the years, *RORG* became an important partner for *NORAD* and gained importance as adviser to the state agency.

Another player in the field of development education is the Ministry of Foreign Affairs. Through its 'North-South-grant' it supports small national or local organisations which do not qualify for framework agreements. It also administers funds for the Norwegian UN-Association, which has a unique role in Norway, and all UN-related NGOs in the country.

Funding of development education, on a per-capita-basis, has always been among the highest in OECD-DAC-member states. Generally, there is strong consensus about the importance of development education.

### *Roles and Approach*

At present, the *RORG* network, with regard to issues of content, policy and strategies, is the main supporter for development education in Norway. Financial support, however, comes from *NORAD* which administers most funds

and takes decisions on grant allocation. As *RORG* assembles most of the smaller NGOs with *NORAD*-framework agreements, the network has a powerful voice vis a vis the development agency which acknowledges *RORG* as competent partner and adviser. *NORAD* has been funding the network since its foundation in 1992, and in 2003 granted it the first four-year funding contract.

The political basis for funding of development education in Norway is laid down in the Report of a government Commission on North-South-Issues (North-South Centre 1995, p. 61). In this, Norway defines itself as an actor in a global society who will contribute to ensure human dignity and welfare for all. Information and awareness raising on development issues are vital to induce the necessary global changes as well as the understanding and acceptance of the latter. The funding guidelines for *NORAD* (and MFA as well) emphasise the importance of critical engagement, the integration of Southern partners into the work of Norwegian NGOs, the close co-operation of organisations as well as capacity-building within the organisations.

### *Structures and Tasks*

*RORG* holds in many respects an important position as support structure for development. On the political level, the main tasks of *RORG* are lobbying for improved understanding and recognition of development education, including constant pressure for the increase of funds and the stimulation of debate on North-South-issues and development education.

Within the network, *RORG* fosters exchange among its members and deals with issues of funding administration of common concern.

Vis a vis *NORAD*, *RORG* has an increasingly important role as adviser. When *NORAD* revised its funding guidelines in 2001, the *RORG* co-ordinator was a member of the committee appointed by *NORAD* to review the guidelines. In the last round of negotiations leading to the framework agreements, *RORG* and *NORAD* co-operated in designing the time frame and process of negotiations. They also acted as close partners in setting up the advisory committee and defining its mandate. In 2003, *RORG*, for the first time, was entrusted to administer additional funds from *NORAD*, aimed at supporting innovative projects and broader co-operation of *RORG* member organisations.

The conventions of the *RORG* network spell out the aims, procedures for membership and the specific structures governing the network. The highest authority is the annual general meeting, approving of the plan of action and the budget. It elects a steering committee which oversees the work of the full-time network co-ordinator who is also the external representative of the network.

*NORAD* itself is responsible for the entire funding cycle. Applicants apply for a four-year framework-agreement which obliges them to design a four-year-strategy. In assessing project proposals, *NORAD* draws on support of an external expert committee recommending on funding.

## United Kingdom: Government and NGO-Network-Support

### Background

In 1997, the *UK-Department for International Development* (DFID) published its White Paper on International Development, where it committed itself to the international development targets and increased public understanding of global interdependence and solidarity. The strategy paper 'Building Support for Development' from 1999 states that support for development education is as needed as new strategies which go beyond the traditional lines of support for development education. The new aim must be to 'each people right across society'. Four priority target areas were identified: the formal education sector, the media, business and trade unions and the faith communities. This approach came close to what various organisation active in development education formulated as their aims; quite prominently for example the Development Education Association (DEA) in England, founded in 1993.

### Roles and Approach

Through a variety of strategies, DFID aims at strengthening development education and fostering understanding of development issues in these four key target areas. For example, DFID co-operates with key government agencies in the formal education sector as well as with non-governmental actors across England, Northern Ireland, Scotland and Wales to foster integrating a global dimension into teaching (so called Enabling Effective Support Initiative). This coincides very well with the approach of the Development Education Association (DEA), the largest civil society organisation for development education in the UK which, among various other tasks, brings together civil society organisations to develop education strategies for the youth sector, adult and community education, for formal education and for the ethnic communities.

DFID has three important policy instruments at hand: the development awareness fund, the development awareness fund small grant scheme and the strategic grant agreement. The first primarily aims at the four key areas mentioned above; yet other civil society organisation may apply as well, as long as their projects indicate a strong link to the central issues of DFID - commitment to halve the proportion of people living in absolute poverty and associated targets such as basic health care and universal access to primary education.<sup>3</sup>

The small grant scheme 'is aimed at organisations or networks undertaking 1-3 year projects which seek to raise awareness and understanding of international development issues, of global interdependence, of the need for international development, and of the progress that has been made and that is possible' ([www.dfid.gov.uk/How DFID works in the UK](http://www.dfid.gov.uk/How_DFID_works_in_the_UK/)).

In 2003, the strategic grant agreement was introduced to win new partners from within UK civil society, for whom international development is not their primary focus. 'SGAs aim to contribute to a stronger, better informed and more effective UK community for international development' ([www.dfid.gov.uk/How DFID works in the UK](http://www.dfid.gov.uk/How_DFID_works_in_the_UK/)). At present, seven organi-

sation hold such agreements, among them the British Medical Association, the Co-operative Movement and the Chartered Institute of Public Finance and Accountancy.

Along with a strong commitment to assessing impact and effectiveness of its programmes by ways of research into public opinion and public awareness for issues of global interdependence, DFID emphasises the role of monitoring and evaluation.

### Structures and Tasks

DFID supports development education through three funds. DFID itself administers the development awareness funds with grants larger than GBP 10.000 (EUR 15.000) as well as the strategic grant agreements. DEA in England, the One World Centre (OWC) in Northern Ireland, the International Development Education Association of Scotland (IDEAS) in Scotland and Cyfanfyd, the Development Education Association, in Wales administer the Mini Grants Programme (minimum GBP 1.000/EUR 1.500, maximum GBP 10.000/EUR 15.000) for local and regional projects. In the decision making process, the role of DFID is limited to advising on funding, while the decision rests entirely with the development education networks. DEA itself entrusts a subcommittee of external experts in development education to assess the project applications.

DEA and its sister organisations play a vital role as advisers in British development education. This includes help to access of sources of funding from other government departments and the European Commission. In the past years, DEA received EC-funding for capacity-building which it disbursed to member organisations.

On its web-site (sub-page 'how DFID works in the UK') DFID gives extensive information on development education, concerning policy, grants, funding guidelines, application details, along with relevant documents and examples of approved projects, but there is no information on the process of project assessment, decision making and the committees or departments involved.

### Lessons to learn

All models demonstrate that each country has its specific approach to supporting development education, accounting for the unique national situation. All models - though to varying extent - have a role in policy making, in co-ordination of projects and programmes, in assuring quality standards by ways of training and stimulation of (self-)evaluation, in administration of funding and in representing and networking on an international level. It seems that these functions and roles form the very essence of all types of support structures.

Greater differences exist in the *legislative framework* where the scope ranges from non existent frameworks as in the case of Germany to such explicitly legislated as in the case of the Netherlands with an annual debate on development education

and the relevant budget. *Policy frameworks*, in terms of clarity and involvement of crucial stakeholders, also show large varieties. In the UK, for example, we see a concise development education strategy with explicitly accepted ownership as DFID and civil society organisations such as DEA agree on the overall approach. DEU in Ireland defined a development education strategy plan with involvement of key stakeholders in the consultation process. In Germany and Norway, on the other hand, policy is formulated in very broad terms by the administration with much less consultation of stakeholders.

The models described above also differ in their *proximity or distance to the administration of development co-operation*. While a closer co-operation may ensure better co-ordination in policy formulation or access to other government departments, a distant relationship may allow stronger involvement of civil society or openness to sectors outside the field of development co-operation. In Ireland, it was decided to reintegrate the support structure into the ministry, while in Germany, cautious attempts are under way to delegate support to an external structure - albeit with strong connections to the administration. The Dutch NCDO is fully government funded and has a strong

yet independent relationship with the ministry.

Differences abound also with regard to *involvement of civil so-*

*ciety*, ranging from weak civil society involvement in Germany to varying modes of integration. While the Dutch model favours strong civil society participation, Austria, Ireland and Switzerland prefer an advisory role of civil society representatives. Both in Norway and the UK, the administration co-operates closely with NGO-networks. Yet, while in Norway, RORG established itself as response and counterpart to the government development agency, in the UK the Development Education Association grew step by step to become an umbrella body for development education organisations *before* it was entrusted with a funding remit and advisory role by DFID. Certainly, the role of civil society organisations is a precarious one, as too much involvement may challenge their autonomy while no involvement at all may propel them into a marginal role.

Both similarities and differences in the set-up of the support structures offer learning opportunities - not only for countries where such models have not yet been developed or are just beginning to emerge. As the context for development education hopefully remains a dynamic one, it is certainly necessary to regularly review already existing provision of support structures as well, and, if needed, complement or rearrange the organisational set up. None of the existing models could serve as a complete blueprint for a new or restructured model, yet much can be learned from what has been learned within the models described.

## Annotations

- 1 A more detailed description of NCDE can be found in Höck 1997.
- 2 [www.komment.at](http://www.komment.at)
- 3 [www.dfid.gov.uk](http://www.dfid.gov.uk), 'how DFID works in the UK'.
- 4 For a critical review of the state of development education in Germany see Seitz 2001, p. 12-14.
- 5 For more details on funding conditions in Germany see Höck/Weger 2002, p. 10 - 14.

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Susanne Höck, born in 1963, holds a M. A. in Chinese studies. Economic Geography and German as a foreign language (University of Munich and University of Nanjing, PR of China) and a postgraduate diploma in development policy and development economics (University of Glasgow). Working with KommEnt in Salzburg, Austria, from 1995 to 2002, she was responsible for project supervision in development education, evaluation, international liaising and advising on co-financing with the European Commission. From 1997 to 2000 she directed a support programme of the German Protestant Church for students from developing countries studying in Bavaria. Since her return from a sabbatical in the USA in 2000/2001 she has been working as a consultant on organisational development and evaluation.