



MINISTERIO  
DE ASUNTOS EXTERIORES  
Y DE COOPERACIÓN

SECRETARIA DE ESTADO  
DE COOPERACIÓN INTERNACIONAL

DIRECCIÓN GENERAL DE PLANIFICACIÓN Y  
EVALUACIÓN DE POLÍTICAS PARA EL DESARROLLO

# ***DEVELOPMENT EDUCATION STRATEGY PAPER***

## ***SPANISH DEVELOPMENT COOPERATION***

*DG Planning and Evaluation Development Policy*  
*Ministry of Foreign Affairs and Cooperation*  
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In 2004 Spanish Development Cooperation starts deep process of reforms:

- Ministry of Foreign Affairs => Ministry of Foreign Affairs and **Cooperation**  
new Directorate General for Development Policy (from 12 to 50 people)
- Spanish Agency for International **Development** Cooperation (AECI=> AECID)

Master Plan for Development Cooperation 2005-2008:

- Development policy beyond an instrument, is a State policy, improving participation of all development actors and working in consensus.
- **Coherence, efficiency, and results based management.**
- **Increase Aid: quantity** (0.22% in 2004 => 0,5% in 2008, and 0,7% in 2012) and **quality** (reforms, new instruments, x 4 multilateral work, Paris Declaration...)

Continuous and transparent driving process of accountability which means...

- To communicate what we do, why, where we are and what we want to achieve.
- In this process all development cooperation actors are communicators and all their activities can be communication opportunities



## ***PROCESS FOR ELABORATING THE STRATEGY***

- Common structure and process for the 13 strategy papers (health, governance, education, dev ed, humanitarian action, gender, peace construction, sustainable dev,...)
- Draft paper by an expert
- Participative process with actors related to dev ed (Ministry of Education, NGO, Autonomous Communities, universities, syndicates, business representatives, etc.)
- Working groups of the Spanish Dev Coop Council



## ***PARTS OF THE STRATEGY***

1. Presentation
2. Justification
3. Normative and institutional frame of reference  
(national and international)
4. Theoretical frame of reference
5. Plan of action
6. Difusión and communication
7. Follow up and evaluation



## ***PRESENTATION AND JUSTIFICATION***

1. To contribute to awareness raising of the corresponsability of all in eradication of poverty and in the human sustainable development
2. To be a communication platform of the Spanish development cooperation principles and its strategic sectorial and transversal priorities
3. Establish objectives and strategic lines for action as well as the ways and working areas of development education



## ***THEORETICAL FRAMEWORK***

Development education is:

*“An educational process that looks out for the promotion of a global citizenship through knowledge, attitudes and values able to generate a culture of solidarity engaged with the fight against poverty and social exclusion as well as with the promotion of a human sustainable development.”*

Global (interdisciplinary, global and local, links past-present-future) and integral (knowledge, values and attitudes)

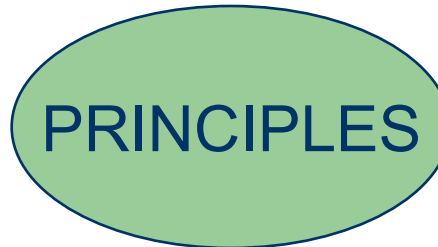
# TODAY'S SAPNISH DEVELOPMENT EDUCATION FOR A GLOBAL CITIZENSHIP

Values and attitudes	<p>Feeling of global citizenship Equity of rights Global responsibility</p>
Knowledge and themes	<p>Understanding of the global interdependence and the structural links between the North and the South, between everyday's live and issues at macro level (global education vs. globalization)</p>
Processes	<p>Provide perspectives with a global vision, identifying connections and implications of the local in the global</p>
Predominant speeches images and messages	<p>Global changes depends on both the North and the South. The development model is questioned. Images showing the interdependence that shows local and global realities. Images from the South where excluded groups (women, indigenous people,...) speak up.</p>
Ways for action	<p>“From protesting to proposing”: activities of political incidence, political pressure and lobbying. Political campaigns about global issues. Increasing coordination, work with local networks, national and international networking, partnerships between social organizations. Increasing use of new technologies of communication</p>
Main actors	<p>Development NGO, educational institutions, civil society (syndicates, students, youth , municipalities,...), media and music industry (rock concerts, band-aid) organizations of the South associated to associates of the North</p>



## FUNDAMENTAL

*Social justice*  
*Equity*  
*Corresponsab.*  
*Equality*  
*Participation*  
*Solidarity*  
*Empowerment*  
*Dialogue*



## OPERATIONAL

*Ownership*  
*Alignment*  
*Harmonization*  
*Accountability*



- LE.1. To provide DE with mechanisms and tools to locate it as an strategic field of work (budget, principles of DE as reference framework...)***
- LE.2. Provide information about the economic, political, social and cultural relations as an outcome of the globalization process (def. actions on DE crosscutting and sectorial priorities)***
- LE.3. To promote attitudes in favour of cooperation, peace, justice, respects of human rights and solidarity between peoples***
- LE 4. To encourage participation, coordination and complementary processes between actors with responsibilities on Dev Ed.***
- LE 5. To promote investigation and evaluation of DE***
- LE 6. To promote formation and awareness raising processes to build a global citizenship (in dev actors, media, educators,...)***

# ***FIGHT AGAINST HUNGER***

<b>Objetives</b>	<ul style="list-style-type: none"><li>•Access to food as a basic right of all people</li><li>•Awareness raising on the need of public policies oriented to a right distribution and a better access to resources and services</li><li>•Contribute to reduce to half the % of hunger people in the world.</li></ul>
<b>Awareness raising</b>	<ul style="list-style-type: none"><li>•Awareness raising campaigns on the MDG 1: “To eradicate extreme poverty and hunger”.</li><li>•To inform about the relationship between: food sovereignty; fight against poverty; Human Rights; social, economic, agricultural and fishery development; nutrition and the environment.</li></ul>
<b>Formation</b>	<ul style="list-style-type: none"><li>•Training courses and seminars for development cooperation actors on food security and an a rational use of resources.</li><li>•Coordinating initiatives hand by hand with universities and other educational institutions that allows to introduce gradually concepts and integral visions about Food Security.</li></ul>
<b>Research</b>	<ul style="list-style-type: none"><li>•To support public research on agriculture, fishery and food promoting the use of local resources, generating and transferring of know how aimed at regional the needs and at the needs of the most vulnerable populations.</li></ul>
<b>Political incidence and mobilization</b>	<ul style="list-style-type: none"><li>•To promote political compromises aiming at hunger eradication in the world.</li><li>•To provide knowledge and access to information to local population with the purpose of integrating them in the decision making process related to the right to food</li></ul>



## ***DIFFUSION AND COMMUNICATION***

National level to development actors related to DE (CCAA, OOCC, ONGD, EELL, AECID, universities...)

International level: OOII (CAD, UE, etc.), partner countries

Publication on paper the Strategy and an executive summary

Translation executive summary into English

Web



## ***FOLLOW UP AND EVALUATION***

Based on criteria that justifies the strategy and its implementation

Pertinent, internal and external coherence



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***informing, educating, raising awareness,  
communicating and researching to  
reach a society engaged in poverty eradication***

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