

Development education

Notions and concepts

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Introduction

Below are various notions and concepts relating to development education:

- development education definition;
- effectiveness of development education;
- specificity and role of the actors in the development education field;
- complementarity and synergy in development education

These texts are a joint piece of work by representatives of the federal government (viz. development cooperation ministerial office, DGD [Directorate-General for Development Cooperation] and its development agency, BTC [Belgian Development Agency]) and the representatives of the Belgian NGOs. It is the result of discussions held and consensus reached in the joint consultative committee (JCC) working group between the government and NGOs. The texts will serve as common reference for the most important actors in the field of development education. This does not mean that the interpretation which the actors personally attach to notions and concepts are disregarded or that regulatory reference documents currently applicable are being questioned.

The texts supplement references to development education in the three consensus papers pursuant to the agreement of 4 May 2009 relating to the aid effectiveness between the Belgian Minister of Development Cooperation and the NGOs, who are the most important actors in the development education field.

The Belgian development cooperation actors perform a wide range of actions in the North, particularly in Belgium. As far as the NGOs are concerned, a number of those actions have been categorised under the “North part”, referred to in the Royal Decree of 24 September 2006 on the programme and project subsidies. Development education, a definition of which is proposed in this document, constitutes an important component of the North part, but not the entire entity. Preference is given to the term DE in this document instead of the concept North action because it is a term that is used internationally (cf., in particular, the European Consensus on DE) and it has been incorporated in its broadest sense in the “Référentiel pour l’ED” (Development Education frame of reference) of the ACODEV (Federation of Development Cooperation Associations). The term “DE” therefore stands for all processes appearing in the definition.

As regards the definition of DE, this concerns the text as proposed to and approved by the JCC on 25 June 2010. Only the words “and communities” were added in the last 4 points agreed to by the members of the abovementioned working group.

The text on DE effectiveness refers to the version of 18 June 2010, approved by the JCC on 25 June 2010.

The texts on specificity and the role of the actors in the field of DE and on complementarity and synergy in DE were approved by the JCC on 4 February 2011.

Development Education Definition

Development education forms part of global citizenship education. The general purpose of this is to contribute to a more just and solidary world based on democratic values. North-South relations are the focus of development education.

In a context of mutual dependence between global issues and daily life of individuals and communities, development education establishes processes that have the following aims:

- to promote global insight in the international development issues and to encourage forming critical opinions;
- to bring about a change of values, attitudes and behaviour, both individually and collectively;
- to encourage active practice of local and global rights and obligations

to achieve a more just and solidary world.

These processes are based on a coherent and mutually coordinated strategy comprising the following different approaches:

- raising awareness among citizens and communities on development issues and challenges facing North-South relationships;
- making citizens and communities aware of the mutual dependence between “North” and “South”;
- the commitment of citizens and communities in personal or collective actions for the benefit of a sustainable and just development model;
- mobilising citizens and communities to arrive at more just and solidary local, national and international policy choices.

Development education effectiveness

Development education (DE) is an efficient development cooperation component comprising different approaches to learning: sensitization, awareness-raising, commitment and mobilisation. In this paper, a number of transversal elements are raised that are indispensable in reflecting on DE effectiveness. Sustainability is one of the important elements in reflecting on the quality of DE.

Effective DE uses adaptive strategies that take into account target groups' specificities and properties and that promote these target groups' involvement in social change.

The population (i.e. natural persons and legal entities) living (and registered) in Belgium - both individually and collectively - and political authorities at all levels (from local to international) constitute the target groups of these actions jointly performed by the totality of actors for DE. For the purposes of their actions, those executing DE consider these target groups as actors in social change.

Every DE actor must know the target groups he addresses for the purposes of achieving effective DE: their specificities and most important characteristics. He must also take this into account when selecting an intervention strategy. This analysis must be made at regular intervals.

If one also wants to achieve sustainability, then DE actors must endeavour to reach out to their target groups with a methodological approach that promotes their participation and active involvement in social change.

Effective DE is based on identification and recognition of every actor's specificity, on the definition of everyone's role(s), on complementarity and coordination of the actor's actions.

There is a multitude and a variety of elements on which the specificity of the different DE actors is based. This may concern skills, target groups, themes, visions, approaches and/or specific pedagogical expertise.

Every DE actor (in the sense of NGO, university, administrative service, etc.) fulfils one or different particular roles. Not a single actor can perform individually in the DE field (simultaneously, all target groups, themes and methods). The conclusion is therefore that every actor must define his specificity properly - in the knowledge that this need not be a fixed fact - as is the case for his priorities within the context of his management skills.

If different DE actors restrict themselves to targeting one and the same target group, complementarity and the appropriate mix approach, vision, themes and strategies ensure effectiveness yield¹.

Every actor will determine the most effective intervention strategy within the context of his specificity in such a manner that everyone's efforts can have a reinforcing and complementary effect.

The purpose is not to arrive at plain task distribution, but to enable genuine complementarity among DE actors. This produces more coherence, improved coordination and, in certain cases, improved cooperation and synergy, which means that the whole means more than the sum of the participating actors.

¹ In the DE process, the different actors will make sure not to present their own vision as the one and only method. Confronting different points of view can stimulate people towards critical reflection and making up their own opinions.

This coordination will only come into effect as based on a minimal joint framework between the actors: definitions of DE and of points of attention for quality DE, checking out the specificities of all types of actors and coordination conditions².

Effective DE aims to achieve results: follow-up indicators target activity results, and not activity execution.

Methods to plan, implement, monitor and evaluate by using performance criteria and indicators must be based on a result-oriented approach by the different actors in terms of their own tools of assessment and measurement. Besides essential internal and/or external accountability, the systematic learning process and mutual exchange will make it possible to learn from it in a permanent search for quality.

However, the methodological tools needed to manage the interventions must be adjusted to the aims that one aims to achieve, not the other way around. A methodology that is too rigid entails the risk that initiatives are pushed into a direction where progress can be measured too easily (which does not equal greatest progress), and whereby initiatives bearing great risk are pushed aside. We therefore want to speak much rather about a result-oriented approach - with the emphasis on method - rather than a logical framework - with the emphasis on tool.

In order to support this result-oriented approach, every actor will go in search of SMART indicators, starting from an initial situation that is regularly monitored and evaluated, where the accent lies very strongly on the learning process.

In DE it is not always easy to ascribe impact and result to one single actor. That is why the search for greater coherence and improved coordination between DE actors is so important: one must look for progress in collectiveness, also regarding evaluation of the impact of the interventions (definition of the macro initial value; measuring common effectiveness of DE). This means that human and financial resources must be applied in the search for innovative approaches, especially to make it possible to evaluate those initiatives where it is difficult to measure progress.

Effective DE ascertains the relevance and legitimacy of messages which it propagates jointly with the South and it affords priority to involving organisations from the South in the approach to DE.

DE's specificity is to bring North-South relations to the foreground. In DE, the focus is on the realities of the South, the complex links which unite those "North" and "South"; the multitude of global citizens' possibilities to act, which have positive or negative consequences for social changes in the "North" and in the "South". That is why it is essential that every DE actor develop sound knowledge of the realities in

the South, that the messages that are announced be regarded in a relevant and correct manner from the South's point of view and that they are brought to the foreground together with the South (DE legitimacy factor).

The manner in which the "North-South" link is brought to the foreground can differ, depending on the actor.

² Completed with the vision and strategy proper to each type of actor and each actor

There are certain approaches that deserve to be brought to the foreground as possibilities for developing real partners - whether this is formalised or not - with educative South actors or development actors, while paying much attention to valorising their experiences, reality analyses, their expertise in developing strategies, messages and/or content of the DE learning resources and when evaluating the effects achieved. One of the possible approaches is to explore the link with the South.

Effective DE will check the relationship between the search for the public's support (by way of procuring funds and by a specific actor promoting his own image) and the DE's objectives.

This must concern a clear check regarding objectives, methods used and actions applied. In this way the risk of confusion is limited and the possibility of synergy promoted. Possible competition that may arise between actors in promoting their own image and fundraising in certain cases lead to difficulties in defining effective and well coordinated DE strategies.

Even though it may be important for actors and their educative supply to be visible to the target groups and other actors, this cannot mean that the organisation's own promotion becomes an end in itself for DE.

Effective DE will base itself on the experience of current and future DE actors, with a view to definitively raising DE quality.

These objections to DE effectiveness must definitively

- be based on social-science (psycho-pedagogics, communication, sociology, etc.) reference frameworks;
- refer to different European DE thinking processes and reference frameworks;
- be founded on research, evaluations and studies on DE (evaluative methods, concept development, good practice capitalisation, etc.);
- promote DE systematising and exchanging analyses, experiences and good practices;
- promote DE capacity reinforcement and develop essential skills for the different DE professional activities.

Specificity and actors' role in the field of development education

The first step is to list various actors. We distinguish between private and public actors for this purpose. Private actors are organisations that have their origin in citizens' initiatives. Public actors are actors acting by virtue of a direct mandate provided explicitly by public policy. In addition, some actors are specialised and they fit entirely within the context of development cooperation (DC), of which they determine the standards. Other actors are not specialised and their field extends beyond only DC. The same goes for DE. In this way we arrive at the description of the following four categories.

1. Private actors specialised in DE

The number of private actors falling strictly under this definition is limited: NGOs for DC, certain Non Profit Organisations (NPOs) and a number of fourth pillar³ organisations. Seeing that the majority in this category are NGOs, the text is focused on their specificity and role.

NGOs have a long tradition of non-governmental professional actors in the field of DC in the South and the North. The specificity of the NGOs is that they are organisations that have grown in the social mid-field which, to a certain extent, also forms part of their legitimacy. In addition, their legitimacy is naturally also supported by the links with the South and by many years of accumulated knowledge of the files and pedagogical expertise. The NGOs determine their intervention strategies and autonomously choose their target groups, taking their vision and assignment into account. As grassroots organisations, they have affinity and privileged contact with certain segments of our society. As part of international networks, they also exchange experience and expertise with actors from other countries.

The NGO landscape is characterised by its large diversity. This provides a multitude of visions, target groups, theme focus, strategies and work formats. The diversity regarding these different aspects constitutes the first guarantee of complementarity between actors.

Within their core task in the field of development education, the NGOs have five important roles that they have to fulfil:

- a role regarding information, education and training: as actors specialised in DC, NGOs have ties with actors from the South who provide them with practical knowledge of the themes arising in DE. They also have privileged contacts with certain segments of the society in the North. The task of the NGOs is to organise individual and collective learning processes on North-South relationships and international solidarity. To this end, they develop a diversified educative supply and offer target groups opportunities to participate and make commitments. Their presence can be seen in both formal and informal learning.
- a role in the North-South movement's social mobilisation and development: as actors who originated in the social mid-field, the NGOs have the task of mobilising citizens and groups to support solidarity movements for more social justice. NGOs encourage their target groups and offer them the opportunity to "get moving" by means of practical actions (bv. campaigns, pressure groups, etc.). Mobilisation can also be done by way of networking and exchange between North-South groups with the intention of reinforcing mutual solidarity;

³ The fourth pillar of the development cooperation encompasses all actors and initiatives involved in terms of time, organization and work (also on a voluntary basis) in the field of development cooperation, different from the recognized bilateral governmental cooperation (first pillar), the multilateral governmental cooperation (second pillar) and the officially recognized non-governmental cooperation (third pillar) with the south (De Bruyn & Huyse, 2009, p. 12 and p. 17).

- a role of being a watchdog and of influencing policy: NGOs are civil society movements which participate in the democratic debate on policy issues on North-South relationships and international solidarity. In this regard they follow current affairs and important trends in international relations at close quarters and warn the different target groups (public at large, government officials, etc.) of possible impact of the decisions which the government and individual sectors have made and will make. Besides that, their task is to support citizens in exercising their democratic rights. Political support at all levels forms part of their role as a watchdog;
- a research role: because of their expertise on DC and DE, NGOs are in a good position to compile analyses and alternative proposals on cooperation. Here they make use of their own expertise and that of the partners in the South for both education and development. As regards working methods, NGOs distinctly prefer action research, a method that is aimed at reinforcing actors' capacity to systematise their know-how founded on their own experiences (experience in capitalisation, thematic dossiers, diagnoses, new reference contexts, etc.).
- a role in supporting other actors: NGOs are counsellors who can assist in initiating and can support other actors' punctual or definitive initiatives on methodology, organisation and message content. That supporting role in respect of other actors, for which it is self-evident that NGOs take responsibility, reflects the complementary nature of these actors. In this way, they also contribute to enshrining the North-South theme issues in the vision and programming of civil society organisations and social movements by way of capacity development.

Because of the position that the NGOs have in the development cooperation landscape, NGOs fulfil a *de facto* main bridging position by informally ensuring continuous exchange between the different actors. The purpose of this is to spread and exchange interesting ideas, techniques and practices, to contribute to better quality intervention and to making actors (including NGOs) more professional.

The NGOs must ensure that they coordinate their actions. They have internal consultative bodies and other mechanisms at their disposal to promote consultation and synergy with one another and with other sectors.

2. Private actors not specialised in DE

Many organisations and institutions take initiatives and engage in activities in the DE atmosphere without this forming part of their *raison d'être*: e.g. trade union organisations, universities, scientific institutions, organisations, 4th pillar, educators, opinion makers, interest groups, media with images and messages on the South, culture spreaders, etc. Because of their own particular role and working method, these actors can also often make an important contribution to DE. Civil society organisations such as socio-cultural organisations, adult training work, youth work, trade unions and migrant organisations function as learning place for active global citizenship. Media and social institutions also greatly influence image building of the South. Educational institutions want to shape critical and competent young people within a global world context. Consultants and academics have expertise in the field of behavioural change, both individually and collectively. Sometimes these actors work alone and sometimes they work with other sectors.

3. Public actors specialised in DC

Public actors involved in the category have the mandate to conduct a policy in the field of development cooperation and education. They therefore have the necessary resources at their disposal to conduct this policy.

3.1. The Federal Public Service Foreign Affairs, Foreign Trade and Development Cooperation (FPS)

DE is an essential component of DC; as are interventions in the South. In addition, DE is a mandate for the FPS as actor for development cooperation. Moreover, DE is the subject of particular references at OECD/DAC and Belgium has endorsed various international obligations to promote DE, which include the EU Council of Development Ministers Resolution on Development Education (2001), the Maastricht Declaration (2002), the Brussels Conference on Awareness-Raising and Development Education for North-South solidarity (2005), the European Consensus on Development (2005), the 18 Month Programme of the German, Portuguese and Slovenian presidencies of the EU on development policy, the European Conference on Development Education (July 2006), and the European Consensus on Development Education (2007).

As is the case with other actors, the FPS must continuously reflect on DE as a complex process requiring various types of pedagogic approaches. Furthermore, the FPS must develop and refine a strategy and ascertain its complementarity with other DE actors.

The FPS must distinguish three roles: institutional communication that meets the population's requirements for the demand for transparency, reinforcement of DC social support base and DE as such. Some activities can fall under all three roles, but the aim which one attempts to achieve must always be clearly defined.

In this way it becomes possible for the FPS to describe DE roles:

- a role that relates to its status as public actor and subsidising authority contains the creation of a legal, institutional and financial DE framework. The FPS ensures that budgets are used effectively, appropriately and strategically. The FPS determines the terms and conditions to recognise actors responsible for DE activities, which it (co-)finances. Furthermore, the FPS determines appreciative modalities and criteria for DE projects and programmes regarding DE to be able to guarantee optimum quality of the activities and skill of the relevant actors. In this regard, autonomy and the various roles of the actors concerned are to be taken into account. Tools required for evaluating development education projects/programmes of the actors who receive (co-)financing must also be provided, whereby it is important to provide procedure harmonisation and simplification. Thereafter, the FPS must check whether the actions performed were effective and what results they yielded. These pre- and post-checks also apply to the financial aspects of (co-)financed actions;
- another FPS role related to its public actor status is to ensure that everyone has access to DE. The FPS must formulate clear objectives that take all population groups into account. In addition,

in consultation with DE actors, the FPS develops strategies and provisions to achieve these objectives. For this purpose it relies on interventions of actors in the field and decides on own activities mainly performed by the BTC. The FPS must therefore aim to achieve appropriate complementarity between all actors involved;

- the FPS maintains structural relations with a large number of different actors. For the FPS, “coordination” means dialogue between various actors with a view to increasing effectiveness. The FPS must ensure that there is coordination between actors belonging to one and the same category and between actors belonging to different categories. In this respect the FPS takes into account different current coordination mechanisms and ensures that the different actors’ autonomy, vision, mission, strategies, etc. are respected;
- as public actor, the FPS is also in the privileged position of encouraging coherence with other DE authorised public actors. This concerns federal and supranational levels such as the European Union and sub-national levels such as the communities. The FPS must promote coherence between own actions and actions of other public actors and, if necessary, also support the latter in their DE mission. In addition, the FPS must proactively defend and advocate DE internationally;
- in addition, the FPS assumes a strategic and central position from where it has to fulfil a task in evaluating the DE impact. Especially within the context of growing complementarity and synergy, effects are becoming increasingly exchangeable, which means that results cannot be allocated unequivocally. That is why it is everyone’s task to help intervention effectiveness measurement to advance. In this respect it is advisable to search for new means of approach. The FPS can play a key role in this. From the key role, the FPS can also regularly consider the reach of the DE target groups and it fulfils an important role in exchanging good practices.
- finally, the FPS, as DE actor, and as the one with the privileged contacts that it has at various institutional levels, has a role to play in encouraging policy coherence on development cooperation at federal, infra-national and supra-national levels.

Seeing that the FPS itself only has limited contact with the public at large, the emphasis lies more on partnerships with actors in the field. These actors are consulted on strategic points on a number of the positions indicated above.

3.2. Communities and regions

Formal education constitutes part of the communities’ competence field. They have all formulated clearly defined aims on global citizen education. One of these components is the openness with reference to other cultures and North-South relations. Communities can also involve external actors for whom DE is a familiar work area.

Communities and regions themselves have set up a number of DE activities and support measures for the benefit of third actors, whether or not DE is their field of specialisation. Communities and regions personally ensure that these are executed, or entrust other activities to specialised agencies. They do not limit themselves merely to activities within the scope of formal education: informal and lifelong learning are also involved.

4. Government actors not specialised in DE

Then there are also other government actors who have set themselves particular aims or are active in a different way. This, in particular, involves provinces and municipalities.

A municipality is close to its inhabitants and that is why it is in a good position to let its people become acquainted with North-South themes. Moreover, municipalities are meeting places for different local players and can also function as a leading example to their inhabitants. The importance of these actors for DE is not to be underestimated, among others as partner to specialised actors. Diverse and various initiatives are founded on them.

Complementarity and synergy in development education

1. Possible types of complementarity and synergy between DE actors

DE is characterised by a variety of actors, strategic and/or operational objectives, pedagogic approach, target groups, themes, etc. It is impossible for an actor to be an expert in all these fields. DE is therefore also a field that is not only open to complementarity but also needs this. Complementarity is understood to mean that bringing actors' specificity into account ideally makes it possible to take on all challenges regarding DE. On the other hand, one must not allow certain DE dimensions to have all the attention and, as a result, (allow) other dimensions to be overlooked.

To the extent that the role and functions of the different actors were clearly defined, this characterisation also immediately indicates where (potential and/or essential) complementarity between actors delineates itself and where there are opportunities for synergy. Synergy is a process in which different actors jointly determine the intended results and jointly act accordingly, in such a manner that those results are better than if each actor had worked individually (the whole is greater than the sum of the parts). Synergy is not an end in itself but a step to a more effective and targeted manner of working. If a certain action is required but the synergy operation appears to be too time consuming or to require too many resources (effectiveness), it is up to the actors to decide who is in the best position to perform the action.

Synergy can be promoted from outside but must, in the first place, be a case of the relevant actors taking the initiative and appropriating it. Synergy in its various forms must be encouraged by creating a stimulating context and must be supported by the fact that DE actors fully endorse its importance.

1.1. Thematic division of labour

Certain actors have developed their own thematic focus and expertise, which is linked, in particular, to their South operations (e.g. rural development) and often also to the target groups to whom they are traditionally linked (e.g. dignified working and labour movement, children's rights and education).

From the perspective of the target groups, it is also important that there are option possibilities, which means that diversity must also be offered and that we may not drive this division of labour too far. It is important that different actors work on one and the same theme to broaden insights and deepen the approach.

1.2. Target group

It is important to know the target audience well, which is why actors focus their operations on certain target groups. For some actors this concerns "traditional" and/or natural target groups, e.g. trade unions and labourers), whereas other actors have a specific strategy in selecting their target groups (e.g.: decision makers and advocacy).

Very varied criteria that also have substantial common ground can be used to characterise the target groups: age, the socio-economic sector, philosophical or political conviction / points of view, geographic region, etc. The "public at large" must be categorised in accordance with more precise criteria, which will make it easier to aim at achieving complementarity and synergy.

1.3. Pedagogic approach and means of approach

A global DE approach comprises different steps such as awareness-raising, consciousness, insight, behavioural change and commitment. To bring about individual and collective changes and to encourage active exercise of rights and responsibilities (cf. DE definition) the same target group must, ideally, have access to the approach to those different steps. In this respect, complementarity between actors is therefore also advisable.

1.4. North/South

In a globalised world awareness-raising, mobilisation and advocacy are not only the North's assignment, but increasingly more a question of shared responsibility of the North and the South. Actors are therefore also increasingly evolving towards a partnership between North and South, joint international strategies, planning and actions. Current challenges, more than ever before, presuppose global answers from all actors - in North and South - in concerted action with other sectors and at all policy levels.

2. Complementarity and synergy between actors specialised in DE

Specialised actors sharing the global DE objective must ensure that mutual complementarity is developed in the different fields stated above. If necessary, forms of synergy can arise from this.

Within the NGO sector, alignment into target groups' needs implies that there must be coordination between the actors. For example, in the field of school operations where the sector collectively considers the relationship between NGOs and the educational world and works on improved coordination of the NGO supply with schools' needs, in consultation with Kleur Bekennen – Annoncer la Couleur. Another practical example is coordination on the political level. If NGOs want their political work to lead to actual impact on policy, then this must be in a well-balanced manner with coherent messages to the correct authorities.

In the NGO sector, synergy is partly guaranteed by the umbrella organisations and federations that take on coordinating roles and encourage cooperation between their members. Federations coordinate initiatives of strategic reflection, research, training, evaluation and impact measurement, new evolutions and methods, etc. The fact is that the umbrellas and federations must make efforts to record their members' DE supply more clearly for the benefit of the "users". Communicating the NGO offer on DE also requires a coordinated approach. This coordinating role of umbrellas and federations must be explored even further in future.

3. Complementarity and synergy between specialised and non-specialised actors in the DE field

Synergy must not be limited to the DC sector. Forms of lateral cooperation across the borders of our own sector allow us to achieve innovating methods and reach other target groups or follow new ways of addressing target groups. Openness towards other sectors can, moreover, considerably encourage critical reflection of our own practices.

The initiative to develop synergies and complementarity must lie with the actors themselves, while respecting one another's autonomy and working field, but that presupposes that the different actors know and can meet one another. That is why the following is important:

- ensuring that there is adequate knowledge of the working field and specialisation of other actors, image of the global offer, blind spots, overlapping, etc.;
- forums, creating debate platforms, exchanging expertise and structural consultation between actors, possibly within the scope of particular target groups.

The actors summarised below - the list is definitely not complete - can cooperate on a common objective of international solidarity with the specialised actors in the field of DE. These actors have a number of comparative benefits that offer opportunities for complementarity and synergy, depending on the intended projects. Moreover, to the extent that they do not avail of the same expertise as the specialised DE actors, they can also form target groups for them, always within a context of respect for their autonomy.

3.1. Trade unions

These organisations maintain privileged contacts with their members, from which they derive legitimacy and moral authority. Members are more receptive to the message if this comes from their trade union. For actions within the context of development education targeting this relevant public, the trade unions' contribution is therefore also an added value. Specialised actors can make a contribution to these actions from their knowledge of the international issue and their skill to communicate this to a broad audience. Furthermore, trade unions are also very adept at arguing in favour of something, not only methodologically but also as regards the contacts that they have with the representative political field. In this respect, there is clear complementarity with specialised actors.

3.2. Schools

Schools receive children of school-going age on a daily basis. The teaching staff knows its audience and is well qualified in educational pedagogics. DE is not its most important field of study or its greatest priority and that is why schools engage specialised actors with their methodological skills, knowledge of the different themes and transversal experience in working with different schools.

3.3. Universities, higher education and research institutions

Universities and other higher education institutions have a special link with young people between 18 and 25. DE is not their field of study and they therefore also engage specialised actors who have the necessary methodological skills at their disposal, who can bring themes down to a low threshold and who often have a holistic knowledge of certain thematic matters.

Cooperation between research centres and specialised DE actors can also help explore result-oriented intervention management, answer questions on DE measurability, refine evaluation culture, raise DE effectiveness of strategies and methods and provide certain themes with stronger scientific underpinning.

3.4. The media

Traditional and new media can convey wide-range information. They avail of a particularly effective tool to raise awareness among a large audience. They can be assisted in conveying relevant and high-quality information by other actors' input.

The relationship with the media is undoubtedly a challenge for the years to come. Specialised actors must create opportunity for exchange and consultation on the role of the media to achieve DE objectives.

3.5. 4th pillar

Specialised actors can undoubtedly play an important role in supporting the 4th pillar. There are many new players on the field, who are attractive because of their direct links with the South and their low-threshold work formats, which must meet people's urge to act. Complementarity and synergies with these actors can provide interaction with the target group dimension, and with both the thematic and pedagogic dimensions.

3.6. Municipal development cooperation

Municipal councils avail of people and financial resources and, in addition, have special contact with their people and with other local actors whom they can mobilise. This is an important trump for DE. Because DE is not their core activity, they rely on the specialised actors' methodological and thematic knowledge.

3.7. Other civil society organisations and cultural actors

Besides that, there are also other civil society organisations and actors in the cultural sector (youth organisations, organisations for permanent education, human rights education, environment education, cultural centres, etc.) with which interesting forms of synergy can be concluded to achieve DE objectives. This synergy mostly arises in the field of the target group, in the manner in which the target group is approached and/or the themes.

Conclusion

Working on the challenges as formulated in the DE definition in a high-quality and effective manner is the joint responsibility of specialised DE actors.

Within that context and in concluding the 4 consensus notes, we reiterate a number of main issues:

- the necessity of clearly defining all actors' specificity and role as departure point for developing complementarity and synergy between actors;
- the great importance of meetings and consultation between the different (types of) actors, from the perspective of each one's autonomy, expertise and strategic choices;
- the will of the NGOs to enlarge the impact of their DE efforts and explore opportunities for this;
- the added value of investing in cooperation with non-specialised actors and in forms of exchange and partnership between North and South;
- the importance of continuously working on developing and exchanging expertise on all levels (themes, target groups, pedagogic approach and M&E - monitoring and evaluation) between specialised actors;
- the need for a legal context which enables and encourages the attempt at achieving complementarity and synergy.



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