



FOREWORD

The elimination of extreme poverty from the world is the greatest challenge of the new Millennium. But it is a challenge that can be met. We know how to reduce poverty. We have agreed internationally a set of targets for doing so. And we can afford it. Above all we now need the will to do it.

That means sharing the challenge of poverty elimination much more widely, and of raising awareness of its importance for all of us, of how far we have come, and of the progress that is now possible.

This strategy paper, which has been drawn up with the help of an advisory group drawn from the education sector, business, trade unions, the media, voluntary organisations and others, sets out how we plan to take forward this work.

We are not starting from a blank sheet of paper. Awareness of and concern for development issues is widespread across the UK, and there are many groups and organisations already involved. The response to the recent refugee crisis in the Balkans is only the latest example of the depths of concern and generosity in our country.

But we want to build on this and to inject a greater sense of optimism and of progress into public understanding of development. This is not a short term task. But I believe that it is important that an informed public opinion helps ensure that the UK plays its full role in generating the international political will necessary to meet the international poverty eradication targets.

A handwritten signature in cursive script that reads "Clare Short".

Clare Short
Secretary of State for International Development

April 1999

BUILDING SUPPORT FOR DEVELOPMENT: DFID STRATEGY PAPER

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A. THE CHALLENGE

A1. The Government's White Paper on International Development, published in November 1997, is built around a commitment to the international development targets. The core target is to halve the proportion of people living in extreme poverty by 2015, together with the associated targets including basic health care provision and universal access to primary education by the same date. All DFID's activities are being refocused around these targets. While much of this involves direct poverty reduction work through our development programmes and through working with multilateral institutions such as the World Bank and United Nations, the White Paper also underlines the importance of building public support for development across the UK. Without such support, the prospects of achieving the targets will be significantly weakened.

A2. More specifically the White Paper calls for increased public understanding of our global mutual dependence and the need for international development. It also calls for every child to be educated about development issues, so that they can understand the key global considerations which will shape their lives.

A3. For much of the last 20 years, the UK Government has attached little importance to development education work in the UK, leaving others, particularly the network of Development Education Centres and others in the voluntary sector, to take the lead in promoting greater awareness and understanding. Progress has been made both in the formal education sector and more widely. However, development awareness has failed to make the breakthrough in public perceptions which, for example, environmental education has made in recent years. If we are to achieve this breakthrough, the key lies in going beyond attitudes to development based on compassion and charity, and establishing a real understanding of our interdependence and of the relevance of development issues to people's everyday lives. We need to strengthen public confidence in, and support for, the fight against global poverty, acceptance that it matters to our future, that great progress is possible and that the behaviour of each of us can make a difference.

A4. The strategy in this paper sets out how we aim to make progress, and to measure our success.

B. ACHIEVING CHANGE ACROSS SOCIETY

Bi. We do not believe it is right simply to target groups of potential supporters. Indeed the challenge is to break out of the groups traditionally regarded as sympathetic to development, and to reach new audiences. So while we may target different groups in different ways (and at different

times), we will aim to develop an overall approach which will seek to reach people right across society. We will also seek to encourage and mobilise other organisations and groups to support and promote this work.

C. THE CURRENT STATE OF DEVELOPMENT EDUCATION

Ci. There is a huge range of activities currently taking place under the umbrella of development education - across schools, non-formal education, the workplace, local government and more widely. Many committed individuals, organisations and networks are in place, and many excellent teaching and resource materials available and in use. There have also been a number of highly successful and high profile campaigns including Live Aid and Comic Relief. However this enthusiasm is not matched in all sectors.

- There has been little commitment to development education in many key structures, whether within government, business, or more widely across civil society.

- The disparate nature of the development education community, while in some ways a strength, also hampers its ability to bring an influential voice to bear, and to develop and spread good practice in a convincing way. Nor has the impact and value of development education been sufficiently assessed and evaluated.
- The message of development education can become blurred by different agendas and competing priorities. While different approaches will work with different audiences, it is hard to identify a single clear and core message underlying development education work.

D. THE GOVERNMENT'S OBJECTIVES

D1. Our aim, in line with the White Paper, should be to promote public understanding of our interdependence, of the need for international development and of the progress that has been made and that is possible. This should help raise awareness, and probably change behaviour and attitudes. More specifically, our objectives should be to promote:

- Knowledge and understanding of the major challenges and prospects for development, in particular the poverty reduction agenda; but also of the developing countries themselves.
- Understanding of our global interdependence, and in particular that failure to reduce global poverty levels will have serious consequences for us all.
- Understanding of and support for international efforts to reduce poverty and promote development including the international development targets. Recognition of progress made, and that further progress is both affordable and achievable.
- Understanding of the role that individuals can play; enabling them to make informed choices.

D2. These concepts are not always simple, and our understanding of globalisation and interdependence is not complete. We will need to continue to develop the underlying messages, and to communicate them effectively.

D3. DFID undertakes a range of direct activities through our Departmental information work, which contribute to our aim in this area, and we are refocusing this work to promote the objectives set out above. This involves activities covering the media, publications, and direct engagement with the public through visits, events, speeches and the Development Policy Forum process.

D4. However if we are to achieve our objectives we also need to share the challenge more widely, and work in partnership with a range of other organisations and groups across society. While the focus of this work will primarily be on UK audiences, we may also support activities which promote awareness internationally. We will focus both on particular audience groups within society and on those who can themselves be influential in promoting awareness. Our work will involve activities which we ourselves initiate and lead, as well as support for the activities of others which contribute to our objectives. As part of this, we will invite applications for support under our Development Awareness Fund.

E. PRIORITY AREAS

E1. Initially we will concentrate our work around four main target groups: formal education, the media, business and trade unions, and churches and faiths. However we will also look for opportunities to spread our work more widely.

FORMAL EDUCATION

E2. Our top priority will be work through the formal education system. The White Paper calls for every child to be educated about development issues, so that they can understand the key global considerations which will shape their lives. While children learn through many different channels, formal education remains central and we should seek opportunities to promote more effective and widespread teaching of development issues, as well as incorporation of development perspectives into the wider life of schools and other educational institutions. Our work will initially concentrate on the 5-18 age group, and we will focus on four key objectives.

Objective: To ensure that global issues are adequately incorporated in Curriculum provision and guidance across the UK

E3. While successful development education work in schools depends on much more than curriculum provision, this is the crucial foundation. Current provisions do provide opportunities for bringing development issues into a number of subjects (for example geography, languages and - in Scotland - modern studies). However there is scope for more integrated and explicit provision, while still retaining a necessary degree of flexibility. We should therefore maintain close involvement in the current round of curriculum review work across the UK, with a view to enhancing the prospects for teaching of development issues. Our work should build on the learning outcomes proposed by the Working Groups in England on Citizenship and on Sustainable Development Education, and their equivalents (where relevant) in Scotland, Wales and Northern Ireland. We should also work with the qualification and curriculum organisations in England, Scotland, Wales and Northern Ireland to assist in the process of providing clear supporting guidance and information to schools on ways to bring development issues into their work.

Objective: To ensure provision of good quality materials and resources to facilitate teaching in schools

E4. While curriculum and other formal provision is the foundation, we should also seek to ensure that good quality resources are available to teachers, that guidance and support is provided and that good practice is identified and shared. We are therefore undertaking an audit of existing schools-focused materials and resources. On the basis of this we will identify strengths and weaknesses, in particular in relation to new curriculum provision. We will commission or support the production and dissemination of new materials where appropriate. We will look for opportunities to support organisations providing effective and appropriate support to schools in delivering development education. We will seek to establish a comprehensive national network of resource centres for development education materials, and will seek ways to identify and share good practice. We will examine the scope to exploit new technologies, and to link with the National Grid for Learning. In taking this work forward, we will maintain close dialogue with LEAs, as well as with schools and teachers directly.

Objective: To reinforce school-based work through the teacher training, inspection and awarding bodies.

E5. We will also seek to ensure that appropriate training is available to teachers. We will work with the Teacher Training structures across the UK to ensure that suitable course material is available. We will discuss with Education Departments, LEAs and others the scope for supporting the continuing professional development of teachers in this area. We will discuss with the Inspection bodies the scope to expand the inspection of development education in schools. We will undertake a similar dialogue with the Awarding Bodies, and we will seek to ensure that all these organisations receive any necessary support for ensuring that their work takes appropriate account of development issues.

E. PRIORITY AREAS

CONTINUED

Objective: To encourage whole school or community based activities with a development focus.

E6. We believe that every school should have the opportunity to develop a link with a school in a developing country, and we will increase our support for good quality and well-focused schools linking activities. We will seek to promote links which are based on the principles of equality, mutual learning and curriculum development.

THE MEDIA

E7. The media has a huge influence on our knowledge and attitudes and is therefore important to our objectives. The media has been regarded by many in the development education field as negative and difficult to influence, with its focus on dramatic coverage of disasters and conflict rather than on the success of long term development or the reality of global interdependence. Some of this criticism is fair, but it is important to recognise the diversity of the media, as well as the role and interest of a number of aid agencies in helping promote such coverage. Initially we see our work focusing around 3 specific objectives.

Objective: To concentrate our own work with the media around key issues and themes

E8. Through our own Press Office work we are focusing on trying to promote coverage which raises awareness and understanding of development issues, rather than simply seeking to promote DFID or one-off projects.

Objective: To research and strengthen television coverage of development issues.

E9. We are working with the major television companies on a research project designed to review attitudes to developing country issues within the industry, analyse current coverage, and test audience attitudes. Our hope is that this will lead to joint lesson learning, and its results will be shared widely. Having learned from this exercise, we will review the case for similar work with other sectors of the media.

Objective: To promote debate within the development community on public key messages

E10. We will seek ways to develop an effective debate and dialogue with the development community on the messages we are collectively seeking to promote. This must recognise the independence of different agencies, but also seek to identify common concerns.

BUSINESS AND THE TRADE UNIONS

E11. As the impact of globalisation grows, more of us come to understand our interdependence. The Asian financial crisis, for example, directly affected investment in new industries and jobs in the UK, as well as hitting UK exports. Issues of trade liberalisation and protectionism, as well as core labour standards, similarly affect millions of workers worldwide. Some businesses have taken on key roles in influencing public attitudes, not least in relation to issues of social responsibility in the workplace and the community. So we see business as both a target and a potential key partner in building greater awareness and understanding of development issues. Trade Unions too are key players in providing information, advice and education to members and in shaping relations between their members and employers. DFID is working with business and the trade unions to promote sustainable economic growth and wider respect for core labour standards. We propose to target two areas of development awareness work, which build on the wider relationship.

Objective: To raise awareness of development issues within the business community and among trade unions

E12 We are involved in a range of events and activities with business, which directly or indirectly raise awareness of development issues. We are also supporting work on ethical trading. We will examine with both sectors how we might work together to promote development awareness more effectively.

E. PRIORITY AREAS

CONTINUED

Objective: To seek ways to work with business and trade unions to raise public awareness of global and development issues

Ei3. Businesses support awareness raising through a variety of channels, including information sharing with customers, marketing, partnerships and sponsorship. Trade unions are also active in education, training and wider policy debates. We will undertake a review of work in this area and of the scope for DFID to promote or support new activities.

CHURCHES AND FAITHS

Ei4. The Christian Churches and all the other Faiths have a strong tradition of concern with development issues. Their role in the Jubilee 2000 campaign on debt is an example of their potential reach and influence. Speaking to the General Synod of the Church of England in November 1998, Clare Short, Secretary of State for International Development, invited the churches to build on their Jubilee 2000 role by joining a worldwide campaign to eliminate poverty. A number of groups have responded positively to this, and we want both to take forward work with them and to extend this to other faiths. We see the objective as follows.

Objective: To build and support a worldwide alliance with the Christian church and other Faiths to eliminate poverty

Ei5. We will work with interested groups to develop and implement this work. We have begun discussions with the Christian Churches on the scope for joint activities in the UK and internationally. We intend to develop our dialogue with other Faiths, and to explore the scope for joint activities.

WORKING IN OTHER AREAS

Ei6. While much of our work will concentrate on the areas set out above, we will also look for opportunities to work with other groups to achieve our objectives. There may be important opportunities in Youth work, adult and higher education, both to give recognition to existing work and to share the challenge of increasing awareness. More generally, we must ensure that our work is inclusive and that ethnic minority groups are fully involved.

F. MEASURING PROGRESS

F1. We will measure our success in this, as in other areas of our work. This will be done by monitoring public opinion, and evaluating individual activities.

F2. Opinion polls in the UK have shown a consistently high level of support for the idea that the UK should help developing countries. However, they also show low levels of knowledge and understanding. Polls show that the main motivation for aid has been moral or humanitarian, though there is also more recent recognition of self-interest. While previous polls give broad indications of overall attitudes, they have tended to be one-off exercises, and do not provide reliable baseline data for long term attitude monitoring. If we are to measure progress reliably, we need to set the foundations for a long term process (over at least 10 years) based on a consistent set of questioning.

F3. We will therefore undertake a baseline survey which tests the attitudes and behaviour of the general public in relation to the areas covered by the objectives set out earlier in this paper. We will also undertake parallel monitoring of young people's attitudes, largely to measure our effectiveness in the formal education sector. On the basis of this we will set specific targets for awareness raising, to run alongside the 2015 targets. We will measure progress, in principle on an annual basis, against these targets.

F4. We will also monitor and evaluate our work at the level of individual programmes and projects. As part of this we are developing, jointly with the Development Education Association, a set of methodologies for monitoring and evaluating education and awareness raising work. Our joint aim is that these will be used not only in our own work, but also more widely in the development education field.

G. DEVELOPING FUTURE WORK

G1. We recognise that the task of substantially changing public attitudes and behaviour is a long term one. This strategy paper sets out our initial priorities, provisionally for

the period 1999 to 2001. We will review and update the strategy during the period.

H. RESOURCES

H1. While we do not see resources as the key to success in this area, it is important that we back up good initiatives with financial support where necessary. We doubled our

budget for education and awareness raising activities to a level of £1.5m in 1998/99, and this is planned to rise to £3m in 1999/00 and to £5m in 2000/01.