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## **Introduction**

### *What is this?*

This reflection document has been developed by the Council Resolution Working Group (CRWG) of DEEEP (Development Education Exchange in Europe Project). It is a draft document, a concept note to start the discussion. It contains some key ideas on the renewed role NGOs play in a changing world, and some elements for a DE strategy.

It is structured in different integrated but separate sections:

1. First, you will find the “works in progress” definition of Development Education (DE), agreed by the DE Forum in November 2004.
2. The second part focuses on some key words currently used in DE. It will help to gain a common understanding of this specific jargon, even though it is often related to developing situations.
3. The third part is about the current challenges of DE. The first column of the table describes the challenges for DE; the latter some of the implications.

All these parts are open sections, in the sense that they don't provide specific answers. In fact they aim to stimulate a reflection and spark off a debate.

Amongst other things, the document naturally shows the extreme diversity of themes we usually deal with as DE practitioners.

### *Who does it address?*

It specifically addresses not only DE practitioners but also the NGDO (Non governmental Development Organisation) community as a whole.

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*Issues at stake*

This document has multiple objectives:

- To reaffirm the fundamental importance of having an integrated approach to development;
- To promote the debate about current DE challenges;
- To address the dichotomy between Development Education and Development Cooperation, showing how Development Education and Development Cooperation projects act on the same issues and with the same objective of eradicating poverty and its causes;
- To clearly state that DE's major aim is not only to generate knowledge but also to generate the skills needed to bring about change.

Actually, it is in the interest of every CONCORD (European NGOs Confederation for Relief and Development) thematic working group that citizens will have the skills to translate their knowledge into action. This is the meaning of DE as a transversal issue.

*How to use it?*

To fulfill these objectives, we need a moment of serious reflection within NGDOs and CONCORD on our mission and strategy in DE.

This note could be considered as a preparatory document for the DE Spring Forum meeting that will take place in Brussels in May 2005. The aim is to arrive to this seminar with a common and shared basis from which the reflection can start.

The outcomes of the discussion would help the DE Forum in defining and endorsing a DE strategy for the coming years.

This reflection on our mission and strategy in DE is preliminary to any subsequent steps, e.g. organizing a lobby strategy. Having clarified what DE is and knowing its main challenges and priorities, it will become easier to present a list of coherent demands to the decision-makers.

## **Definition of Development Education**

Development Education is an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues, to personal involvement and informed action.

Development Education fosters the full participation of all citizens in world-wide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, and human rights based national and international policies.

## **DEVELOPMENT EDUCATION: SOME KEY WORDS**

When talking about DE, we tend to use a specific jargon without paying sufficient attention to the exact meanings of the words and expressions. Some terms express objective facts and figures; others imply a tacit moral judgement on the situation. An example of the former is the concept of poverty; an example of the latter is the concept of inequality. Expressions revealing a moral judgement refer to a global vision of the world and human society in general. The meaning of both kinds of terms can undergo changes due to alterations in the society as well as alterations in the global vision.

In the description below of a series of key words, we will focus our attention on the most striking shifts in their meanings.

### a) *Inclusion vs. Exclusion*

Over the past decade, particularly starting from the Copenhagen Conference of 1995, a different view of things seems to be coming more and more clearly to the forefront, that of a **global approach to world society**, within which there is inequality and injustice in all countries and on all continents. Everywhere, there are rich and poor. A demarcation line divides the world in a transverse fashion. This inequality and this injustice are the consequences of a structural exclusion mechanism which is inflicted upon the whole world.

These days, those who are committed to development describe the gulf between the rich and the poor as a gulf of exclusion. It is not a question of having more (the rich) or less (the poor) within the same society. It is a question of having a place in the society or being excluded from it. In reality, the struggle against poverty needs to be construed as the struggle against exclusion and in favour of inclusion.

This means that every citizen, wherever s/he may live, is part of the global society and s/he needs to know that s/he is jointly responsible with her/his fellow citizens in the struggle against exclusion, which is at the root of any form of inequality and injustice. In the context of globalisation, this global approach is supposed to supplant the rather geographical North/South approach, which is

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liable to skew the analysis of the real situation in the world. In reality, it is not the South as such that is excluded; it is the popular masses in the South, as well as a growing slice of the population in the North, who are the victims of exclusion.

Today the great global contradiction is produced by inclusive versus exclusive policies, both between countries and areas of the world and within the fabric of society. Social, economic and cultural forms of exclusion generate poverty, and are in turn a product of poverty and underdevelopment.

As the UNDP maintains, poverty is a multidimensional factor. In a global word, inequality expresses itself in the difference not only between the haves and the have-nots, but also between those who have access to knowledge and those who do not. Poverty is, above all, lack of access to choice and self-determination, both individually and collectively: access which is, therefore, a prerequisite for human development and the struggle for inclusion, and which ultimately means access to opportunity, education and information.

In DE, social inclusion, together with actions and policies to promote it, is considered a cornerstone in education in both the North and the South. We must be careful that the methods used in education and awareness-raising are tools for social inclusion and cohesion, and not for discrimination.

b) Poverty

In DE there are some key words expressing the emphasis which people place on specific aspects of the development situation of the world. This development situation depends on the permanently changing worldwide political, economic and military balance of power. For about ten or fifteen years the world has been in the grip of growing political and military unilateralism, and we find that simultaneously in the field of development co-operation, the eradication of poverty and the need of changing (economic) structures are more and more focused. This appears clearly in several documents from the international agencies and explicitly in the declaration of the millennium development goals of the UN.

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The fight against poverty is now at the top of the agenda for most NGOs. What is more, the content of the concept of poverty has been enlarged. Before, the emphasis was on the lack of material goods such as food and clothes. Now, attention also focuses on quality of life, with questions on health care, literacy, education and training, housing and the willingness of the authorities to assume their responsibility to provide the minimal structures to guarantee the quality of life for the lower ranks of society.

The move to a more qualitative approach to poverty in the scope of development issues brings about a changing approach in DE. Until recently, considering poverty in the South often almost exclusively involved calling for personal sharing of wealth; now political work and lobbying have become increasingly important. The fight against poverty is being waged at the level of the political and economic structures, nationally as well as internationally. Building awareness of poverty (in the South) leads more and more directly to genuine political activism in the North.

c) *Transformation and Change*

In the opinion of a large number of groups and individuals concerned about world development problems, we need a radical change of the political, economic and social structures of our society.

One of the main tasks of all types of DE nowadays consists in demonstrating the relationship between structural issues and local and national policies. It is necessary to use the concrete methodology inherent in “Think global, act local”, and to underscore the effect that local, national and EU policies have globally. It is fundamental to show the public that changes in our countries’ development model affect ordinary lives and lifestyle. The global citizen is not impotent if s/he is aware. Only if s/he is aware can s/he count as a worker, consumer and saver, and so seek partnerships and alliances with other people, to obtain a better quality of life for all, and a fairer and more sustainable world.

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This is an important new trend with a view to DE; one which not only seeks insight and pure intellectual awareness of the development problems of today, but intends also to activate forms of social action in order to change society. In this respect it is important to strengthen self-confidence by concrete results at the lowest level. The belief of the World Social Forum “that another world is possible” relies on the experience of successful actions in the nearby context. Changes have to be tangible.

An additional aspect in this matter is the growing concern for the sustainability of all measures taken in order to improve the conditions of life for the majority of mankind. This concern seems to be the result of the strengthening awareness of the threat of imminent environmental disaster. Sustainability not only regards the long term future and future generations, but also touches our own personal life in the short term.

d) *Oppression and Exploitation*

These concepts are mutually related. They refer particularly to the economic space. In the seventies and eighties, exploitation and oppression of people were at the heart of the discussion on development politics. Doubts were expressed about development programmes along with the exploitation of natural and human resources by the likes of multinational corporations, supported by repressive regimes in a number of southern countries. Since then we have learned that the whole world economy is characterized by a process of radical globalisation which tends towards the exclusion of all people who do not comply with its aims of profit and economic power.

Today globalisation and exclusion are outstanding themes for DE. Globalisation summarizes the main aspects of the whole problem of human development. Even when the meaning of the term is not unequivocal, it still suggests the ongoing loss of political and social good governance to the worldwide economy. Mobilization to regain this control seems an important element of DE. It is a matter of the submission of the economy to human development and welfare. It often leads to a wide range of concrete opportunities to experience new economic structures at the local level.

e) *Inequality and Diversity*

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Our society is characterized by an overall inequality as a main consequence of poverty. There is inequality in available material goods, in education and training, in health care and so on. This results in an actual inequality of opportunities to human development. But most of all there is a practical (often culturally confirmed) inequality of rights, e.g. between men and women, between local people and migrants, between the prosperous and the modest classes, etc.

DE tries to unmask and overcome this inequality. One of the main issues in this regard is the constant concern for a gender approach to development problems. The importance of this approach seems generally acknowledged, but in practice there remains a lot to do.

Another recent phenomenon which DE has to take into account is the growing number of migrants (workers and refugees) from the South arriving in our countries. For some time now, a public debate has been underway about setting up development programmes in order to avoid this kind of migration. It is to be feared that the means to build a better world will be selfishly abused to resolve our political problems. In this regard, DE has to emphasize the richness of diversity as a driving force of overall human development.

The necessity to fight inequality relies on our sense of justice as an integral part of our global vision of the world and human society in general. We have to be aware that our vision is not shared by everyone all over the world. Some cultures or religions hold other views on points such as equality between men and women. Followers of these cultures or religions are living among us, and sometimes they strongly defend their point of view. It is a challenge for DE to manage the dialogue with them.

## Challenges for Development Education

| <b>Challenge</b>   | <b>Description</b>   | <b>Implications for DE</b>   |
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| <i>Diversion of scarce economic resources from social development to the military.</i> | <p>The rise in global defence spending and the so called ongoing war on terrorism are diverting scarce economic resources from social development to the military. The 10-year review of the plan of action adopted at the 1995 World Summit on Social Development (WSSD) concludes that the international community has achieved little or no progress on most of the 10 commitments made by world leaders at the U.N. talk-fest that took place in Copenhagen. According to the 2004 Social Watch Report, the necessary increase in aid has been too little and too slow, the international trade system is still biased against the poor farmers that constitute the majority of people living in poverty and the world finances have not been reformed in a way that might help poor countries overcome chronic indebtedness that sucks away their scarce resources. Shifting just 7.4 % of donor governments' military budgets into development assistance would provide the \$50 billion a year in additional funds that analysts estimate are needed to achieve the MDGs.</p> | <ol style="list-style-type: none"> <li>1. DE has a role in promoting a public awareness and understanding of how the proliferation of poverty and hunger and the lack of health care, education and employment fuel the push factor of desperation and despair that, in turn, breeds alienation, discontent, rebellion, and violence.</li> <li>2. The consolidation of the “declining coverage of social services” as a core theme in DE.</li> <li>3. The necessity of a strategy at country level to increase citizen support for rich countries to give 0.7% of their GNI towards Overseas Development Aid and to respect the 20-20 compact where developed nations promised to spend 20% of their overseas aid budgets on health, education and welfare for the poorest.</li> </ol> |

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| <p><i>Security</i></p> | <p>Security concerns are high on the world's agenda. The underlying sources of global insecurity include poverty, infectious disease, environmental degradation, and rising competition over oil and other resources. The post-9/11 security agenda has also thrown a spotlight on the relationship between counter-terrorism and development policy, including both official development assistance and the broader instruments of development co-operation, such as trade and political co-operation.</p> | <ol style="list-style-type: none"> <li>1. More research on the role of DE in promoting a model of human security that does not strip us of our human rights. Promoting sustainable human development, through the alleviation of absolute poverty, providing basic social services for all, and pursuing the goals of people-centred development, is necessary for building human security.</li> <li>2. The role of DE in promoting individual solidarity and action to meet the challenges of poverty, disease, environmental degradation and conflict in a sustainable and non-violent way.</li> <li>3. DE is one of the necessary factors to build support for governments to redouble their effort to safeguard human and environmental security, enhance disarmament and post conflict reconstruction, and redesign the United Nations for the security and challenges of today and tomorrow.</li> <li>4. Training and support for development educators to engage effectively in the security – development debate and to understand better the broader context of conflict, security and development</li> </ol> |
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| <i>Human Rights</i> | <p>Far-reaching threats to human rights have emerged recently and include the large-scale ethnic cleansing in Darfur in western Sudan, and the detainee abuse at Abu Ghraib prison in Iraq, symptomatic of a broader problem of torture and mistreatment of detainees by U.S. forces. One involves indifference in the face of the worst imaginable atrocities, the other is emblematic of a powerful government flouting a most basic prohibition. The vitality of human rights defence worldwide depends on a firm response to both of these threats. If even so basic a rule as the ban on torture can be flouted, other rights are inevitably undermined as well. Also the disregard for human rights law and standards by the world's sole superpower makes it easier for repressive governments to deflect pressure on them to comply with international standards of human rights.</p> | <ol style="list-style-type: none"> <li>1. Political work for and campaigning is necessary for governments to reaffirm their commitment to human rights. This includes campaigning for a clear recommitment to human rights principle by the European Union, if it is to serve as an effective counterweight to Washington's insidious influence on human rights standards.</li> <li>2. Provide spaces for sharing of experiences related to the rights based approach to development, and increase the dialogue, exchange and sharing between human rights educators and development educators.</li> <li>3. Through dialogue, interaction and learning we move from information to knowledge to realization of the imperatives of social and economic justice within a human rights framework. Learning human rights harnesses the energies of all people to develop a shared global culture of human rights.</li> </ol> |
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| <i>Gap between Standards and</i> | <p>There is an extraordinary and awful gap between existing international legal</p> | <ol style="list-style-type: none"> <li>1. Provide spaces for a critical pedagogy in education in</li> </ol> |
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| <i>Practices</i>   | standards and practices. The United Nations Security Council has passed resolutions and established mechanisms that often put commitments to protect rights at the centre of the U.N. system's response to international crises. Yet time and again these commitments to protect children, to hold perpetrators accountable, to address arms flows, and to scrutinise the behaviour of international companies are forgotten, ignored or neglected in the face of political pressures. | <p>general and DE in particular. Above all the challenge for DE to raise questions about the relationships between the margins and centres of power and to provide a way of reading history as part of a larger project of reclaiming power and identity, particularly as these are shaped around the categories of race, gender, class, and ethnicity.</p> <ol style="list-style-type: none"> <li>2. Training for campaigners to avoid "paper victories".</li> </ol>   |
| <i>The right to information and the right to inform.</i> | The media is often dictated by corporate coverage or else is state controlled. It is increasingly difficult to obtain serious analysis from democratic media outlets committed to the creation of radical, accurate, and passionate accounts of truth and to the non-commercial coverage of important social and political issues. More and more time is being dedicated to <i>Real TV</i> , at the expense of less documentaries and coverage of social issues.                       | <ol style="list-style-type: none"> <li>1. The need for development educators to promote media education and critical analysis of media</li> <li>2. The need for development educators to promote the skill of finding unbiased sources of information and analysis.</li> <li>3. The production of good quality educational media by development educators and their associations.</li> <li>4. Produce good quality media to fill in missing gaps.</li> <li>5. Make strategic use of both alternative and mainstream media.</li> </ol> |
| <i>Global Women's Movement</i>                           | The political context in which the global women's movement was shaped during the 80s and 90s was one in  | <ol style="list-style-type: none"> <li>1. The role of DE in showing how the exploitation of women's time, labour and sexuality</li> </ol>   |

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|                               | <p>which the international community was largely open to insights and analyses offered by this movement. The global women's movement was able to achieve a number of its objectives, particularly in relation to women's role in international development and decision-making, and in the area of women's human rights. Today the multilateralism and cooperation of the 80s and 90s has been shattered by the emergence of a single superpower that acts unilaterally. This poses threats to human security to everyone, in particular to women and people of colour who face particular dangers that intensify the risks to their security.</p> | <p>underpins capitalist exploitation, and the centrality of gender justice to the broad project of global justice.</p> <ol style="list-style-type: none"> <li>2. Improve the links between DE and popular education, where women work to defend themselves, their families and communities. In particular DE can help the concerns of grassroots women's movement to inform global advocacy.</li> </ol>   |
| <p><i>Disabled People</i></p> | <p>Disabled people are among the poorest of the poor in developing countries, with the UN estimates that one in five people on the poverty line is disabled, amounting to a total of 450 million people. Existing global initiatives such as the Millennium Development Goals or the Poverty Reduction Papers of the World Bank do not consider disabled people specifically. A sustainable reduction of poverty is unlikely to be achieved without the inclusion of disabled people in these initiatives.</p>   | <ol style="list-style-type: none"> <li>1. Political education regarding the Rights for Disabled People throughout the whole world, and about getting governments to play their part in protecting and guaranteeing these rights.</li> <li>2. More sharing and exchange of information in DE and Education for Sustainable Development circles, to stimulate new efforts to take into account disabled people in international development.</li> </ol> |
| <p><i>Migration</i></p>       | <p>Globalisation has stimulated an unprecedented flow of immigrants worldwide. These newcomers – from</p>  | <ol style="list-style-type: none"> <li>1. The role of D E in promoting understanding of the various factors that motivate refugees</li> </ol>   |

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|                              | <p>wide range of cultural, religious, linguistic, racial and ethnic background – present new challenges both to the identities of the original residents of the areas in which they settle and to their own. Intolerance for and fear of newcomers is a common response across Europe. Immigrants of colour in particular suffer discrimination and are subject to the social trauma of prejudice and social exclusion.</p> | <p>and immigrants (relief from political, religious or ethnic persecution, economic incentives and an opportunity to reunite with family members), as well as in promoting greater awareness of the challenges faced by migrants, such as being cut off from their relationships and predictable contexts.</p> <ol style="list-style-type: none"> <li>2. The role of DE in promoting diversity as an opportunity for individuals and cultures to search for commonalities of human experience that can be uniting.</li> <li>3. The political role of DE in providing spaces for newcomers to retain a sense of pride in their cultures of origin while facilitating their entrance in the new environment.</li> <li>4. The contribution of DE in supporting young people acquire new competencies – in particular the ability to think and work with others coming from very different racial, linguistic, religious and cultural backgrounds.</li> </ol> |
| <p><i>Social Economy</i></p> | <p>In various parts of the world, grassroots movements are conducting innovative experiments in what we may collectively call the social economy. These include micro-credit, fair trade,</p>   | <p>DE has a role in disseminating and helping other communities explore examples of good practice within the social economy, in particular in the various countries of the European</p>   |

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|   | <p>agro-ecology, responsible and eco-tourism, and the participative budget. The various experiments contribute to regeneration of the local economy, value participative decision making, put people before profit and contribute towards furthering democracy. Unfortunately these practices are still relatively unknown and at the margins, in spite of being a concrete examples of “another world is possible”.</p> | <p>Union where these practices are practically unknown.</p>   |
| <p><i>European lack of knowledge on development issues.</i></p> | <p>According to the 2005 Euro-barometer, 88% of people in Europe have never heard of the Millennium Development Goals, four years after they were adopted.</p>   | <p>Political work regards Louis Michel’s 25/02/2005 statement to “increase EU public awareness of our activities as well as of our Millennium Development Goals”.</p>   |
| <p><i>Marginality of Development Education</i></p>              | <p>DE in various European countries is at the margins rather than the centre of learning.</p>  | <ol style="list-style-type: none"> <li>1. Political work to move DE from the margins to the centre of learning, in particular through lobby work to incorporate the global dimension into all policy documents for the formal and non-formal sectors.</li> <li>2. Consider the UN Decade for Sustainable Development and the Council of Europe Year of Citizenship through Education 2005.</li> </ol> |
| <p><i>Globalisation and Education</i></p>                       | <p>The World Trade Organisation, through the General Agreement on in Services, aims at the progressive liberalisation of trade in services, including public services such as education. The overall effect of such processes is the business</p>  | <ol style="list-style-type: none"> <li>1. Political work to provide clear limitations to the commercialisation of education services.</li> <li>2. Political work to ensure that business interests do not corrupt</li> </ol>  |

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|  | <p>takeover of education services.<br/>Education services will be progressively commercialised and capitalised, as international businesses seize on service provisions as a money-making opportunity. In the process, education itself will be de-valued and narrowed for business interests.</p>   | <p>educational goals and processes.</p>   |
| <p><i>Education for Employability</i></p>    | <p>In strategies designed to ensure that individuals have the skills they need to be both employable and personally fulfilled, the global dimension is often omitted. This in spite of the fact that essential skills for this century include flexibility, the ability to learn and transfer learning to new contexts, personal fulfilment, community development, intercultural understanding, and above all, the ability to understand and engage with the environmental and social challenges facing us.</p> | <ol style="list-style-type: none"> <li>1. Political work to ensure that other existing strategies (where applicable) related to education for sustainable development, DE and global poverty reduction are integrated into employability strategies.</li> <li>2. Integrate Global Perspectives into Skills training.</li> <li>3. Embed global and sustainable development perspectives in programmes of professional development for leaders and senior management</li> </ol> |
| <p><i>Cooperation with other Sectors</i></p> | <p>When we compare the current Ecological Footprint with the capacity of the earth's life supporting ecosystems, we conclude that we no longer live within the sustainable limits of the planet. In spite of the implications for development, historically the fields of Environmental Education and Development Education have developed separately. Most gatherings and conferences still tend to get together either exclusively environmental educators or</p>  | <ol style="list-style-type: none"> <li>1. Improve the dialogue, sharing and exchange between environmental educators and development educators, including producing joint strategies as part of the United Nations Decade for Sustainable Development.</li> <li>2. Report on the experience of the Global Call to Action against Poverty, which is a campaign based on a broad coalition of all people who believe in ending</li> </ol>                                       |

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| <p>development educators. However both have a lot to contribute towards education for sustainable development, and themes such as climate change are engaging both types of expertise.</p> | <p>poverty; existing coalitions, community groups, trade unions, individuals, religious and faith groups, campaigners and more</p> |
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## **Conclusion**

With the onset of enlargement, new challenges associated with winning the popular support for development amongst the 76 million new citizens of the EU were created, as well as new complexities associated with the New Member States (NMS) adjusting to their role as new donors rather than recipients of aid. The expertise and mandate of the NGDOs of NMS, some of them with a long experience, has been duly recognised, as has also the need to further their competences in order to allow them to play a more effective role with respect to national and EU development discourse. In some parts of the EU 15, DE and Development Cooperation is experiencing a new crisis, with formal support for DE and Development Cooperation rapidly declining.

NGDOs are grappling with new realities, both externally in responding more effectively to the rapidly changing global political and economic environment, and internally with regards to challenges to NGOs' sustainability, resources and organisational structures. With this short reflection document the CRWG of DEEEP is proposing a forum to discuss issues that cut across our work as NGDOs and issues that we all see as common challenges. Hopefully it will contribute to creating collective learning and strategic thinking processes, and a common understanding of DE work.