



## EDUCATION FOR DEVELOPMENT STRATEGY IN THE FORMAL AREA OF THE VALENCIAN COMMUNITY 2017 – 2021

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### EXECUTIVE SUMMARY

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The Law 18/2017, Of December 14, on cooperation and sustainable development, comes into effect after its publication in the «DOCV» no. 8191, of December 15, 2017 of the Generalitat Valenciana, thus replacing the previous Law Ley 6/2007, of February 9 of the Generalitat, on cooperation for the development of the Valencian Community. This intermediate evaluation of the Education Strategy for Development in the Formal Area of the Valencian Community 2017 - 2021, is part of the evaluation process of the IV Plan Director (Master Plan) of the Valencian Cooperation 2017-2020, framed in turn, among the dispositions established in this Law, reflected in its Chapter I, *“Planning, modalities, evaluation and transparency”*, and within its Article 4, *“Planning of international cooperation for development”*, which establishes the obligation to develop intermediate and final evaluations of the IV Master Plan, both managed by the *Consellería de Transparencia, Responsabilidad Social, Participación I Cooperación de la Generalitat Valenciana*.

In like manner, this evaluation process is part of one of the areas of action specific to the Strategy, such as *Organizational Culture*, where the *“evaluation and monitoring”* section contemplates the development of an intermediate evaluation of the Strategy.

Under this normative and institutional framework, the present evaluation process is developed, with the following objectives:

1. Evaluation of the appropriation of the strategy by the actors involved.
2. Evaluation of progress in the areas, axes and lines of action.
3. Evaluation of the results for the issuance of recommendations for improvement and possible corrections.

The present evaluation of the Strategy of Education for Development in the Formal Area of the Valencian Community 2017-2021 is part of the intermediate evaluation of the IV Master Plan, therefore, the methodology used has been common in these exercises. Thereby, in both cases, the evaluative design was formative, non-experimental based on the compilation and triangulation of information through primary and secondary sources, and qualitative.

This design allowed gathering the opinions and perceptions of the parties involved, as well as observing processes, dynamics of change and learning and a general overview of the results obtained, in order to triangulate the information allowing the focus of the evaluation towards final judgements and develop a multilevel analysis (results, processes,



context, design and structure), with application of mixed methods (qualitative and quantitative with predominance of the former), given the established information needs.

After completing the evaluation process, the main obtained conclusions, and recommendations issued are the following:

#### ABOUT THE DESIGN.

The Education for Development Strategy 2017-21 in the formal area is born of a multi-level and multi-actor participatory process, which has consider actors and agents at the regional, provincial and local levels, as well as representatives of different Consellerías with projects/own education programs, such as the Ministry of Education and Environment, although the participation of these actors served more technical staff than political staff with decision-making capacity and commitment acquisition.

Complementarily, the Strategy was framed within the area of formal education, leaving pending the planning and organization of the strategic of the informal area, an area where most of the agents that execute EpD actions at the Valencian Community level work.

Based on its design of causal logic and implementation theory, the strategy takes as reference the 2030 Agenda and its Sustainable Development Goals, and integrates different coherent and complementary areas of action linking different actors with competencies in the subject and promote its complementarity, which gives it an adequate structure to allow an alignment of the EpD with the 2030 Agenda and to promote it towards a vision of EpD as an EpCG in the formal area.

The strategy has a well-structured results chain aimed at operationalizing the strategic lines intended, specifying them with lines of action defined over time, designating their managers and specifying the *expected changes*, which acts as a indicators of the process and/or product that they facilitate their follow-up, although there is evidence of the absence of variables and/or indicators for higher levels, which make it possible to know the effects and/or expected impacts, not at the level of specific activity, but rather on the whole strategy.

#### ABOUT THE STRUCTURE.

The annual Budget dedicated to the operationalization of the economic support instruments for projects seems to be enough and to be in accordance with this context, allowing the operationalization of the strategy by the ONGDs in educational centers.

The area of the EpD with greater coverage has been linked to the field of formal education, operationalized from the work of the ONGDs in Educational Centers of the Valencian Community (Modality A) with an average of 61.05% of the resources allocated for this, against the average of 15% that each of the remaining modalities (modalities B, C), has obtained individually each year.



All calls for projects published during the evaluated period have been aligned with the foreseen in the strategy and with the axes of the IV Master Plan, have been well valued by the actors of the EpD, and denote a good articulation between their elements, being a well-defined process in their respective calls, aligned with the respective Order of Bases and guided by the ex-ante evaluation guide.

During the evaluated period, different institutional agreements signed within the framework of the IV Master Plan have been signed and aligned with the objectives established in the EpD Strategy, contributing added value to it. Agreements all of them highly valued by all the actors consulted during the evaluation.

The instruments of economic aid through projects and agreements deployed execute 9 of the 41 operative lines linked to provide coverage to educators in the formal area. However, the deployment of the different support instruments, which must complement the strategy beyond the calls for projects, has not followed or reached the same level of development during the evaluated period. An example of this are the communication tools foreseen in the strategy, such as the General Communication Plan of the Valencian Cooperation, or the still scarce definition of the necessary instruments or processes, to operationalize the evaluations aimed at measuring the expected changes that should serve as indicators.

The deployment of the strategy requires the development of several strategic processes based on inter-institutional coordination and articulation processes, whose responsibility is assigned in the strategy to the General Directorate of Cooperation and Solidarity. Meeting this commitment, even with the effort made in recent years to endow this Department with competencies in terms of cooperation and the Directorate for Cooperation and Solidarity with a larger number of personnel, still seems insufficient, because of the complexity of the processes that must be faces, and the volume of dedication that each of them implies.

The participatory and joint construction dynamics achieved within the technical report during the design of phase of the strategy, has been diluted in the implementation phase of this. At the present, the technical report of EpD, although it is operative and with successful call, acts as a consultative entity, not exercising an efficient coordination role to achieve the establishment of synergies and alliances among actors. Finally, the lack of operation of the Interdepartmental Commission or the Sectorial Territorial Council, key complementary bodies, makes it difficult to connect formal and informal strategies at the regional, provincial and municipal levels.

In this last area, the municipal area, to date the work with the School Council of the Valencian Community (CECV) has served, through this space, to approach the municipalities, having generated very good synergy and communication between the Directorate General of Cooperation and Solidarity and this Council.



## ABOUT THE RESULTS.

The current degree of process of the Strategy is positively valued, since at the time of the closing of the evaluation, at least 74.2% of the actions planned to start between 2017-2018 were in the implementation phase (23 of the 31 planned actions), although, due to the recent start of the Strategy, it is still early to wait for the realization of most of the products or *expected changes*.

The degree of contribution of the strategy to the appropriation of the EpD, by the different actors of formal education, is still very incipient.

The EpD Strategy adopts the same mechanisms and guidelines for knowledge management, based on the evaluation of projects, which have been implemented in the actions of the IVPD, adopting the guidelines drawn up by the DGCS for the implementation of this policy evaluation, but this alignment with the evaluation dynamics of projects generated within the IVPD may not be enough to meet the specific evaluation needs, reflected in the strategy to measure their *expected changes*.

The EpD Strategy considers the creation of its own Communications Plan, within the framework of the General Communication Plan of the Generalitat Valenciana. However, to date, no steps have been taken to move towards its realization.

## RECOMMENDATIONS

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1. With the purpose of retaking the Technical Report as a joint work space, it is recommended to jointly define the objectives of the Technical Report, both at the level of its functions and within the role it should play in the implementation phase. In this sense, it is proposed: a. determine the functions of coordination; b. Adjust the allocation of tasks and commitments of each of the participating actors; c. Establish joint monitoring spaces.
2. To promote greater territoriality of the report and strategy, it is recommended: a. Consider including representatives of the Universities and Town Councils of Alicante and Castellón within it; b. Have the City Council of Valencia in the face of harmonization and coherence of policies and complementarity of actions.
3. To promote an EpD directed towards an EpCG, it is recommended to promote an implementation of the strategy from a model of connection between actors and not from a compartmentalized model like the current one. This exchange and common work can enhance the mainstreaming of the EpCG between the different sectors and actors of intervention, establishing the main added value of Decentralized Cooperation: Closeness and proximity to citizenship as the backbone of the Valencian Cooperation policy.



4. It is recommended to promote greater participation of decision makers and not only the technical level of each institution.
5. It is recommended to generate a dialogue process that allows the Generalitat to get to know more closely the current state of the actors in the sector and jointly carry out a review of the economic support instruments through competitive channels.
6. It is recommended to evaluate the possibility of signing collaboration agreements exclusively for the institutional strengthening and capacity development of the actors of the EpCG sector.
7. In view of the short remaining period of validity of the EdP Strategy, it is recommended to begin the process of designing and specifying the evaluation strategy aimed at measuring the *expected changes* foreseen in the strategy's monitoring matrix.
8. Likewise, it is recommended to start the process of designing and specifying the communication strategy, which allows generating the plan for communication and dissemination of the EpD strategy, and linking it with its superior level, the General Communication Plan for the Development of the IV Master Plan.
9. It would be advisable to review the possibilities of strengthening the Directorate for Cooperation and Solidarity, with specialized technical personnel in the areas of communication for development and evaluation. These personnel would be oriented to follow up the communication plans and the evaluation strategy of the IVPD, including this, the evaluation of *expected changes* of the EpD strategy and the different coordination and follow-up activities necessary for it, and the appropriate dissemination of its results.
10. The meeting with educators held in July 2018, can be a good basis for the launch of a more stable mechanism of work in this area, so it is recommended to keep this space alive and configure it little by little, as a permanent forum or annual reflection congress with educators, in which, at certain times, a greater participation may also be available to other actors of the EpD (Universities, ONGDs, etc.).