

Grants for the implementation of Follow-up Youth Initiatives Lot4 CSO-LA/2019/410-187

Final report



Funded
by the European Union
and the Council of Europe



COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Implemented
by the Council of Europe

The Follow-up Youth Initiatives Lot4 are part of [iLEGEND II](#): Intercultural Learning Exchange through Global Education, Networking and Dialogue (2019-2022), Joint programme of the European Union and the Council of Europe: co-funded by the European Union and the Council of Europe and implemented by the North-South Centre of the Council of Europe. The overall objective of the project is to strengthen GDE in EU member States and potential EU member States, particularly where it is least established, by promoting dialogue, networking strategies, capacity building and exchange of good practices in the field of GE/GDE.

Introduction

Since its creation, the [North-South Centre of the Council of Europe](#) addresses the need to promote Global Education as an interdisciplinary approach that gives learners the opportunity and the competences to reflect and share their own point of view and role within a global, interconnected society, as well as to understand and discuss complex relationships of common social, ecological, political, economic and ethical issues. The effective implementation of this approach relies on a sound multi-stakeholder cooperation among a wide spectrum of stakeholders (from governments to education practitioners) where civil society plays a central role, being the connector stakeholder between duty-bearers and right-holders, as advocated by the North-South Centre.

[Global Education](#) is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; all being the global dimension of Education for Citizenship. Global Education addresses the growing interconnectedness between local and global realities. It enables citizens, learners, and educators to understand world issues while providing the knowledge, skills, values, and attitudes desirable to face and deal with global problems. One of the core competencies of Global Education is the ability to understand facts holistically, fostering multi-perspectivity and the deconstruction of stereotypes. It helps learners to understand the intricacy of the world, be aware of contradictions and uncertainties and understand that there is no one-dimensional solution for complex problems. It also equips them to deal with a cultural variety of languages and codes so that intercultural understanding can be achieved.

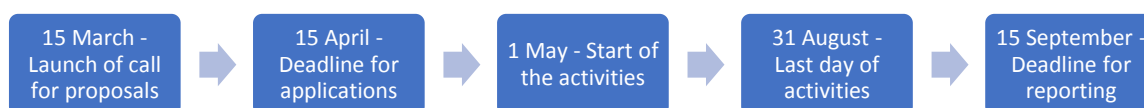
The [Global Education Programme](#) promotes policy recommendations through multistakeholder advocacy events such as congresses, national and regional seminars, and experts' meetings. It offers competences development for formal and non-formal educators through pedagogical tools and through on-line and on-site trainings. Across its capacity-building and awareness-raising activities, and its GE practices database, it promotes a peer and intercultural learning approach. The activities of the Global Education programme are relayed by the national coordinators of the [Global Education Network \(GEN\)](#): the network encompasses key national level stakeholders, who, throughout Europe, share global education strategies and practices.

The [Youth Cooperation Programme](#) is developed in close cooperation with various youth led and youth serving organisations, with the [Youth Department of the Council of Europe](#), the European Commission and the [European Union-Council of Europe youth partnership](#) and with other relevant institutions working in the youth field. The Youth Cooperation Programme of the North-South Centre provides training and capacity building for young people and youth organisations and facilitates their participation in decision making.



This call for proposals was launched in the framework of the Council of Europe Project “[iLEGEND II: Intercultural Learning Exchange through Global Education, Networking and Dialogue \(2019-2022\)](#)”, Joint programme of the European Union and the Council of Europe for the promotion of Global Education/Global Development Education (GE/GDE), co-funded by the European Union and the Council of Europe and implemented by the North-South Centre of the Council of Europe. It aimed at co-funding Follow-up Youth Initiatives to be carried out by participants of the online/residential training courses on Global Education/Global Development Education organised in the framework of iLEGEND II project, giving them the opportunity to apply the acquired knowledge and tools, thus further promoting and raising awareness about Global Education/Global Development Education among young people within their constituencies. This grant scheme targeted youth multipliers representatives of legally constituted non-governmental organisations and/or education practitioners supported by public education entities from Council of Europe member States¹. Project proposals were aiming at producing an added value to the Council of Europe efforts in this domain.

Timeline



Funding

€35000.00 for 7 awarded proposals, up to a maximum of €5000.00 per proposal.

Application stage

27 application proposals received, 2 of them not eligible because they were sent after the official deadline. The 25 eligible proposals came from the following countries:

Country	Nr. of proposals	CoE member state	NSC member state	Other countries
Albania	1	×		
Armenia	6	×		
Belgium	1	×		
France	2	×		
Georgia	1	×		
Lithuania	1	×		
Moldova	1	×		
Serbia	6	×		
Slovenia	3	×		
Tunisia	1		×	
Türkiye	2	×		

¹ 25% of the funding budget is available also for proposals coming from non-CoE member states.

Selection process

In the selection process, several criteria were taken into account. All the proposals had to promote and raise awareness about Global Education / Global Development Education among young people. Preference was given to:

- Projects/actions promoting and supporting the work of youth multipliers and youth organisations as key agents in non-formal education processes;
- Projects/actions raising recognition on the contributions for youth civil society organisations to the implementation of the 2030 Agenda for Sustainable Development;
- Projects/actions raising public awareness among young people about Global Education / Global development Education and the 2030 Agenda for Sustainable Development;
- Projects/actions integrating gender mainstreaming into their projects;
- Projects/actions reaching out to more marginalised youth.

The selection committee was composed by the Deputy Executive Director of the NSC, the Programme Manager of the Global Education Programme and the Project Officer of the Global Education Programme. The three members scored the proposals on up to 5 points on 4 main criteria:

1. The relevance and sustainability of the activity proposal with regard to the objective of the call;
2. The action had a clear follow-up after its implementation or was part of a long-term sustainable plan;
3. The quality, accuracy, clarity, completeness and cost-effectiveness of the application and the estimated budget;
4. The relevance of the experience of the applying organisation(s) and staff

The lowest score was 1.23, the highest one was 4.95

The 7 awarded proposals were:

Ranking	Applicant	Country	Title	Final Score
1	Young European Federalists (JEF-Europe) and Young European Movement UK (YEM UK)	Belgium	Climate Action Academy	4.95/5
2	Novi Sad School of Journalism	Serbia	Global Media Literacy Education	4.9/5
3	Initiative for rightfulness, innovation and democratic activities - IRIDA	Serbia	Following Women's Paths	4.85/5
4	IAS Institute for African Studies	Slovenia	Excusive Fashion is Sustainable Fashion	4.65/5
5	Sibel Hakyemez - I'M GLOBALCITIZEN	France	Global Citizens Conversation Series	4.6/5
6	Association La Voix de l'enfant Rural (AVER)	Tunisia	Global Digital Youth Academy	3.5/5
7	Inštitut za proučevanje enakosti spolov (IPES) – Gender Equality Research Institute	Slovenia	Gender Sensitive Integration of Refugee Children in Slovenian Primary Schools	3.43/5



The awarded organisations

The [Young European Federalists \(JEF Europe\)](#) is a political youth NGO advocating for the creation of a democratic European federation as a guarantee for peace, the rule of law and human rights. JEF Europe promotes true European citizenship, works for the widening and deepening of the European Union and strives for a more just and integrated society on the European continent. Established in 1972, the organisation has more than 10,000 activists organised in over 250 national, regional, and local sections in 31 countries. The ideals and aims of JEF Europe are defined in the Manifesto of Ventotene, the Political Platform and resolutions adopted by its statutory bodies. JEF United Kingdom (Young European Movement UK) is the main pro-European organisation for people aged 18-35 in the UK. It was created by and for young people of all political walks and beliefs who share a common interest in Europe and the European Union. They have a very close partnership with the European Movement (EM) UK, and they are the national section of JEF Europe in the UK.

5



[Novi Sad School of Journalism \(NSSJ\)](#) is a civil society organisation that is dedicated to the development and professionalisation of the media scene in Serbia and the region, which respects the values of truth, knowledge and critical approaches in a multilingual, multicultural and multinational environment and fosters a moderate and tolerant dialogue. Project activities of the organisation are focused on: increasing professional capacities in the media sector; monitoring and analysis of media content; education of the various target groups about media literacy and advocacy that will contribute to the democratisation and development of civil society, and the promotion of European values.

The objective of [IRIDA](#) is based on improving quality of life, empowering women and other marginalised groups through cultural, educational, creative, preventative, entrepreneurial, intersectional activities, as well as in the fight against violence, discrimination, inequality and nonconstructive conflict resolution. IRIDA is a member of the National Youth Council and has a wide network of more than 30 national and international organisations.

[IAS](#) is an NGO and think tank centre for research and networking, on global issues like environment and climate change, media & diversity, migration & integration, sustainable development from the South & North perspectives to dialogue and based on an evidence-based substance to engage to advocacy.

['MGLOBCITIZEN'](#)'s mission is to motivate young citizens to develop the global competences and connections necessary to shape together a better future for all. Its vision is a world where competent young people have the actual agency to drive positive change. Its core values are diversity, equity, inclusion, and collaboration.

[AVER](#) goals are to promote civil engagement among young people and empower their involvement in civil society; to strengthen the capacities and skills of young people to help them reach their full potential as responsible and future leaders in their communities; to help and mentor young people in the process of integration in the labour market: to encourage dialogue and intercultural learning; to promote the socio-economic integration of rural women and develop the entrepreneurial culture among young people.

The purpose of [IPES](#) is to contribute to the widespread in-depth understanding of gender (in)equality among young people and the general public, and to empower the latter in their actions in everyday life. The institute

pursues its goals by leading national awareness-raising campaigns, implementing (national and international) projects that aim at improving the situation in the field of gender equality in Slovenia, preparing and disseminating specific educational content, conducting interactive workshops, trainings and other activities that help raise awareness and deepen cooperation with multiple stakeholders from various sectors. All these goals are being pursued through several activity types: educational and training activities; research activities; publishing publications, manuals for different target groups and guidelines for policy-makers; development of new (online) tools to help target groups get a better understanding of gender (in)equality issues and equip them with knowledge and practical approaches to tackle them in everyday life; organisation of dissemination events.



Overview of the granted proposals

Applicant	Title	Main topics	Where	Activities	Products	Direct beneficiaries	Communication
JEF and YEM UK	Climate Action Academy	Global Education; Climate change	London (UK); Online	Seminar; online meetings	Toolkit of good climate practices for JEF	22 participants	Facebook (1702 views); Whatsapp group
NSSJ	Global Media Literacy Education	Global Education; Media Literacy	Novi Sad (Serbia); Online	Training course; online meetings; social media campaign	Guidelines for teachers on Media Literacy within Global Education	12 primary and high schools' teachers	25.026 users on Facebook, Instagram and Twitter; 368 reactions
IRIDA	Following Women's Paths	GE/GDE; UN Agenda 2030 for sustainable development	Novi Sad (Serbia); Online	Training course; online meetings; online and media campaign	Following Women's paths free educational tour app	15 youth multipliers, youth workers, practitioners	263 downloads; 21.767 users on Facebook and Instagram; 26 local and national media appearances
IAS	Excusive Fashion is Sustainable Fashion	SDGs; Global Education; Sustainability	Slovenia; Online	Meetings, awareness raising actions, workshops in schools, dissemination events		10 Youth Ambassadors	Social media
I'M GLOBALCITIZEN	Global Citizens Conversation Series	Global Education; SDGs	Online	Online workshops, mentorships and conference		45 participants; 27 mentees	Social media (Facebook and Instagram); Zoom video conference
AVER	Global Digital Youth Academy	Global Education; Media Literacy; Digital Citizenship	Medenine (Tunisia); Online	Training courses, workshop, local initiatives, webinars, seminar	"E-active citizenship" handbook	30 participants in training courses; 14 participants in workshops; 60 participants in seminar	Social media (Facebook); focus groups; dissemination material; video
IPES	Gender Sensitive Integration of Refugee Children in Slovenian Primary Schools	Global Education: Gender mainstream	Vransko (Slovenia); Online	Conference	Educational manual for teaching professionals "Gender sensitive integration of refugee children into the educational process"; Online training "Understanding and transgressing stereotypes about refugee children"	33 participants in conference	Social media (18 posts on Facebook, 12 posts and 12 stories on Instagram); Zoom video conference; webpage

The awarded proposals

Young European Federalists (JEF-Europe) and Young European Movement UK (YEM UK) - Climate Action Academy

JEF Europe and its UK section YEM UK organised a weekend-long Climate Action Academy in London, followed up by online meetings for the participants. The project's aim was to convey the global dimension of climate change and the actions taken to address the climate emergency both at local and global levels. The programme of the weekend included presentations, interactive discussions, networking sessions, a workshop on disinformation, a short film presentation, and a field trip. The online follow-up meetings contributed to the production of a Toolkit of good climate practices for JEF. The toolkit focuses on four elements: ways to reduce the carbon footprint of activities organised by one's section; ideas for Europe-related activities focused on the environment; opportunities for climate advocacy; and environment-related partnership opportunities for JEF sections.

8



Novi Sad School of Journalism - Global Media Literacy Education

Novi Sad School of Journalism delivered a training for primary and high schools' teachers on Media Literacy within Global Education. During the training course, special focus was given to the ways on how teachers could implement Media Literacy in line with the Global Education standards; topics discussed were interculturality and the media, disinformation and fact-checking tools, and Media Literacy in project-based teaching among others. After the training course, participants prepared teaching materials as scenarios for workshops to be implemented in school within the regular subjects. The teaching materials were gathered in a "[Guidelines for teachers on Media Literacy within Global Education](#)". Afterwards, the Guidelines have been promoted online on social media.

Initiative for rightfulness, innovation, and democratic activities (IRIDA) - Following Women's Paths

The project "Following Women's Paths" aimed at raising awareness and developing the capacities of youth multipliers, youth workers and education practitioners in the field of global education and the UN Agenda 2030 for sustainable development, with a focus on the 5th goal of sustainable development - Gender equality. A one-day training course was organised for 15 youth multipliers, youth workers and practitioners on GE/GDE and the 2030 Agenda for Sustainable Development. After the training, participants were involved in researching and creating content for the educational tour app [Following Women's paths](#): it is a free educational tour app which allows users to inform themselves about notable women and visit locations in the cities across Europe which are important for their lives and work, regardless of the fact that there are mostly no landmarks dedicated to their names. An online and media campaign was implemented aimed at promoting the app.

IAS Institute for African Studies - Exclusive Fashion is Sustainable Fashion

The main purpose of the project “Exclusive fashion is Sustainable fashion” was to educate and foster young people active socio-political participation, to promote dialogue, debate and awareness of global interdependencies and the need for action for sustainable development of the world, thus contributing to the achievement of Sustainable Development Goals and awareness of the importance of Global Education for the development of global competencies. IAS developed workshops for young people, meetings, awareness raising actions, workshops in schools, dissemination events.

Sibel Hakyemez I’M GLOBALCITIZEN - Global Citizens Conversation Series

The Global Citizens Conversation Series were online meetings, open to young people aged between 15 to 20, worldwide; each of them themed on one of the five pillars of sustainable development: People, Prosperity, Planet, Peace, and Partnership. For each conversation, a young leader contributing toward the achievement of the Sustainable Development Goals (SDGs) was invited as guest speaker and mentor: participants listened to the guest speakers’ presentation about their activism journey, discussed the related local and global issues, and prepared a project to solve one of the issues. After each Conversation, participants were given 2 weeks duration to further develop their project to gain a 1-week Social Impact Mentorship. After receiving the mentorship, the groups were invited to present their projects in a final open session.

Association La Voix de l’enfant Rural (AVER) - Global Digital Youth Academy

The project Global Digital Youth Academy aimed to provide youth workers, educators and teachers with new skills and competences on global education, media literacy and digital citizenship in order to prepare them to be global citizens, ready to face modern challenges in an increasingly globalised world. The activities implemented included a training course on GE, a training course on Media Literacy and Digital Citizenship, a workshop on project design, 6 local initiatives, 4 webinars on digital education, and a final seminar. An educational guideline, “E-active citizenship” handbook was produced in Arabic and French, focused on Global Education and E-media.



Inštitut za proučevanje enakosti spolov (IPES - Gender Equality Research Institute) - Gender Sensitive Integration of Refugee Children in Slovenian Primary Schools

The project aimed at empowering teaching professionals (who remain main multipliers of knowledge and socialization) with knowledge and equip them with tools to detect, eliminate, and prevent the reproduction of gender stereotypes through gender mainstreaming practices. A professional conference was carried out as the first part of the project, followed by an [“Educational manual for teaching professionals: gender sensitive integration of refugee children into the educational process”](#), and an online training [“Understanding and transgressing stereotypes about refugee children”](#), both intended to be used by all three target groups: teaching professionals, informal education practitioners, and youth workers. Both tools, produced through an inclusive-multi-stakeholder process, cover all relevant topics connected with gender sensitive integration of refugee children, like the deconstruction of stereotypes, intersectional discrimination, gender mainstreaming, and good practices and examples of tools that can be used to overcome challenges when working with refugee children.

Facts and figures			
	Serbia Slovenia Tunisia UK		
	Global Education Climate change SDGs	Media Literacy Digital Citizenship Gender Mainstream	Sustainability
	Training course Seminar Meeting Workshop	Conference Local initiative Awareness-raising action	Online activities Webinars Social media Campaign
	Toolkit Guidelines	App Handbook	Manual Online Training
	241		