

**Evaluation of the Joint Project with the European Union -  
iLegend | Intercultural Learning Exchange through Global  
Education, Networking and Dialogue**

# **EVALUATION REPORT**

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# EXECUTIVE SUMMARY

## Introduction

The EU has been working closely with the European Centre for Global Interdependence and Solidarity (the North-South Centre) of the Council of Europe to advance Global Education/Global Development Education (GE/GDE) and intercultural dialogue. As part of Global Education programme which is one of the three priority areas of the North-South Centre the iLegend project is implemented under the third Contribution Agreement, signed between the European Commission and the Council of Europe and implemented by the North-South Centre during the period July 2016 - June 2019 with a total budget of € 1.333.333.

The **overall objective** of the iLegend project is “to strengthen global/development education in EU Member States and candidate states, particularly where it is least established by promoting dialogue, networking strategies, capacity building and exchange of good education practices in the field of GDE” and to “raise public awareness and understanding of GDE issues and disseminate best practices and expertise”.

In October 2018 the North-South Centre contracted the consultant team to carry out the evaluation of the iLegend project. The methodological approach and the design of the evaluation are participatory and utilization-focused and included an in-depth document review, an online survey (total 106 responses out of 377 former participants) and 42 qualitative interviews (out of 93 potential interviewees/stakeholders). The evaluation report gathers findings along the OECD/DAC evaluation criteria including relevance (chapter 2), the added value of the project (chapter 4), efficiency (chapter 5), effectiveness (chapter 6), impact (chapter 7) and sustainability (chapter 8). Conclusions and recommendations are presented in chapter 9.

## Project components and impact chain

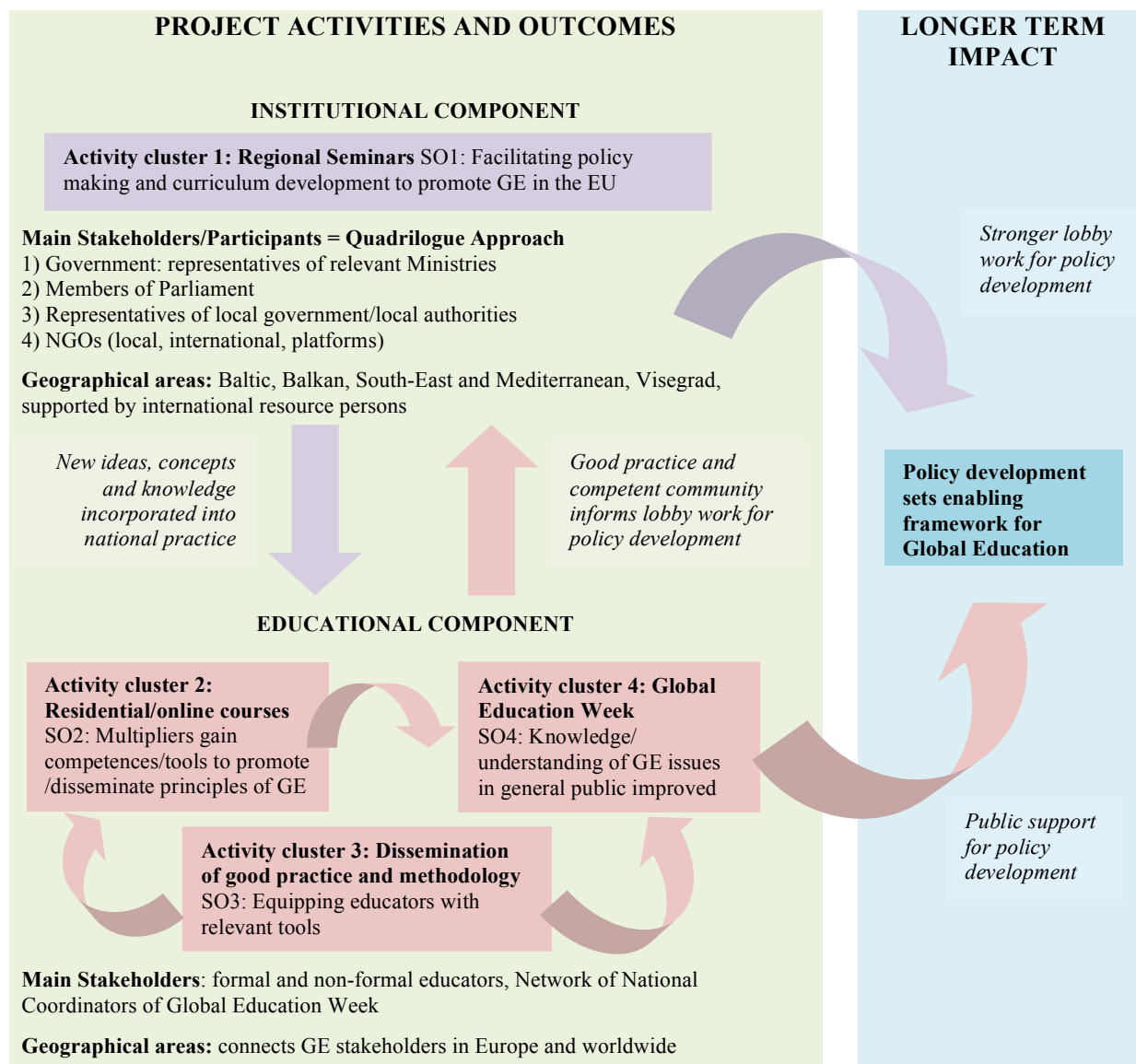
The iLegend project consists of two components, a so-called institutional and a capacity building pillar.

Within the *capacity building pillar* the dissemination of relevant pedagogical tools supports the implementation of the Global Education Week and the Global Education Trainings likewise. The training outputs in the form of trained multipliers have the potential to enrich the Global Education Week. This potential is not yet fully utilized as most training participants do make use of the skills and knowledge they acquired, but outside of the frame of the Global Education Week. The educational community as well as other Global Education stakeholders active on the national level form a competent Global Education community, from which the institutional component benefits.

The *institutional pillar* furthers the networking between the different quadrilogue representatives. Through regional or Europe-wide exchange good practice, new ideas and concepts can be fed back to the national level. Both pillars are meant to strengthen policy development in favour of Global Education integration into curricula or national action plans. However, this intended long-term impact does not yet work to its full potential. Weaknesses are within the institutional pillar a lack of engagement of governmental representatives in the multi-stakeholder process (which in some cases reflects a lack of political will, in others a lack of knowledge and competencies on Global Education or a lack of resources) and within the educational pillar a lack of outreach capacity in the frame of the Global Education Week, which is so far not strong enough to become a public message to decision makers.

While the overall interaction between the institutional and the educational pillar of the iLegend project seems to be working satisfactory, the theory of change, how the project outcomes can contribute to the

desired long-term change needs to be reflected and possibly reworked for a potential follow-up project. In particular more details need to be worked out on the question how results of the multi-stakeholder processes within the Regional Seminars can be more effectively carried back to the national level and unfold stronger impact on the policy making. The figure below visualizes the intended impact chain.



## Relevance

The evaluation can establish that the iLegend project is of high relevance for the Council of Europe insofar as it is designed in a way that it promotes its standards and values, particularly those outlined in the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. The iLegend project also supports the priorities of the European Union as laid out in the 2017 European Consensus on Development or the current 2014-2020 financing instrument for development cooperation. The project is relevant with regard to support of the development and implementation of national Global Education strategies or action plans as well as ongoing educational and relevant policy reforms. The evaluation can further conclude that the project remains to be of relevance in the light of the developments in the overall political landscape and global trends such as

the introduction of the SDGs but also increased migration and the rise of populist and nationalist movements. Here, relevance of the project lies in its support to civil society threatened by shrinking spaces and the strengthening of democratic values.

### **Added value of the project**

The quadrilogue approach of the Regional Seminars provides a certain added value by initiating networking regionally. At the same time its effects in terms of advocacy are hampered by the moderate participation of governmental and parliamentary stakeholders, in particular decision-makers in the Regional Seminars. While prior Joint Management Agreements signed with the EC as from 2009 onwards focused more on support to national level activities (e.g. support for educators), iLegend tried to work towards the establishment of complementary regional and national advocacy measures. The regional approach alone can hardly initiate or strengthen advocacy processes, but can provide an add-on to the national processes. In that sense the shortcomings of the Regional Seminars and the varying perceptions of the follow-up seminars suggest to review how a complementary approach of regional and national advocacy can unfold its full potential within the overall intervention logic. The capacity building component of the iLegend project adds value through the provision of relevant tools, which provide a structured framework to shape the Global Education narrative and to explore methodologies.

The North-South Centre itself adds value as an entity of the Council of Europe advancing GE. In this context the standing of CSOs is strengthened at national level, in particular CSOs working in an unfavourable political context. Moreover, the added value of the North-South Centre also lies in the fact that although being an entity of a large international organization the Centre has a smaller, more flexible structure. To this end the North-South Centre might appear more approachable to young people and youth organizations than larger international organizations. Nevertheless despite these comparative advantages the North-South Centre still seem to have a limited political standing with national governments in the countries addressed by the iLegend project, which in turn could affect its capacity to support lobbying and advocacy efforts.

### **Efficiency**

Overall the implementation efficiency of the iLegend project is satisfactory. For the most part, outputs have been delivered according to plan and on time. Where there was postponement of certain activities for the most part it did not affect the overall achievement of project outputs. Exception here are, e.g. a delay of production of promotional material for the 2018 GEW, which prevented the usage in some of the countries. Cost efficiency appears to have been reached in particular with regard to the capacity building component of the project, e.g. through the creation of synergies with other training formats, holding seminars/trainings back to back and improved time management.

During the preparatory phase of the iLegend project a consultative process ensured partners input into the overall conceptualization of the project. During implementation the project has developed sound working relations with partners and stakeholders involved in the various components, which are based on mutual respect and trust. The North-South Centre is responsive to evolving issues and requests from partners. The annual Global Education Network meetings serve as the main coordinating mechanism for the Global Education Week. Beyond this, there is no fixed mechanism for a reciprocal consultation and coordination process with partners on the project implementation, but feedback has been gathered infrequently through e.g. GEW National Coordinator reports or the 2018 Global Education Network survey.



## Effectiveness

Overall, the iLegend project has been demonstrating effectiveness. For the most part, Regional Seminars constitute an effective tool to exchange on common practices and challenges and strengthen the network of Global Education stakeholders. To a certain extent the seminars do lead to joint action and collaboration, mainly within the regional group. The effectiveness in promoting Global Education as an integral part of education and of development policies varies from country to country. Here the effect depends on a number of individual factors like the history of co-operation between the different stakeholders on national level, the specific mix of participants in terms of country and quadrilogue representation and the level of expertise and interest on Global Education of the participants. Most of these factors are beyond the North-South Centres control. The seminars can still increase their effectiveness in terms of consolidation and furthering the advocacy work for Global Education.

The training components and their interlinkages with other Youth Co-operation activities of the North-South Centre are effective and the overall feedback of trainers and participants alike is very positive. This is a strong project component with the potential to develop even further.

The Global Education Week is unique insofar as it involves a broad spectrum of stakeholders implementing a large variety of activities. Where national Global Education Week coordination lies with the respective Ministries a substantial outreach can be reached covering larger number of schools. On the other hand as CSO platform coordination and implementation of the Global Education Week is restricted to own, limited financial resources a wider outreach and initiation of large awareness raising campaigns is hampered.

## Impact

Concerning the wider impact, the evaluation could establish that the Regional Seminars as well as other components of the project, in particular the Global Education Week contributed in a number of countries to the strengthening of political standing of the civil society sector versus various governmental entities. However, the evaluation was not able to robustly establish the extent to which the particular components of the iLegend project, specifically the Regional Seminars and the follow-up on the Zagreb Recommendations have contributed to the advancement of Global Education at policy level during the project timeframe. Certain countries, e.g. Romania and Serbia, indicated that progress with regard to policy development could be attributed to strategies or mechanisms for civil society input which were already in place before the commencement of the current iLegend project. However, the long-standing working relations of a number of stakeholders, especially those from e.g. Romania who are more prominently and successfully engaged in Global Education suggest that the Global Education programmatic priority area of the North-South Centre, financed by Joint Management Agreements with the European Commission since 2009, did in fact support respective achievements.

With regard to impact of the training component of the project, the evaluation survey reveals that participants utilized acquired skills and knowledge in a broad spectrum of contexts. Schools, universities or work places make up for the main area of usage as well as feeding back into organizations/initiatives of which participants are part of. Almost 20% organized a Global Education event themselves and 10% engaged in activities of the Global Education Week. The Global Education Week seems to have triggered certain change in particular with participating schools as interviews suggest an increase of tolerance levels of students as well as increased levels of initiative and responsibility. The Global Education Week appears also to have contributed to an adoption of more participatory teaching styles and increased motivation of educators.

## Sustainability

Overall, sustainability can be established through the continuous commitment of the North-South Centre beyond the current project phase. The North-South Centre is able to leverage support through the Council of Europe participating States, e.g. through liaising with the Steering Committee for Educational Policy and Practice which oversees the Council of Europe's programmes in the field of education and advises the Committee of Ministers on education issues. In this context the North-South Centre is perceived, "*a centre of competence for Global Education*". The training component of the current iLegend project holds high potential for sustainable impact as most former training participants do make use of the knowledge and skills acquired and are likely to continue doing so. 80% of survey participants express a high likelihood to continue to be engaged in Global Education issues in the future. The project clearly contributes through a number of follow-up mechanisms, which enable former participants to stay in touch with peers and stay informed on developments in Global Education. The educational process as such uses a methodological approach, which is likely to engage learners emotionally and hence create a learning experience, which sticks to the mind as many learning theories confirm.

Many actors – non-governmental and governmental - express a lack of resources. CSOs refer in particular to the absence of funding opportunities on the national level and to changes in the EU-DEAR call over the past years in terms of calls becoming ever larger and more complex rendering them inaccessible for smaller CSOs.

## Concluding Remarks

The project is highly relevant both to the Council of Europe and the European Union. Its quadrilogue approach is unique and provides added value. Project efficiency and effectiveness are satisfactory and project implementation is on track. Concerning the wider impact the evaluation could establish that the project contributes to the strengthening of political standing of the civil society sector versus various governmental entities. In countries where civil society faces a shrinking civil space this is particularly valuable. For some activities the evaluation cannot robustly establish the specific contribution to the advancement of Global Education at policy level during the iLegend project timeframe. However, the iLegend project takes place within the overall Global Education programming of the North-South-Centre and contributed to its work and achievements. For a project of the given scale aiming to influence long-term policy making in an only moderately supportive political environment a three-year project phase is comparatively short and more time is needed to fully capitalize on the groundwork done.

## Recommendations

### Relevance

#### TO THE NORTH-SOUTH-CENTRE

- 1) Particularly for e.g. the Visegrad region aiming for stabilization of civil societies space and keeping relevant actors on board might be more important and appropriate than aiming for wider, but currently unreachable policy changes like the incorporation of Global Education into national curricula. In at least some European countries the time is not ripe for “big leaps”, while support to civil society is of utmost importance.
- 2) It is important to build and strengthen alliances and look for the common struggle, e.g. with actors working on citizenship, for example possibly all actors involved in EU DEAR projects as this funding stream explicitly brings together not only CSOs but Local Authorities as well, and for closer networking and co-operation. Harmonize the advocacy approach for Global Education more strongly with the relevant European networks.
- 3) The iLegend project should reinforce its current alignment to the SDG framework and also ensure a more prominent and visible inclusion of emerging issues that bear relevance and affect Global Education, e.g. such as migration.

### Added Value

#### TO THE COUNCIL OF EUROPE

- 4) Continue to provide support to the North-South Centre and its focus of work on the support of Youth and Women in line with the Council of Europe policies and approaches. Seek to strengthen the visibility of the Centres work and its Global Education activities. Consider how the Council of Europe could support the quadrilogue approach by introducing the centres activities to relevant European stakeholders.

#### TO THE PARTICIPATING STATES OF THE COUNCIL OF EUROPE

- 5) Join or rejoin the partial agreement to widen the group of stakeholders and grant support to Global Education activities. In the light of increasing global trends of migration, flight, extremism and globalization, Global Education needs to be promoted and supported, particularly in the context of youth work and youth co-operation.

### Efficiency

#### TO THE NORTH-SOUTH-CENTRE

- 6) Establish a steering mechanism that allows stakeholders’ systematic input into the implementation of the project and provide strategic direction. A steering group could consist of a selection of those partner representatives which possess the capacity in terms of time resources.
- 7) In the light of a possible follow-up project the revision of the current logical framework and reconstruction of a theory of change as a basis for the development of adequate and realistic indicators is advisable.

### Effectiveness

#### TO THE NORTH-SOUTH-CENTRE

- 8) Carry out an assessment on thematic and regional needs and reassess feasibility of the workshop format against these needs. This might entail change of the workshop format to e.g. cross-regional and/or thematic formats.
- 9) Strengthen the advocacy component through a thorough strategy building process.
- 10) Valorize the so-called “state-of-play” reports to strengthen the monitoring objective of the Regional Seminars.
- 11) Develop a module for teacher training and/or collect existing modules and make them available via the webpage.

- 12) Consider whether for some countries the accreditation of the existing courses can be an option in order to make the courses more attractive and at the same time more sustainable.
- 13) For the eLearning courses actively address the drop-out rates, e.g. assessment of available time resources of potential applicants.
- 14) Try to strengthen synergies between the course participants and the Global Education Week.
- 15) National Global Education Week efforts could be supported through the introduction of new or strengthening of existing incentive systems.
- 16) Exchange on lessons learned and good practice with similar initiatives of Council of Europe entities, such as the European Local Democracy Week (ELDW) of the Congress of Local and Regional Authorities.
- 17) As the last DEAR call of the European Commission had a strong focus on visibility and public relations try to build synergies with the grantees to be awarded contracts in 2019.

#### **TO THE EUROPEAN COMMISSION**

- 18) The effectiveness of the Global Education Week as well as the Regional Seminars could be enhanced and ownership of CSO stakeholders strengthened if the next project phase would reintroduce a sub-granting mechanism. This would allow a scale-up and increased visibility of the Global Education Week, in particular in those countries in which the Global Education Week is not coordinated by ministerial stakeholders. This in turn could contribute to an institutionalisation of the Global Education Week and subsequently leverage funding through governmental and other, e.g. philanthropic, funding sources. Sub-grants to selective partners to organize and facilitate a structured in-country follow-up of Regional Seminars would support more effective advocacy and monitoring efforts.

### **Impact**

#### **TO THE NORTH-SOUTH-CENTRE**

- 19) Conduct a tracer study on former training participants.

### **Sustainability**

#### **TO THE NORTH-SOUTH-CENTRE**

- 20) If the seminar format is kept ensure provision of space (time slots) dedicated e.g. to project development of interested parties or consortia planning.

#### **TO THE EUROPEAN COMMISSION**

- 21) Review DEAR funding mechanisms and incorporate needs and feed-back in particular of smaller organisations active in countries, where there is still a rather low profile of DEAR and Global Education.

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# 1. Introduction

## 1.1 Context and background of the project

The European Centre for Global Interdependence and Solidarity of the Council of Europe - more commonly known as the "North-South Centre" – was set up in 1989 with the purpose to spread the universal values upheld by the Council of Europe, human rights, democracy and the rule of law, beyond the European Continent.

The EU has been working closely with the European Centre for Global Interdependence and Solidarity (the North-South Centre) of the Council of Europe to advance Global Education and intercultural dialogue. The overall objective of the North-South Centre is that civil society, in particular youth and women, is empowered through intercultural dialogue and global education to play an active role in member states and neighbouring regions.

The EU supported the work of the North-South Centre through two consecutive Contribution Agreement contracts:

- 2009-2012: "Raising European public awareness of global interdependence and solidarity through global/development education";
- and 2013-2015: "Raising awareness of global interdependence and solidarity through global/development education and youth cooperation in Europe and beyond".

The support is provided as direct award grants as the North-South Centre of the Council of Europe works directly with the Ministries of Education of all Council of Europe Member States.

As part of Global Education programme which is one of the three priority areas<sup>1</sup> of the North-South Centre the iLegend project is implemented under the third Contribution Agreement, signed between the European Commission and the Council of Europe and implemented by the North-South Centre during the period July 2016 - June 2019 with a total budget of € 1.333.333. At the writing of this evaluation the North-South Centre is in the process of developing a proposal for a new follow-up project cycle to be funded by the EU.

## 1.2 Description of the Intervention Logic

The overall and specific objectives, outputs and activities of the iLegend project are set out in a logical framework matrix as follows:

The **Overall Objective** of the iLegend project is “to strengthen global/development education (GE/GDE) in EU Member States and candidate states, particularly where it is least established by promoting dialogue, networking strategies, capacity building and exchange of good education practices in the field of GDE” and to “raise public awareness and understanding of GDE issues and will disseminate best practices and expertise”.

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<sup>1</sup> The other two priority areas are Youth Cooperation and Empowerment of Women.



**Specific Objective 1 (SO1) and related Outputs:**

SO1: Networking strategies promoting dialogue, cooperation and peer learning among neighbouring stakeholders facilitate policy-making and curriculum development to promote GDE in EU.

- Op. 1.1 Regional networks of practitioners and stakeholders are established and developed through preparation, implementation and follow-up of series of GDE Regional Seminars
- Op. 1.2 Cooperation and networking among stakeholders leads to improved advocacy to strengthen GDE
- Op. 1.3 Promotion and dissemination of conclusions and recommendations of 3rd European Congress on Global Education

**Specific Objective 2 (SO2) and related Outputs:**

SO2: Stakeholders, educators, young people and youth multipliers gain competences and tools to promote and disseminate principles of GDE to students and young people.

- Op. 2.1 Capacity-building residential training projects equip educators, young people and youth multipliers with knowledge, skills and tools to promote principles and practices of GDE
- Op. 2.2 Training projects and awareness-raising activities on diaspora and migrant populations in Europe promote understanding of issues of interdependence and global citizenship
- Op. 2.3 ELearning courses complement residential courses promoting capacity building in the human rights, citizenship and intercultural dimensions of GDE

**Specific Objective 3 (SO3) and related Outputs:**

SO3: Good education practices and methodologies are disseminated through North-South Centre networks thereby equipping educators with relevant tools to increase commitment of students and young people to global interdependence.

- Op. 3.1 Global Education (GE) Guidelines revised and updated in line with SDGs incorporating latest trends in global citizenship, intercultural and interfaith dialogue and disseminated among GE Networks to stakeholders, educators, young people and youth multipliers.
- Op. 3.2 Handbook of good practices in Global Citizenship and Intercultural understanding developed and disseminated to complement GE Guidelines
- Op. 3.3 GE Online Resource Centre regularly updated and expanded as active database to disseminate good practice, lesson plans, advocacy tools and methodologies

**Specific Objective 4 (SO4) and related Outputs:**

SO4: Knowledge and understanding of GDE issues among students, young people and the general public is improved through awareness-raising activities.

- Op. 4.1 Synergies and good practice shared at GE Week Network Seminars mobilising national coordinators and stakeholders in activities to raise awareness of GDE
- Op. 4.2 Coordinated “GE Week” awareness-raising activities implemented by schools, youth organisations and local authorities serve as a vector for disseminating GE Guidelines
- Op. 4.3 Students and youth activists develop commitment to promoting respect for GDE issues in engagement with the internet and social media

## 2. Evaluation scope and methodology

In October 2018 the North-South Centre contracted the consultant team to carry out the evaluation of the iLegend project. The Terms of Reference (ToR) (see Annex 1) states that the objective of the evaluation should be to “assess the relevance of the objectives and effectiveness of the intervention logic – institutional pillar and educational pillar - and according to its human and financial resources, in view of its reinforcement and continuity through the renewal of the agreement between the European Union and the Council of Europe after July 2019.”

Moreover, the ToR stipulated the scope of the evaluation to cover the iLegend project since its launch in 2016 with all four components, based on the specific objectives and outputs as defined in its logical framework matrix. Finally, the ToR put emphasis on the application of the DAC/OECD criteria by stating that the evaluation should assess the relevance, added-value, effectiveness, efficiency, impact and sustainability the project.

A ROM evaluation of the iLegend project had been carried out in 2017. As the results of the ROM-exercise only took into account the first year of implementation the North-South Centre team expected the evaluators to build on this and particularly review achievements during the second and – to the extent to which activities have already been implemented and documented – the third year of the cycle.

### 2.1 Inception phase

During the inception phase of the evaluation and in preparation for the inception report the North-South Centre and the consultants had a first preparatory Skype conference call on 8 November and an inception meeting in Lisbon on 20 November 2018. Results of both meetings were incorporated into the inception report, the evaluation matrix and the selection of data collection tools respectively. The final inception report and the final evaluation matrix were submitted on 23 November 2018.

### 2.2 Methodology and approach

The methodological approach and the design of the evaluation are participatory and utilization-focused.

*Evaluation matrix:* The evaluators developed an evaluation matrix to be used as a basis for this evaluation. The matrix included a set of evaluation questions grouped according to the DAC/OECD evaluation criteria.

*Data collection tools:* On the basis of the ToR and the inception phase the following data collection tools were selected:

- (a) An in-depth **document review** (the list of documents is attached in Annex 2).
- (b) An **online survey to gather quantitative data**. The survey gathered data from residential and eLearning seminar participants as this is the largest group of beneficiaries. The invitation to participate in the online-Survey was sent to 377 former participants, of which 106 responded, equalling a participation rate of 28%. This equals a margin of error of 8% as compared to a hypothetical 100% participation of the entire relevant population in the survey.

The survey consisted of a mix of closed and open questions and scaling and contained a total of eight questions. The survey was carried out anonymously with a generic “gentle reminder” sent out after a week. The online survey was installed on German servers and was therefore subject to German data protection laws.

(c) **Interviews to gather qualitative data** with stakeholders participating in the Regional Seminars, trainers of residential courses, media experts and National Coordinators responsible for the implementation of the Global Education Week by telephone or Skype. Telephone and Skype interviews were carried out on the basis of semi-structured and target-group specific questionnaires. During the inception meeting the North-South Centre provided the consultants with a list of 93 potential interviewees. In total the consultants interviewed a total of 42 stakeholders who agreed to and were available for a Skype or a telephone interview. Interviewees represented (a) all four geographic areas (Baltic, Balkan, South-East and Mediterranean, Visegrad), and (b) all activity clusters (participants of Regional Seminars, trainers of residential, eLearning and diaspora trainings, media literacy experts, national coordinators of the global education week, an expert on global education guidelines and further resource persons). (A list of interview partners is attached in Annex 3).

*Inclusion of a gender perspective:* The evaluators also ensured a gender perspective in the evaluation through the following measures: (a) Assessment of the relevance and the gender responsiveness of the iLegend project design; (b) Assessment of the share of women and men as stakeholders and beneficiaries of the iLegend project; and (c) Assessment of the extent to which opportunities and challenges/constraints determining the outcomes of the iLegend project have been gender specific.

## 2.3 Limitations

Overall, the evaluation process went smoothly and the evaluation team was provided with the relevant support by the North-South Centre. The short time-frame of the evaluation constituted a minor challenge for the evaluation process. With regard to evaluation findings, greater validity could have been achieved through a higher number of governmental stakeholders available for an interview. Out of the 42 interviews only 4 represented governmental entities.

### 3. Relevance

#### 3.1 Relevance to Council of Europe's mandate and to the European Commission priority areas

The iLegend project addresses the Council of Europe's mandate and priorities with regard to democratic citizenship and global education. The **Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education** adopted by the Committee of Ministers on 11 May 2010 highlights that education for democratic citizenship focuses primarily on democratic rights and responsibilities and active participation in relation to the civic, political, social, economic, legal and cultural spheres of society. The Recommendation CM/Rec(2011)4 of the Committee of Ministers to member states on education for global interdependence and solidarity outlines the first European standard on global education. Further on the project is in line with the Council of Europe Action Plan on Building Inclusive Societies (2016-2019) and with the Council of Europe Standing Conference of Ministers of Education held in April 2016 under the theme "Securing democracy through education". In addition, the iLegend project is of relevance to the **Council of Europe Reference Framework of Competences for Democratic Culture**.

The relevance of the iLegend project is also evident with regard to the European Union's priorities concerning development education. The 2017 **European Consensus on Development** states that "The EU and its Member States will deepen their partnerships with CSOs in support of sustainable development. They will promote operating space and enabling environments for CSOs, with full public participation, to allow them to play their roles as independent advocates, implementers, agents of change, in development education and awareness raising and in monitoring and holding authorities to account. It states further that "... development education and awareness raising can play an important part in raising levels of engagement amongst the public and in addressing the SDGs at national and global level thus contributing to global citizenship."

To this end the iLegend project creates **synergies to the EU's current 2014-2020 financing instrument for development cooperation** as its Civil Society Organisations and Local Governments' Programme aims to contribute to "an increased level of awareness in Europe regarding development issues and mobilising active public support in the Union, candidate countries and potential candidates for poverty reduction and sustainable development strategies in partner countries". Further on the iLegend project approach corresponds with the Council of Europe and UNESCO efforts to monitor progress towards **Target 4.7 of the United Nations Sustainable Development Goal 4**, in the framework of UN 2030 Agenda, which calls to ensure that all learners acquire the knowledge and skills needed to promote sustainable development.

The design of the iLegend project operationalizes the five strategic areas of recommendations of the **3rd European Congress on Global Education** organised by the North-South Centre in Zagreb in 2015. Recommendations concerning "National Strategy Development and Implementation" as well as "Curricula and Education at the National and Local Levels" are addressed through networking strategies which promote dialogue, cooperation and peer learning among neighbouring stakeholders to facilitate respective policy making and curriculum development (SO1). Recommendations concerning "Professional Development of Educators" are addressed through the acquirement of global/development education competences of respective stakeholders including educators and youth multipliers (SO2). This is supported by the provision and dissemination of good education practices (SO3). Recommendations of the Congress with regard to "Awareness Raising and Outreach" are addressed by the iLegend project through respective awareness raising activities which increase the knowledge and understanding of global/development education issues among young people and the general public (SO4).

Finally, to a certain extent the iLegend project is relevant to strategic recommendations with regard to “Quality support, Monitoring and Evaluation”, e.g. the recommendation that project activities should promote critical academic research on GE/GCED, focusing on formal, non-formal and informal education.

### 3.2 Relevance of intervention objectives to identified needs of the target groups

Overall, the iLegend project **remains relevant** to the EU member states as well as to accession countries. According to the Special Eurobarometer 441<sup>2</sup> on EU citizens’ views on development cooperation and aid (fieldwork December 2015) and the Special Eurobarometer 476<sup>3</sup> (2018), 89% (equally 2015 and 2018) of Europeans were of the opinion that it was important to help people in developing countries; however, just over half (52% in 2015, 53% in 2018) believed that as an individual they could play a role in tackling poverty in developing countries. In the EU13 member states, these figures are much lower with the corresponding percentages reaching only 80% and 35% respectively (2015). In 2015, only 10% of respondents had heard of the Sustainable Development Goals (SDGs) and knew what they were while the majority -63%- had never heard or read about the SDGs<sup>4</sup>.

On the whole also interviews with stakeholders involved in the iLegend project confirm its relevance as the iLegend project is either **in line with respective national strategies or action plans or promoting GE to feed into a number of ongoing educational and relevant policy reforms** which are currently ongoing in a number of countries, e.g. the education curricula reforms in Estonia, Latvia, Lithuania, Croatia and Hungary (to name just a few), the development of systems of accreditation of non-formal learning in some countries in South-East-Europe or the further development of the national GE/GDE strategy in the Czech Republic.

*“The content of the iLegend project is highly relevant. We must look at sustainable development through education. SDG 4 is key to all SDGs. Without global citizenship education it is impossible to go forward. Sustainable Development is not a decision by the government; it is changing the mindset of citizens.”*  
Interview with CSO stakeholder

The two individual components of the iLegend project, the institutional component under which Regional Seminars and the Global Education Network are implemented and the educational component with its training courses and pedagogical tools including the Global Education Guidelines as well as the Global Education Week present a more detailed and differentiated picture.

#### Regional Seminars

For CSO stakeholders the relevance of the Regional Seminars lies in the fact that they **underline the importance of GE issues towards governmental stakeholders** by demonstrating that these are on the international agenda. Especially in the Visegrad region Regional Seminars **support the CSO sector working under increased pressure** and decreasing levels of acceptance and trust.

Moreover interviews suggest that the Regional Seminars also **increasingly gain relevance through the adoption of SDGs** which brings increased responsibility to the governments.

<sup>2</sup> [https://ec.europa.eu/europeaid/special-eurobarometer-441-european-year-development-citizens-viewson-development-cooperation-and-aid\\_en](https://ec.europa.eu/europeaid/special-eurobarometer-441-european-year-development-citizens-viewson-development-cooperation-and-aid_en)

<sup>3</sup> [https://data.europa.eu/euodp/data/dataset/S2202\\_89\\_3\\_476\\_ENG](https://data.europa.eu/euodp/data/dataset/S2202_89_3_476_ENG)

<sup>4</sup> There is no comparable data for 2018 as this particular question was not part of the 2018-survey.

This has led to governments seeking increased interaction with CSOs, a process which is and can be further supported by the North-South Centre. There is a mixed picture with regard to the relevance of **bringing together Global Education stakeholders at regional level**. On the one hand a number of interviewees, particularly from the Visegrad regional group, stressed that the absence of any other regional Global Education platform for the Visegrad region makes the iLegend project Regional Seminars very relevant. For stakeholders from the Baltic countries Regional Seminars are less relevant to foster networking as solid cooperation amongst the three countries is already in place. In this context, **smaller countries** such as Malta who are geographically more secluded, but that are particularly affected by global issues such as migration or the environment, see the particular value for exchange and networking.

### *Residential and online training courses*

All training approaches are relevant as they provide participants with **the intercultural and other skills relevant to global education**. The different approaches allow participants to develop interest in global issues step by step. Interviews suggest that a number of active participants first got exposed to global issues as a participant in one of the “Universities on Youth and Global Citizenship” or “Youth and Development”, and subsequently moved on to be trained in one of the online-training courses and later on participated in a multiplier (ToT) course. The eLearning courses complement residential courses and **contribute to a wider outreach and equality of participation in terms of age, geography and social background of participants**. E.g. trainers noted that eLearning courses are increasingly sought after by students from the Global south who do not necessarily come from the local elites but can rather be seen as part of a more “middle class”.

*“Our curriculum is very national focused and there is no time during school hours to talk about global issues. At the same time teachers are keen to know more and to learn more. So the iLegend project is relevant for us.”*

Interview with CSO stakeholder

As part of the iLegend project, the 2012 version of the Global Education Guidelines is being updated by a team of external consultants and expanded, e.g. through an additional chapter on media competences produced by the Media Literacy Task Force. At the time of writing of this evaluation report the Guidelines are currently peer-reviewed. The updated Guidelines build upon and link into the Council of Europe’s Reference Framework of Competences for Democratic Culture.<sup>5</sup> According to the consultants working on the Guidelines the aim of the revision and updating process was also to improve practitioner and user-friendliness. Stakeholders of the iLegend project had a chance to input into the revision process, for example consultants contacted trainers and educators active in non-formal education or analysed participant and trainer feedback from iLegend training courses. Consultants introduced the Competences for Democratic Culture (CDC) concept to participants of the 2018 Regional Seminars. Interviews suggest that in particular the Visegrad regional group indicated interest in the CDC concept for two reasons. Firstly, the concept has the approval of CoE Committee of Ministers<sup>6</sup> and secondly, there is a sense that at policy level the CDC concept which sees “education also as a medium- to long-term investment in preventing violent

<sup>5</sup> <https://www.coe.int/en/web/education/competences-for-democratic-culture>

<sup>6</sup> Council of Europe Standing Conference of Ministers of Education, “SECURING DEMOCRACY THROUGH EDUCATION”, The development of a Reference Framework of Competencies for Democratic Culture” Final Declaration on the Conference Theme, 25<sup>th</sup> session, Brussels, 11-12 April 2016; <https://rm.coe.int/16806b9405>.



extremism and radicalisation“<sup>7</sup> provides an entrance door to decision-makers to a much larger extent than Global Education.

### *Global Education Week*

Finally, most stakeholders view the Global Education Week as relevant in the sense that to a certain extent it subsumes activities and activists under “one roof” and hence increases visibility. Global Education concepts promoted through the Global Education Week, in particular through those implemented in schools and targeting youth are valued for their complementarity to national curricula.

## 3.3 Relevance and ability of project design to adjust to changing context

All in all, the 2016 – 2019 implementation timeframe of the iLegend project might not have been faced by a drastically changing context but rather by reinforcement of global trends such as migration, the rise of populist and Eurosceptic political parties or issues related to climate change. Here interviews suggest that these **reinforcing trends affecting Global Education need to be more prominently addressed**. There is a sense that the North-South Centre does not possess sufficient expertise on these issues and hence should bring in outside expertise or facilitate respective collaboration with other actors. The project is also relevant with regard to shrinking spaces for CSOs. In some countries trust and **acceptance of CSOs is limited, in others it is even decreasing**, which requires more international attention to support NGOs. For CSO stakeholders the North-South Centre would be able to increase the relevance of the project by focussing more on stimulating the involvement of governmental actors, e.g. by directly approaching governmental actors beyond the frame of the Regional Seminars. One interviewee stated that the implementation mode of the Regional Seminars would not be able to respond to frequently changing responsibilities and actors at the national levels, e.g. in the relevant Ministries, as a result of elections or political change. As governmental representatives change frequently the frequency of the Regional Seminars does not allow for a continuous process of building a working relationship and trust.

Moreover interviewees pointed out areas that could be further explored including an increased **emphasis on the promotion of Global Education towards the Agenda of the European Commission** in order to push for an increased engagement of EU Member States and accession countries. In this regard, several interviewees pointed out that the North-South Centre as an entity of the Council of Europe could be able to play a more prominent role to increase relevance and visibility towards governmental stakeholders if the Council of Europe were to increase its support.

At the **operational level**, several interviewees highlighted the responsiveness of the North-South Centre to adjust the design and implementation mode of activities (within given parameters). e.g. a direct intervention by North-South Centre staff at a Regional Seminar to reinforce the message towards governmental participants that GE/GDE is on the international agenda. This had been done on request of one of the CSO participants. For the online-trainings there are plans to introduce **new courses on sustainability with reference to the SDGs and on conflict transformation and peace building**. Trainers feel that this would increase relevance to a changing context and current governmental agendas. Finally, according to some of the eLearning trainers, relevance is also evident through the fact that eLearning courses are sought after by an increasing number of people who very concretely seek to take action, a trend that was not visible five years ago. This includes a larger proportion of individuals who are now placed in certain civil society or governmental structures and come from countries that currently face political challenges, e.g. Romania or Hungary.

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<sup>7</sup> <https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c>





Finally, a clear added value is seen in the **engagement of the North-South Centre as an entity of the Council of Europe** to open dialogue, which strengthens the standing of CSOs in the national context. In particular CSOs working in an unfavourable political context the North-South Centre is seen as a door opener, which provides opportunities for contact through the Regional Seminars. As one of the interviewees put it,

With regard to the **iLegend project capacity building component** a large number of interviewees highlighted that here the added value of the North-South Centre is clearly visible through the provision of relevant tools and training. In particular the Global Education Guidelines are seen to provide a structured framework, shaping the Global Education narrative and explore methodologies. In that sense the North-South Centre has developed into a Global Education knowledge hub. A couple of interviewees stressed that they see the North-South Centre to continue having a distinctive role here in the future.

*“The Council of Europe is an authority in our country and it makes a difference when the Ministry receives an email from the North-South Centre.”*

Interview with CSO stakeholder

Both residential and online **training courses are designed in a learner centred way**. They see students as resource persons for their peers, which facilitates a horizontal instead of a vertical learning process. Sharing of experience amongst peers enables participants in turn to reflect on their own practice and expand their horizons. The residential courses build around the following main principles: a) learner centred, b) flexibility to incorporate changes to the project and answer specific needs of the participants, c) be inclusive and fit to different cultural backgrounds and learning styles, d) whenever possible learn through experience in a participatory manner.

The design of the eLearning courses is seen as a distinctive added value as their **participatory approach** differs to more conventional online courses, namely the MOOC (Massive Online Open Courses) approach. The latter focuses on the mere transfer of knowledge and constitutes in this respect an IT-driven online version of the “old classroom setting” and individual learning processes. In contrast eLearning courses as part of the iLegend project enable participants to gain skills in terms of collaborative learning and discourse through the application of group assignments, group learning and non-formal learning methods. In addition, the eLearning courses add value through **personalized learning paths** and personalized feedback through the trainers.

Moreover, trainers highlighted that the eLearning courses provide participants with most recent **policy developments at European and global level**, an added value for participants of whom some already have respective knowledge but which is confined to national development. The North-South Centre has for many years been the only institution offering Global Education online courses with a global perspective. Only recently UNESCO introduced a respective course on global citizenship education.

The **inclusion of the Global south proves to be an added value of all training courses**. Firstly, inclusion of the Global south enables learners to obtain a global perspective and an understanding of the interconnectedness of issues through exchange of experience and learning from Global south peers.

Trainers of residential courses stressed that the presence of participants from the Global south is not only adding value, but **really makes the training**

**component of the project distinct**. Interviewees stressed that no other didactical tool can replace the face-to-face experience in a multicultural learning environment. It adds an emotional layer to the learning experience, triggers empathy and real change of perspective. These features make the learning process more sustainable than other forms of learning and for many it constitutes the tipping point, when awareness or knowledge evolve into concrete action. In addition, participants from the Global south who might move on to be leaders in their respective countries gain an understanding of European policy instruments which in turn is important for their future engagement with European stakeholders.

There is awareness amongst trainers about the restrictions of engaging stakeholders from the Global south. At the same time trainers, which have been involved with the North-South Centre trainings for many years expressed that **the reduced numbers of participants from the Global south curtails as well the uniqueness and the quality of the training experience and its outcomes**. One trainer noted that applications from the Global south were often stronger than those received from European countries. The perception of the trainers is that in the past eLearning courses used to be more open (participation rates stood around 50/50). Now restrictions on the percentage of participants from the Global south reflects the overall composition of participants which is on average comprised of around 50% from European countries, followed by priority regions including the Mediterranean area and Central Asia.

*"I am very grateful to the North-South Centre for the opportunity. Now I can say I am a global citizen because I have a network of friends all over the world"*

Training survey respondent

## 5. Implementation efficiency

### 5.1 Management of partner relations to establish partnerships and ownership

The North-South Centre established **sound working relationships** with partners and key stakeholders, which can be attributed to the fact that a large number of partners already had a history of collaboration with the North-South Centre before the commencement of the iLegend project. Interviews suggest that communication and collaboration is based on partnership principles, mutual respect and timely responsiveness by the North-South Centre. A number of partners have acknowledged that communication flaws at times stem from lack of their capacities which prevents them from providing information on a more regular basis.

In terms of **partner and stakeholder consultation**, the North-South Centre captures input on an on-going basis through suggestions and feedback of partners, stakeholders and beneficiaries collected during or following events. For example the format of the Global Education Week report to be filled by National Coordinators contains specific questions on improving the Global Education Week preparatory process and the support of the North-South Centre to implement the Global Education Week in-country and at European level. Moreover, partners acknowledge that the North-South Centre is open to suggestions and recommendations in the course of implementation of activities and aims to accommodate these and make adjustments accordingly when feasible.

The annual **Global Education Network Meeting serves as the main coordinating mechanism** providing an opportunity for National Coordinators to present respective Global Education Week activities of the past year, discuss the development of tools and resources as well as advocacy and networking and the theme for the following the Global Education Week. Interviews suggest that although these annual meetings are viewed as being useful for exchange and general, strategic coordination, it did not enable participants to respond to pressing issues such as e.g. securing funding for Global Education Week activities through other external funding sources. Interviews suggest that there the central coordination of the Global Education Week needs to be strengthened beyond the scope of the annual Global Education Network meeting to better coordinate the work of the National Coordinators. In order to systematically gather feedback beyond the Global Education Network meetings and to offer a chance for wider input into the design of the future project the North-South Centre carried out a Global Education Network survey in July 2018.

### 5.2 Monitoring of the project

The **intervention logic of the iLegend project** is outlined in a logical framework matrix as part of the grant agreement with the European Commission. The 2017 ROM evaluation stipulated the moderate quality of the logframe matrix which this evaluation confirms.<sup>9</sup> In its essence the main technical flaw seem to lie in a misperception of the projects influence levels which hence leads to an absence of adequately formulated indicators assigned to the appropriate intervention levels. As an example: The Specific Objective (SO) 2 is that “SO2: Stakeholders, educators, young people and youth multipliers gain competences and tools to promote and disseminate principles of Global Education to students and

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<sup>9</sup> On the logical framework the 2017 ROM report states that the „The logframe is of moderate quality. The main principles for the construction of the logframe are not always followed. Indicatively, there are no indicators at Overall Objective (OO) level, there are assumptions at OO level, the indicators are not clearly linked to outcomes and outputs, the formulation of some of the indicators includes element of the targets, some of the values of the targets are missing, some of the indicators are repeated along the various intervention logic levels, some of the indicators refer to the wrong level (outputs instead of outcomes), some of the indicators are abstract and it is unclear which output or outcome they refer to. Many of the outputs indicated in the project logframe are substantially project outcomes. “

young people.” Here, the assigned indicator reads as follows: “500 stakeholders, educators, young people and youth multipliers trained through residential and online courses”. However, this indicator presents an expected output of training courses. Hence usage of the logical framework matrix as an appropriate monitoring and steering tool remains limited.

### Regional Seminars

In a technical sense the implementation of the Regional Seminars as planned is documented within the Regional Seminar reports, which detail the overall numbers of participants as well as the composition of participants in terms of quadrilogue representation and further stakeholders (breakdown by type of organisation/representation, by gender and by countries). One of the seminar reports includes a qualitative review by the participants of the seminar itself, others do not. Content covered in the seminars is thoroughly documented in the reports, which in sum constitute the “seminar-memory”. This is made available through the North-South Centre website. The documentation seems to be complete and is informative. However, the presentation of information is process oriented, which is attractive for actual participants of the respective seminars. It is less useful for a non-participant looking for information from a topical perspective, e.g. trying to find a country example where Global Education has been incorporated into the curriculum or one where there is a separate Global Education strategy. (The follow-up on the recommendations as one of the outputs of the seminars is separately covered in chapter 6.1).

### Training

**Participants of eLearning courses** fill out pre- and post-course competence self-assessment questionnaires to capture the extent of perception of intercultural competences as citizens. E.g. the self-assessment of the course on intercultural competences assesses amongst other areas knowledge and awareness about the plurality of human societies, cognitive and behavioural flexibility, communicative awareness, multiperspectivity, social analysis and tolerance of ambiguity.<sup>10</sup>

Nevertheless, M&E activities with regard to the eLearning courses could be strengthened. Trainers indicated that it would be ideal to carry out a post-survey of the outcomes of the eLearning courses following a period of two years but that no respective budget is provided for this exercise. Trainers were also interested to learn that this evaluation included a survey to be carried out amongst training participants to which trainers felt they could have contributed with the collection of data.

**Residential training courses** use a number of different evaluation tools combining on the spot feedback and discussion at the end of each training with google surveys. The google surveys cover participants’ evaluation of the extent to which learning objectives were met by objectives and by sessions. Satisfaction or dissatisfaction with individual trainers can be expressed through a set of questions on the facilitators/trainers. In addition qualitative data is gathered on personal learning outcomes, competences, attitudes, skills and the role of the group dynamics for the learning process. The methodology and the degree of detail vary from training to training. A more consistent set of questions and ratings for both the residential and the eLearning courses would facilitate a longer-term monitoring approach and allow a better-informed review of strengths and weaknesses of the different trainings.

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<sup>10</sup> Summary pre-course and post course competences self-assessments. Course Global Education: the Intercultural Dimension (September-October 2017)

## Global Education Week

Monitoring of the Global Education Week proves to be challenging. Up until now, the North-South Centre collected annual reports compiled by the National Coordinators following each GEW. National Coordinators compile these reports on the basis of feedback from schools and organizations participating in the Global Education Week. However, National Coordinators do this on a voluntary basis and subsequently the North-South Centre often is not able to collect a complete set of reports. Moreover participating organizations do not always provide feedback to the National Coordinators. The North-South Centre has addressed this issue and in November 2018 introduced on its website an online registration platform through which organizations are able to register their activities before commencement of the Global Education Week.<sup>11</sup> Monitoring and reporting channels work straight forward where the monitoring mechanism is embedded into the institutional structures of the education sector. This is the case in Romania, which implements the Global Education Week through their education system. The National Coordinator, located in the Ministry of Education systematically collects proposals and subsequent reports through the education departments of the 42 counties of the country. The education departments are in turn responsible to work with the schools on the implementation of the Global Education Week.

Given the fact that the open structure of the Global Education Week is appreciated as it enhances the options for diverse civil society actors to participate in activities even with minimum resources and on a voluntary basis and without financial support of the iLegend project, the North-South Centre is not in a position to request more systematic data in order to facilitate the monitoring. Furthermore as some of the participating countries view CSO-activities and Global Education rather critical it is not always in the strategic interest of civil society to enter into any more formalized monitoring and reporting systems.

## **5.3 Production of outputs**

### Outputs

At the time of writing this report (mid of Year 3 of implementation) the iLegend project has delivered the following outputs: a) ten Regional Seminars across the four geographic areas covered by the project, b) nine regional seminar reports, c) five residential training courses for Youth Multipliers (ToT), d) eleven eLearning courses, e) one focus group and two seminars/trainings with Diaspora Youth, f) establishment of a data base on Youth Multipliers, g) support to three Global Education Weeks, h) three Global Education Network meetings, i) on-going online publishing of pedagogical tools and good practices, j) formation of the expert team to update the Global Education Guidelines, k) formation of the Media Literacy expert team. Most activities were delivered on time. A couple of activities were postponed from Year 1 to Year 2 and some from Year 2 to Year 3. The delivery of the final updated version of the Global Education Guidelines is still outstanding.

### Constraints and corrective action taken

Concerning **trainings embedded into the “University on Youth and Development”** in Spain (Mollina 2016 and 2017) some trainers voiced that in 2016 the planning was too short term, which might have affected the quality of the training (due to a lack of time for the trainers team to jointly create the agenda) and the application and selection process of participants. According to one interviewee not all slots could be filled. The North-South Centre is aware that there have been some

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<sup>11</sup> <https://docs.google.com/forms/d/e/1FAIpQLSdb2tBtNxEsGs4dqkMyrVISOHtWDSWCIF5n-HPapOrKgJEzA/viewform>

problems in the workflow and the delivery of all necessary inputs for the training in time, some of which were due to changes in the staffing. Since 2017 a more efficient time management is applied.

At the same time the North-South Centre faces external challenges out of their control. According to one of the interviewees the implementation of larger events such as the “University on Youth and Development” usually depends on a number of different funding sources, with some of the funding being approved late and making longer-term planning difficult. Embedding the trainings into larger events or organising them back-to-back with other events is usually done in order to save travel costs and heighten cost efficiency. At the same time it makes the planning process more complex. Content-wise embedding the training at the “University on Youth and Development” creates an added value in terms of unique opportunities for participants and implementing partners of different training courses to exchange experience and contribute to the final declaration of the University. The additional effort is therefore worthwhile. **eLearning courses** show an inproportionately high number of participants from Spain. This might indicate that dissemination of the call for participation does not only depend on respective channels of the North-South Centre but also to a certain degree on the initiative of individual stakeholders. Variations in scope and range of coverage of their dissemination channels could explain these geographical imbalances. In turn, the North-South Centres efforts to balance the geographical dispersion of participants are determined by the overall number of applications received. Hence distribution channels should be reviewed and efforts reinforced to reach participants from countries, which are so far underrepresented.

### Cost Efficiency

Assessing cost efficiency can be based on four different approaches, of which the longitudinal approach is the only one feasible for this evaluation of the iLegend project.<sup>12</sup> The longitudinal approach looks at implementation practice and innovation throughout the life-time of a project and at cost effective practice, which evolved over time. To this end interviewees indicated the following aspects, which have evolved and improved efficiency: a) synergies are sought with other training formats, e.g. holding training courses within the wider setting of the University on Youth and Development enables the team to make use of specialized trainers of other organisations (in the quoted example a trainer on gender issues), b) holding seminars/trainings back to back in order to minimize travel costs (e.g. Regional Seminars and GEW coordinators network meeting), c) improved time planning, which enables participants of seminars and residential courses to buy tickets in advance and save travel costs and raise the quality of trainings/meetings, d) adaptations of the curriculum of eLearning courses in order to reduce the drop-out rate, e) launching online-surveys for the Global Education Network and the GEW National Coordinators respectively in order to systematically gather input for further improvements. In contrast one interviewee referred to an aspect, where cost efficiency declined. She raised that in her point of view the previous practice to fund local partners through a sub-granting mechanism, e.g. in order to run one of the seminars, was more efficient than the current practice, in which local partners are (administratively) treated like sub-contractors (an act of engagement is signed containing a list of deliverables and fees). In the interviewees point of view the sub-granting mechanism created much more ownership and commitment to the project on the side of the national partners and hence supported the projects impact and sustainability. This practice was discontinued due to a reorganisation of different funding mechanism and was not by choice of the North-South Centre.

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<sup>12</sup> Other possible approaches/methodologies are: a) Usage of recognized standard indicators (these do not exist for awareness raising and training programmes), b) comparison with other similar projects of comparable scope and geographical coverage (not appropriate in the case of iLegend due to the specific institutional setting of the partial agreement and the quadrilogue approach), c) counter-factual approach based on the research question “How would a more efficient implementation look like?” (not feasible in the given time-frame as this approach requires in-depth expert interviews).



## 6. Effectiveness

### 6.1 Progress towards achievement of the expected results

**Specific Objective 1: Networking strategies promoting dialogue, cooperation and peer learning among neighbouring stakeholders facilitate policy-making and curriculum development to promote GE/GDE in EU.**

#### Regional Seminars

The North-South Centre organized Regional Seminars with the goal to promote and to monitor implementation of the Global Education in the 13 EU Member States and candidate countries. To this end the Regional Seminars brought together a variety of governmental and non-governmental stakeholders based on the quadrilogue approach including representatives from Ministries of Foreign Affairs and Education, development agencies, CSOs including national platforms of CSOs, local governments and educators and practitioners. Within the iLegend project at least 150 unique participants/stakeholders have been reached and the total number of seminar participants stands at roughly 400 (which includes individuals participating at more than one seminar).

The Regional Seminars were expected to provide a number of outputs: (a) exchange of common challenges and practices in Global Education; (b) promotion of Global Education as an integral part of education and of development policy; (c) planning of joint action and collaboration within and beyond the regional group; and (d) establishment of recommendations and priorities for furthering Global Education in the region (including benchmarks).<sup>13</sup>

#### (a) Exchange of common challenges and practices

Overall, Regional Seminars can be seen as effective with regard to exchange of common challenges and practices and **provide an opportunity for exchange and mutual learning**. This has been emphasised by a large number of interviewees from all regions. The opportunity Regional Seminars provide for one-to-one exchange on an informal basis has been particularly highlighted. Interviews suggest that also those ministerial representatives who do participate in the Regional Seminars see these as a valuable opportunity to network at regional level.

Several interviewees suggested that the **diversity of target groups** and the two main strands, policy making and curricula development/awareness raising might take away from the effectiveness of the Regional Seminars. The observation was made that e.g. educational practitioners do not fully follow and engage on policy issues and vice versa, governmental stakeholders would not necessarily follow in detail discussions on educational practices.

It was pointed out that the Regional Seminars could provide better opportunities to **learn from experience beyond the regional setting** as experience of the other regions proves to be of value. In this regard also the need for additional input of specific technical expertise had been highlighted; e.g. the input of a Council of Europe expert into the 2018 Visegrad Regional Seminar follow-up meeting in Warsaw was appreciated as a valuable opportunity to learn beyond regional context and put more efforts into more prominently expanding the frame of the Seminars beyond its monitoring and reporting purpose.

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<sup>13</sup> E.g. Visegrad Global Development Education Regional Seminar Report, Prague, Czech Republic, Report, 7-8 June 2017; Balkan Global Development Education Regional Seminar Report, Belgrade, Serbia 30-31 October 2017.

Moreover, for some interviewees the opportunity for exchange seems also valuable in the sense that it responds to EU funding requirements, e.g. the new EU calls stress exchange of good practice and innovation. Also the need for increased coordination with other European networks, e.g. Concord was stressed. Finally, interviews suggest that the Regional Seminars reinforce ownership of stakeholders and convey the message that each stakeholder has to play a role, including Ministries and the national Parliaments, albeit the fact that representation of the latter has not yet been very prominent.

Finally, many interviewees appreciate the networking opportunities of the Seminars. However, this aspect is not necessarily linked to the regional setting and could be obtained as well with a wider international audience.

(b) Promotion of Global Education as an integral part of education and of development policy

The contribution of the Regional Seminars to promote Global Education as an integral part of education and of development policy is based on the assumption that the quadrilogue approach brings adequate presentation of relevant governmental stakeholders. All in all, interviews reveal **varying perceptions on the contribution of the Regional Seminars to the coordination of regional lobbying and advocacy efforts**. Whereby several CSO stakeholders have emphasised the value of the Regional Seminars in this regard, there are also opinions voiced that because of the lead of the North-South Centre in the facilitation of the Regional Seminars, this is seen as an “*outsourcing of the region*”. Several interviewees expressed the opinion that respective NGO platforms should lead this process, equipped with necessary resources by the iLegend project.

Regional Seminars support to lobbying efforts depends on the attendance of relevant governmental decision makers. However, **governmental presentation in the Regional Seminars varied**. Interviews suggest that in particular the Czech Republic was well represented, e.g. in the 2018 Warsaw Regional Seminar a total of eight to ten Czech participants reflected the Czech Global Education Working Group (consisting of state authorities, relevant Ministries, the Czech Development Agency, the National Institute for Education, the Teachers Association and Universities). Participation of relevant governmental institutions including the Chair of the Parliamentary Committee on Education and the Deputy Head of the Department for Development Cooperation resulted in increased collaboration and advocating for the national Global Education strategy. Also Albanian stakeholders stated that the Regional Seminars were supportive of establishing a partnership with the Ministry of Education.

In turn, interviews suggest that for participants from countries, which had no relevant representation of governmental stakeholders, Regional Seminars did not contribute to the strengthening of relations with relevant central institutions (which reflects the overall challenge in these countries to establish working relations between NGOs and governmental stakeholders). There are exceptions to this perception though. One interviewee stressed that given the difficult current context for activists from the Visegrad region the Regional Seminars constitute a valuable opportunity to contact and inform official institutions about this activity; e.g. the platform HAND used this opportunity with the Ministry for Education to flag up the importance of integrating Global Education in the national curricula which is currently being under revision.

Interviews also suggest that the multi-stakeholder format of the Regional Seminars should provide basis for in-country monitoring. Particularly in the Balkan countries there appears to be a need to obtain support for relevant in-country networking and/or lobbying processes. For example, at present Serbia is in the process to form a cross –sectorial body at national level including different Ministries, local authorities, Youth Associations, National Association of Youth office, Youth NGOs, Media representatives, the standing conference of local authorities for which interviews suggest the competences of the North-South Centre could be of value to provide respective mentorship. Equally, interviews with CSO stakeholders from other Balkan countries reveal the wish for in-country North-South Centre support to engage with governmental stakeholders.

(c) Planning of joint action and collaboration within and beyond the regional group

There is evidence that the Regional Seminars generated respective achievements with regard to joint collaboration, addressing the need to secure funding. E.g. the Visegrad countries submitted a concept note for a joint project to EuropeAid/DEAR-Call in which Poland, the Czech Republic, Slovakia and Hungary are part of. Another proposal has been submitted by the French platform (with Slovakia, France, Slovenia, Austria, Estonia, and Hungary). In that sense, the Regional Seminars support CSOs to have the capacity to respond to institutional donors, namely the EU, which increasingly demand the building of larger consortia, a requirement that often constitutes a challenge, especially for smaller CSOs or national platforms. On the other hand a number of interviewees voiced their frustration on the fact that they never succeeded to secure funding for any joint regional project and there is a sense that there aren't a sufficient number of concrete outcomes of the Regional Seminars in terms of joint activities and projects.

(d) Establishment of recommendations and priorities for furthering Global Education in the region

Outcomes of the annual Regional Seminars are documented in reports produced by the North-South Centre, which are subsequently made available on their website. The reports contain data on the composition of participants and the thematic discussions as well as in-depth documentation on the state of play in each country regarding the progress of Global Education, also in the light of the Zagreb recommendations.

All in all, **effectiveness with regard to the further development and implementation of the Zagreb recommendations was seen as very limited** for the most. CSO stakeholders recognize the importance of the recommendations but there is a sense on the difficulties to put them in practice and to establish the extent to which any visible change can be connected to the recommendations and any other North-South Centre activity. For the most part follow-up happens only insofar as Regional Seminar reports produced by the North-South Centre are shared by participants with members of the respective national platforms, e.g. the National Youth Council of Hungary translated recommendations into Hungarian and distributed them to its members and put them online. Interviews suggest that in particular CSO stakeholders see the necessity for some sort of follow-up in country in-between Regional Seminars.

**Translating the recommendations into more concrete strategies and actions** proves to be a challenge. A number of interviewees highlighted that recommendations need to be more tangible and practical, with a focus on the most relevant ones that could be worked at. Visegrad interviewees acknowledged that the recommendations developed during the 2017 Regional Seminar were further worked on and concretized during the 2018 Regional Seminar follow-up meeting in Warsaw.

Also the 2018 Balkan Regional Seminar further differentiated recommendations into priority 1 and short and long term issues. In addition participants tried to define which recommendations are feasible and which are non-feasible. Nevertheless it is felt that recommendations still need further operationalization. As one interviewee phrased it *“The large number of recommendations for action complicates two very basic demands; more money for GCE and more channels in formal and non-formal education.”*

**In the eyes of a number of stakeholders the key impediment of the Regional Seminar concept seems to be that in-country follow-up is not systematically pursued and supported** by the North-South Centre. Interviews suggest that **implementation of recommendations is challenged by different factors, such as a) “one fits all” approach**, which is felt by some interviewees as detrimental to the varying educational systems; b) a lack of coordination in-between Regional Seminars to motivate people to advocate for change; c) insufficient resources to work towards achievements of recommendations and d) the need for a wider debate and a decision making process within CSOs and CSO Platforms on whether to take recommendations of the Regional Seminars forward or not. These CSO internal processes have never been addressed. Participants of the Regional Seminars do not necessarily have the mandate (or the function) to shape the lobby strategy and the lobby priorities of their respective organisations, but would need to report back in order to integrate the recommendations into the national overall lobby activities.

In the view of the North-South Centre at least some of these aspects are addressed within the follow-up seminars, which are meant to turn recommendations operational and adapt them to national realities. While the Regional Seminars necessarily need to generalize recommendations and strategies, the follow-up seminars are designed to encourage and facilitate national implementation. Repeatedly partners are encouraged to constitute quadrilogue national task forces and build the national follow-up strategies and implementation mechanisms using the tasks forces as a starting point. Contrary to this understanding, none of the interviewees who participated in follow-up seminars pointed out that these are different or distinguishable from other Regional Seminars (in content, conceptualization, aim etc.). Both sides show different expectations towards the advocacy role and capacities of each other. While the North-South Centre sees its mandate on the regional level and looks for complementary approaches between regional and national advocacy, interviewees have rather raised the expectation to receive concrete support to their advocacy work on the national level.

A further challenge also constitutes the **varying degree of engagement and involvement of all key actors** especially the relevant Ministries as highlighted above, controversy in-between Ministries with regard to the overall responsibility for Global Education or challenges for CSO networks to establish sound working relations with Ministries due to staff changes, in particular following elections. Several CSO interviewees also noted that governmental stakeholders attending the Regional Seminars are often unfamiliar with Global Education terminology and concepts. In this context, interviewees have expressed their frustration to advance the recommendations.

**Specific Objective 2: Stakeholders, educators, young people and youth multipliers gain competences and tools to promote and disseminate principles of Global Education to students and young people.**

### Training

In the frame of the iLegend project the North-South Centre delivers training in three different formats:

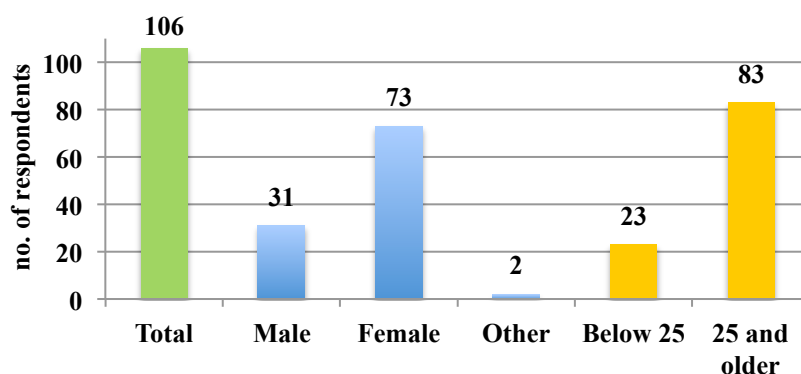
- a) **eLearning courses** cover three different dimensions of global education: human rights, intercultural dialogue, and democratic citizenship. Each course takes place twice a year and lasts for four weeks. These tutored courses consist of both text and videos, individual and collective assignments, a discussion forum, and require an active participation of 10 hours per week. Since the beginning of the iLegend project, the North-South Centre has trained over 440 learners.
- b) **Residential Training of Trainers for Youth Multipliers** to empower young people, youth workers and trainers to further support the implementation of global education and develop their competences. In the course of the iLegend project 4 ToTs were delivered (5th, 6th, 7th and 8th Training Course) training a total of 95 participants (54 female, 41, male).
- c) **Diaspora Youth Training Course** with a focus on Capacity Building for Diaspora Youth as agents for inclusive societies and global development education (2 activities within the iLegend project with a total of 31 participants).

The Residential and the Diaspora Youth Trainings interlink with the Youth Co-operation activities of the North-South Centre as many residential trainings take place within the framework of one of the “Universities on Youth and Global Citizenship” or on “Youth and Development” and its related network of organisations.

As detailed in Chapter 2.2 on Methodology the evaluators carried out one online survey to gather quantitative data. The survey gathered data from residential and online seminar participants with a focus on the usage of the training after completion. The total number of survey questions was limited to six quantitative and two optional qualitative questions in order to limit the time needed to fill the questionnaire to the absolute minimum and hence raise response rates. Therefore the survey for example does not differentiate between knowledge, skills or tools gained.

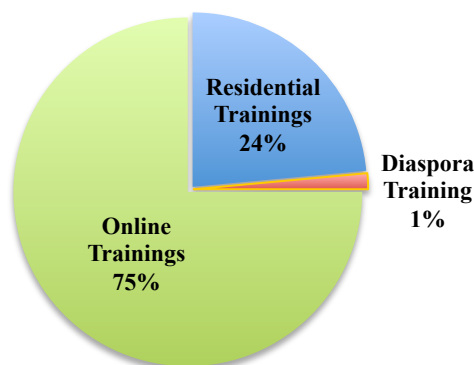
Overall out of 377 former participants, 106 participated in the survey. 29% of respondents are male, 69% are female and 2% preferred to self-describe their gender as “non-binary” and “gender-queer”. 22% of respondents are below the age of 25 and 78% are 25 or older (Figure 2 below).

*Figure 2: Survey respondents by gender and age*



The absolute numbers of respondents are shown below. 75% of them participated in eLearning courses, 24% in residential courses and 1% in one of the Diaspora training activities. Multiple participation in more than one training course was possible. Therefore the total number of 106 survey participants corresponds to 136 course participations (Figure 3 below).

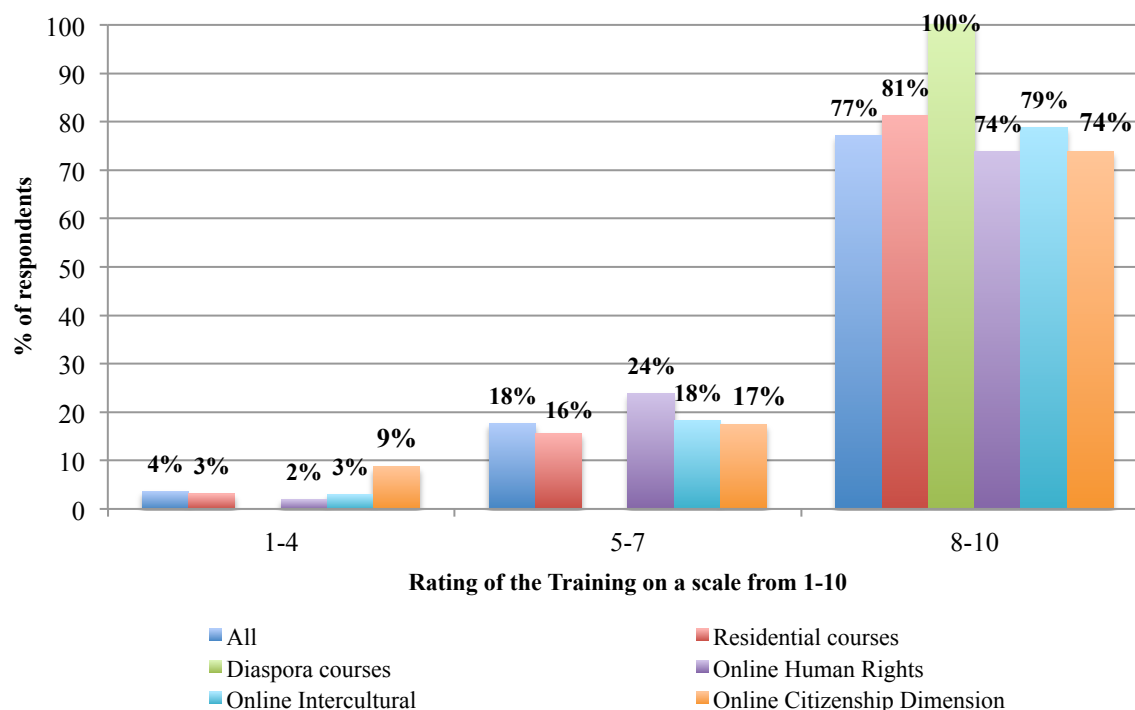
*Figure 3: Survey respondents by training type (multiple participation possible; responses =136)*



To the question “On a scale from 1-10 how useful would you rate the training”, only a total of less than 2% of respondents chose a rating between 1 and 4, roughly 24% chose a rating between 5 and 7. **The overwhelming majority of almost 75% of respondents chose a rating between 8-10. The overall feedback is hence that the trainings can be considered quite or very useful for most participants.**

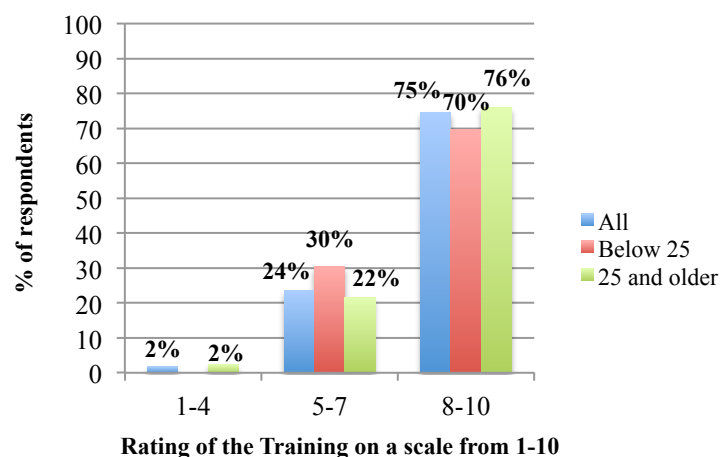
Figure 4 below reveals that by training the residential courses score slightly higher than the eLearning courses. The Diaspora training activities received the highest rating, but only two of all survey respondents attended this activity. Therefore this rating cannot be taken as representative for the entire group of participants.

Figure 4: Usefulness of training by type of training (multiple participation possible, responses = 136)<sup>14</sup>



By age participants of 25 years or older rated the trainings slightly higher than participants below the age of 25 (Figure 5 below).

Figure 5: Usefulness of training by age (N = 106)

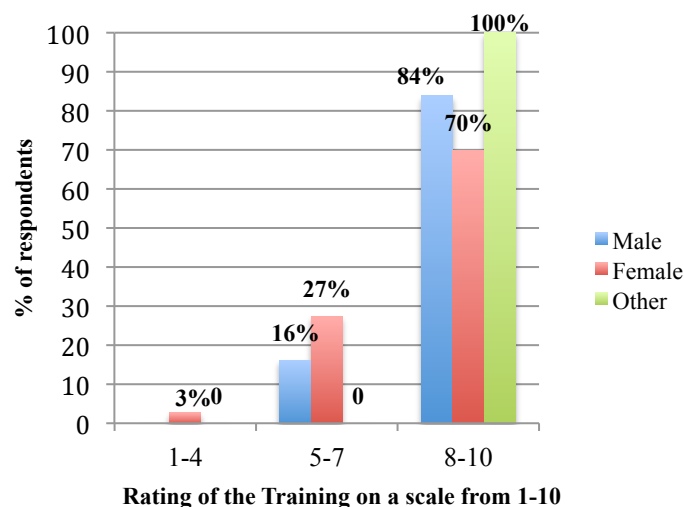


Looking at gender male participants rated the trainings higher than their female peers. Ratings for “other” are again not representative as only two participants self-identified with a gender other than male or female (Figure 6 below).

<sup>14</sup> Survey question: “How useful would you rate the training?”. Rating 1-10 (1=not useful at all; 10=very useful).



Figure 6: Usefulness of training by gender (N = 106)



Trainers of the eLearning course estimate on the basis of their post-training questionnaires that courses have a 50% success rate which they rate to be very high given that participants are required to dedicate approximately 10 hrs per week for assignments and online seminars.

There is a sense that this is due to the selection criteria of course participants, which seeks to include those that already are engaged in global education issues and possess a certain degree of respective knowledge. Hence, the courses target people with a concrete need to learn more about Global Education for their work, studies or voluntary engagement. North-South Centre staff indicated that in their view the project should build on and expand the success rate of 50%. The issue has been addressed with the eLearning course team and it was concluded that the course is demanding not only in terms of time to be invested but also content-wise. The course not only aims to enhance knowledge, but also seeks to build capacity of participants to move from theory into practice and implement actual Global Education activities. In particular the collective assignments aiming for the practical implementation (citizenship or intercultural education etc.) require a lot of research etc. The team discussed the option to extend the overall duration of the courses, but thought this could jeopardize the concentration of the group (which is easier to uphold over a rather short period of time). In the end adaptations were made concerning the mix of individual and group assignments in order to reduce the course workload to some extent.

Trainers have a sense that participants gain a considerable amount of analytical skills and competences based on the quality of assignments. It is more difficult for trainers to assess any change of attitude, e.g. extent of change on intercultural awareness due to the absence of face-to-face contact although certain pointers are provided through the assignments. For example, trainers sense a certain extent of change of attitude towards the Roma in Eastern European participants. Around 20% of participants signed up for more than one course indicating a sufficient number of participants interested to explore Global Education topics deeper with the potential to become trainers themselves.

**Specific Objective 3: Good education practices and methodologies are disseminated through North-South Centre networks thereby equipping educators with relevant tools to increase commitment of students and young people to global interdependence.**

The revised and updated Global Education Guidelines and complementary educational material as well as the media literacy handouts constitute the main output of this specific objective. In particular CSO stakeholders value the North-South Centre as a hub for learning and provision of resources as a contribution to the strengthening of their capacities. Interviews also confirm that material produced as part of this project is utilized for the implementation of the Global Education Week. Newsletters and other material are disseminated amongst participating schools.

However, a number of interviewees stated that availability of newly produced resources such as the flyer and posters was quite late and hence affected the respective usage. One of the National Coordinators also pointed out that material had not been relevant for the respective national context and therefore the organization opted to produce own promotional material. To this end there is a wish of National Coordinators to be more closely involved in the development of promotional and other material also via the Global Education Network to ensure better adjustment to national contexts. Finally, the North-South Centre Global Education Week website is considered to be of potential value which could benefit from the input of National Coordinators. With regard to the Global Education Guidelines their effectiveness cannot yet be assessed as at the time of writing this report the updated and revised version of the Guidelines was under peer review. However, interviews confirm that the Guidelines constitute a valuable tool for capacity building at national level. For example, the Global Education module of an accredited training course in Romania implemented by the Teachers' House in Buzau is based on the previous edition of the Global Education Guidelines. This suggests that similar usage of the revised edition could be expected.

**Specific Objective 4: Knowledge and understanding of Global Education issues among students, young people and the general public is improved through awareness-raising activities.**

Global Education Week

The Global Education Week is implemented annually in a decentralised way through national coordinators. The North-South Centre prepares for the Global Education Week in September/October and the official Global Education Week is in November. However, most coordinators have stated that activities subsumed under the Global Education Week umbrella are implemented throughout the year. The Global Education Network, initiated by the North-South Centre in 2000 as the main coordinating mechanism consists of a total of 43 National Coordinators, including those of the countries from the four regional groups under the iLegend project.<sup>15</sup>

Some countries such as e.g. Croatia are newcomers to the Global Education Week and have started their engagement during the time of the iLegend project but a large number of countries have participated in the GEW for a much longer period. For example, in Romania the person responsible within the Ministry of Education coordinates the GEW since 2001, which enabled consistency and moving GE and GEW forward.

Activities are promoted by the North-South Centre through the social media networks especially Facebook group (Global Education Networkers). Online resources are made available for National Coordinators on the North-South Centre website such as e.g. guidelines to involve stakeholders or guidelines for media literacy advocates.

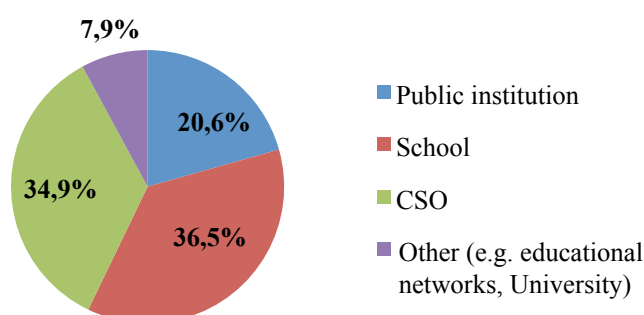
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<sup>15</sup> [https://www.coe.int/en/web/north-south-centre/contact-list-gew-coordinators#{%2228721900%22:\[24\]}](https://www.coe.int/en/web/north-south-centre/contact-list-gew-coordinators#{%2228721900%22:[24]})

All in all, figures taken from the 2016 and 2017 interim reports stipulate that in 2016 the GEW involved around 250,000 participants in around 6,000 activities including a total of around 1,300 schools. In 2017 around 4.000 awareness raising events were conducted with 2688 schools with almost 5,000 students involved.

Since November 2018 the North-South Centre host a website which enables organizations to directly register their activities as part of the Global Education Week.<sup>16</sup> Data collected through this online registration form offers a more detailed look at implementation of the GEW. An analysis of 63 registered activities during the week of 14-23 November 2018 reveal that neither schools nor CSOs as major organizations in the implementation of GEW activities dominate (with 36,5% and 34,9%) respectively. Public institutions as organizers of GEW events follow with 20,6% (Figure 7 below).

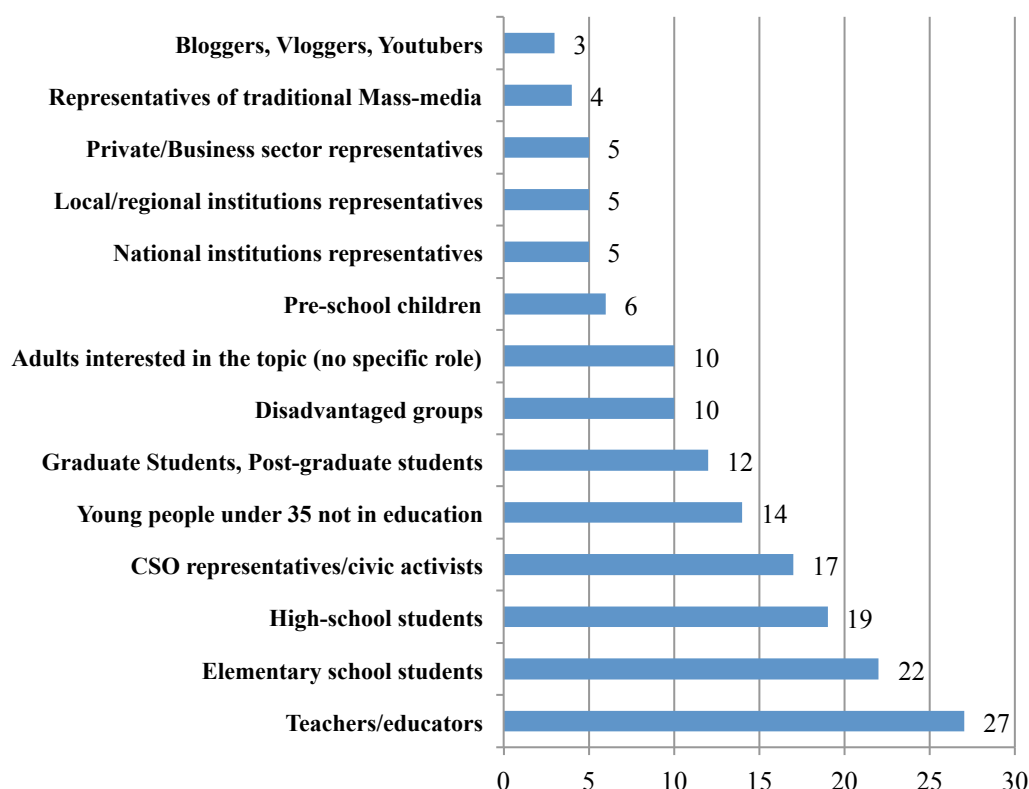
*Figure 7: GEW activities registered through the North-South Centre GEW submission form during 14-23 November 2018 (n=63) by implementing organization.*



An analysis of Global Education Week activities registered in November 2018 reveals that teachers/educators and elementary and high school students constitute the target groups. Noteworthy is that traditional and social media as well as the private sector appear to be the least addressed target groups (Figure 8 below).

<sup>16</sup> <https://docs.google.com/forms/d/e/1FAIpQLSdb2tBtNxEsGs4dqkMyrVISoHtWDSWCIF5n-HPapOrKgJEzA/viewform>

Figure 8: GEW activities registered through the NORTH-SOUTH CENTRE GEW submission form during 14-23 November 2018 (n=63) by target group (absolute numbers)



The professional background of the National Coordinator very much determines the capacities and the financial means available for the implementation of the Global Education Week. For example national coordinators of the Visegrad country mainly come from the NGO sector. National coordinators from SEE/MED countries in contrast are affiliated to the governmental and/or education sector. In countries where the **national Ministries lead the coordination of the Global Education Week** substantial numbers of young people can be reached. For example in Romania, the Global Education Week “has become a tradition” implemented in all 42 counties in around 600 to 800 schools in total and kindergartens have started to implement Global Education Week activities as well. Local authorities are involved from planning level and institutionalized communication and reporting channels from the schools via the counties to the Ministry of Education are in place. In Serbia the Ministry of Youth and Sports as coordinator of the GEW involved around 1500 youth organisations and local youth offices into GEW activities.

**Involvement of national Ministries in the Global Education Week** is also taking place in other countries. In Bulgaria, the negotiations are under way to include the Global Education Week into the calendar of the Ministry of Education for 2019. In Czech Republic, the 2018 main event took place under the auspices of the Ministry of Education, Youth and Sports with governmental guest speakers from the Ministry of Foreign Affairs, the Ministry of Education and the Ministry of Youth and Sports.

In countries where the Global Education Week is **implemented under the coordination of CSOs networks, the scope of activities is more limited** due to lack of financial and human resource capacities. Here, CSOs often focus their activities on inexpensive online campaigns **utilizing social media** such as Facebook either to raise awareness on specific issues, e.g. the 2018 Global Education Week campaign in Hungary addressed via Facebook the issue of the usage of coltan in mobile phones, or to document their activities implemented under the Global Education Week.

Several interviewees pointed out that in some countries, e.g. Romania the Global Education Week has an almost **exclusive focus on the education system**, not leaving very much room for the civil society sector unless they are in cooperation with schools. For example in Romania, Agenda 21<sup>st</sup> Association trained 12 schools and implemented activities with about 200 schools. This in turn is perceived to lead to a lack of visibility of the Global Education Week outside the education sector.

To a certain extent the Global Education Week also supports the coordination of relevant CSOs, governmental and educational stakeholders. For example in Cyprus, the Global Education Week is jointly coordinated by the Ministry of Education and Culture and the Future Worlds Centre, also other relevant stakeholders such as the Ministry of Foreign Affairs, the Youth Board of Cyprus and other NGOs. Interviews also suggest that the Global Education Week has fostered the involvement of synergies and joint collaboration between stakeholders. For example, in Estonia, the Global Education Week started out 10 years ago by exclusively focussing on schools and has now widened up to involve the CSO sector.

A critical constraint for CSOs to upscale, further develop or even participate in the Global Education Week constitutes the **lack of resources**, both in terms of funding and human capacities, which has actually led to one of the partner platforms decision to disengage from the Global Education Week.

In response to an assessed need to increase capacities of stakeholders and the visibility of the Global Education Week the North-South Centre initiated a Media Literacy Task Force in November 2017 which consisted of six individually contracted media experts. The Task Force supported the Global Education Week through the production of material and guidelines on how to approach the media as well as posters to convey a joint message. The material was planned to be produced by the summer of 2018, on time for the Global Education Week in autumn. However, production was delayed to late October and some of the National Coordinators felt the need for a revision to ensure appropriateness for schools. As a result, the Polish platform produced their own material with the support of a pro bono work of a designer.

### Global Education Network

All in all, the Global Education Network appears to be valued by its members. For smaller countries, such as Malta, the opportunity to network with other European organizations focussing on Global Education seems to be of particular value. Participants have also flagged up that exchange of good practice via the Network feeds back into the national level, namely to national platforms, CSOs and educators. Moreover, the Global Education Network as an initiative of an international institution supports the standing of participating organizations towards governmental stakeholders and hence advances the promotion of Global Education at national level.

A survey amongst Global Education Participants carried out by the North-South Centre in July 2018 reveals that of the nine Network members participating in the survey a total of six stated that the Network was most productive in strengthening capacities and awareness raising among educators and CSOs, for two respondents both, pedagogical support of educators and CSOs and reinforcing the political dimension of Global Education advocacy was the most productive outcome of the Network and one respondent saw the strengthening of relations with institutions (Ministries, Parliament, Local and Regional Authorities) and bridging the existing gap with practitioners, namely educators and CSOs as the most productive outcome.<sup>17</sup>

However, most Network members' engagement is curtailed by insufficient time and financial resources. Besides financial support Network members have also indicated that the Global Education Network should increase its efforts to make more relevant material available for distribution, also to National Coordinators. In addition, the need for training for National Coordinators has been flagged

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<sup>17</sup> North-South Centre, Global Education Network Survey, July 2018, unpublished.

up. Finally, there is a sense that the Global Education Network could be strengthened through common initiatives, e.g. jointly pursuing relevant EU funding streams such as Erasmus or DEAR.

## 6.2 Measures to enhance the role of youth and to take into account gender roles

Besides Global Education, Youth Cooperation and the Empowerment of Women constitute the main priority areas of the work of the North-South Centre. The advancement of these priority areas is supported and guided through respective Council of Europe policy guidelines and strategies, e.g. its Agenda 2020 on youth<sup>18</sup> and its Gender Equality Strategy 2018-2023.<sup>19</sup> For example, the iLegend project training components particularly feeds into two of the six strategies areas of the Gender Equality Strategy, namely strategic area 1, prevention and combating of gender stereotypes and sexism, and strategic area 5, protection of the rights of migrant, refugee and asylum-seeking women and girls. Overall, the North-South Centre appears to be well connected with relevant stakeholders, e.g. the European Youth Forum or the Organising Bureau of European School Student Unions (OBESSU). Interviews also highlighted that through its youth work the North-South Centre also achieved to bring on board relevant actors from the Global south such as the African Union and the Latin American Union.

### Regional Seminars

A number of interviewees have highlighted that the design of Regional Seminars **lacks relevance particularly to youth**, reflected through limited participation of youth organizations. Concerning gender interviewees stated that they are paying attention in terms of speakers and moderators, but other than that gender is not a specific issue. The North-South Centre facilitates conditions for conciliation of private and professional life, as well as equal opportunities. As Figure 9 shows, participation in Regional Seminars stands at a 25/75 ratio, which is not unusual within the educational sector all over Europe.

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<sup>18</sup> 8th Council of Europe Conference of Ministers responsible for Youth, “The future of the Council of Europe youth policy: AGENDA 2020“, Kyiv, Ukraine, 10-11 October 2008; <https://rm.coe.int/1680702429>

<sup>19</sup> <https://rm.coe.int/ge-strategy-2018-2023/1680791246>

Figure 9: Participation in the Regional Seminars by gender<sup>20</sup>

	Male	Female	TOTAL
<b>Balkan</b>			
Belgrade 2017	19	47	66
Zagreb 2018	14	38	52
<b>Baltic</b>			
Vilnius 2017	3	22	25
Riga 2018	3	19	22
<b>SEE/Med</b>			
Sofia 2016	15	37	52
Bucharest 2017	9	17	26
<b>Visegrad</b>			
Prague 2017	15	40	55
Warsaw 2018	4	24	28
TOTAL (%)	82 (25%)	244 (75%)	326 (100%)

### Trainings

**Participants:** Although all courses aim for an equal gender balance of participants, there is usually a ratio slightly favouring female students. **For the residential courses since the beginning of the iLegend project female participations stands at roughly 56%. The eLearning courses habitually include a 2/3 to 1/3 ratio favouring female students.** Usually there are a higher number of female applicants for the eLearning courses. The selection of applicants is based on merits. At the same time the selection process is guided by the aim to ensure gender as well as geographical balance. Trainers highlight that the selection process always ends up with a higher rate of female successful candidates.

**Course implementation / Methodology:** Some trainers note that residential training courses can be dominated by males leading discussions or working groups, while female participants prove to be more active in the communication and exercises of the eLearning courses. In this respect, eLearning courses also produce more evenly distributed participation levels as there are not one or two individuals taking charge of the course discussions. Other trainers did not share this observation concerning the residential courses and rather pointed out that they as trainers address the situation if or when any of the participants dominates certain discussions or exercises.

<sup>20</sup> According to Regional Seminar reports: [https://www.coe.int/en/web/north-south-centre/global-education-national-and-regional-seminars#/%2229783851%22:\[0\]](https://www.coe.int/en/web/north-south-centre/global-education-national-and-regional-seminars#/%2229783851%22:[0]). 2016 Baltic Regional Seminar reports contains no data on gender. 2018 SEE/Med Regional Seminar report is not available yet.



As residential trainings are very interactive they include at times exercises, which require physical touching. Trainers reported that for these exercises they keep an eye on the possible vulnerable people and how to leverage the issue that everybody needs to be respected and that different cultures have different traditions. There seems to be a high sensitivity amongst trainers that the non-formal training methodology can sometimes make people uncomfortable and trainers are ready to intervene if necessary.

**Trainers team in residential courses:** Trainers teams are usually mixed, both by gender and by geographical/cultural origin of trainers. As one trainer put it: *“Most of the students could identify themselves with one of the trainers and this was really important during the training.”* One interviewee mentioned that although the teams are well mixed, the lead of the training team is always with a European trainer.

**Content:** All residential trainings address gender issues in one way or another, though the pronunciation of the topic varies. Sometimes it is addressed as part of the SDGs, sometimes as part of the overall issue of inclusion and discrimination, sometimes it is present through participants who are active in women’s rights organisations or in LGBTI-organisations. Trainers of the residential courses stressed that the peer-learning successfully integrates gender issues into the training as there are always some participants active in this field. Trainers of the eLearning courses noted that there has not been a requirement to include gender specific components in the course curricula. Nevertheless, trainers view training material to be gender balanced. The training methodology of the eLearning courses do not encompass specific approaches to address gender except through the introduction of the intersectionality concept of which gender is being introduced as one intersection. However, there are no specific assignments, which include a gender analysis.

**Youth:** Residential trainings are particularly attractive for Youth when they take place within the framework of the “Universities on Youth And Development” or the “Universities on Youth and Global Citizenship” as the framework allows for interaction with Youth from all over the World and network with a multitude of Youth Organisations. The multiplier trainings are specifically designed for Youth participants or multipliers relevant for the further development of Youth organisations.

#### Global Education Week

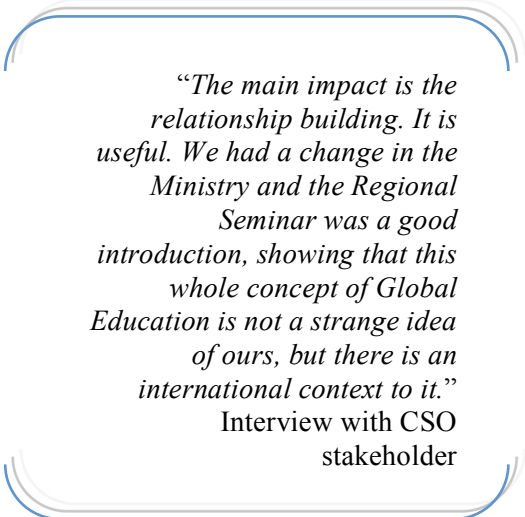
Youth organisations and schools constitute the main target group of the Global Education Week through a range of activities including youth leader training, classroom initiatives which increase participation of youth or the production of toolkits published on youth organisations websites to support awareness-raising activities. Figure 8 on page 23 above visualizing the range of 2018 Global Education Week activities registered through the North-South Centre Global Education Week online submission form reveal that most activities target elementary, high school and graduate students. With regard to gender, there is no substantial evidence found that Global Education Week activities particularly address gender and interviewees also did not identify respective lack of inclusion of gender as a particular weakness.

## 7. Impact

The **Overall Objective** of the iLegend project is “to strengthen global/development education (GE/GDE) in EU Member States and candidate states, particularly where it is least established by promoting dialogue, networking strategies, capacity building and exchange of good education practices in the field of Global Education” and to “raise public awareness and understanding of Global Education issues and will disseminate best practices and expertise”.

### Regional Seminars

During the project period progress has been made in the project countries with regard to the advancement of Global Education at policy level. For example in Albania Global Education has been integrated to some extent into the curricula for civic education and a web page making Global Education resources available has been introduced. In Montenegro Global Education key competences have been integrated into all vocational modules. Given that 70% of children in Montenegro are involved in vocational training, this is considered an important step. In Slovenia, the Parliament adopted the Resolution on international development cooperation in humanitarian aid that recognized the role of global education in poverty eradication and achieving sustainable development.



*“The main impact is the relationship building. It is useful. We had a change in the Ministry and the Regional Seminar was a good introduction, showing that this whole concept of Global Education is not a strange idea of ours, but there is an international context to it.”*  
Interview with CSO stakeholder

However, it is hard to robustly demonstrate to which extent the particular components of the iLegend project, in particular the Regional Seminars and the follow-up on the Zagreb Recommendations have contributed to these achievements. The overall perception of stakeholders is that the Regional Seminars have had little impact (“only two meetings”). Certain countries, e.g. Romania and Serbia, indicated that progress with regard to policy development could be attributed to strategies or mechanisms for civil society input which were already in place before the commencement of the current iLegend project. However, the long-standing working relations of a number of stakeholders, especially those from e.g. Romania who are more prominently and successfully engaged in Global Education suggest that the Global Education programmatic priority area of the North-South Centre, financed by Joint Management Agreements with the European Commission since 2009, did in fact support respective achievements.

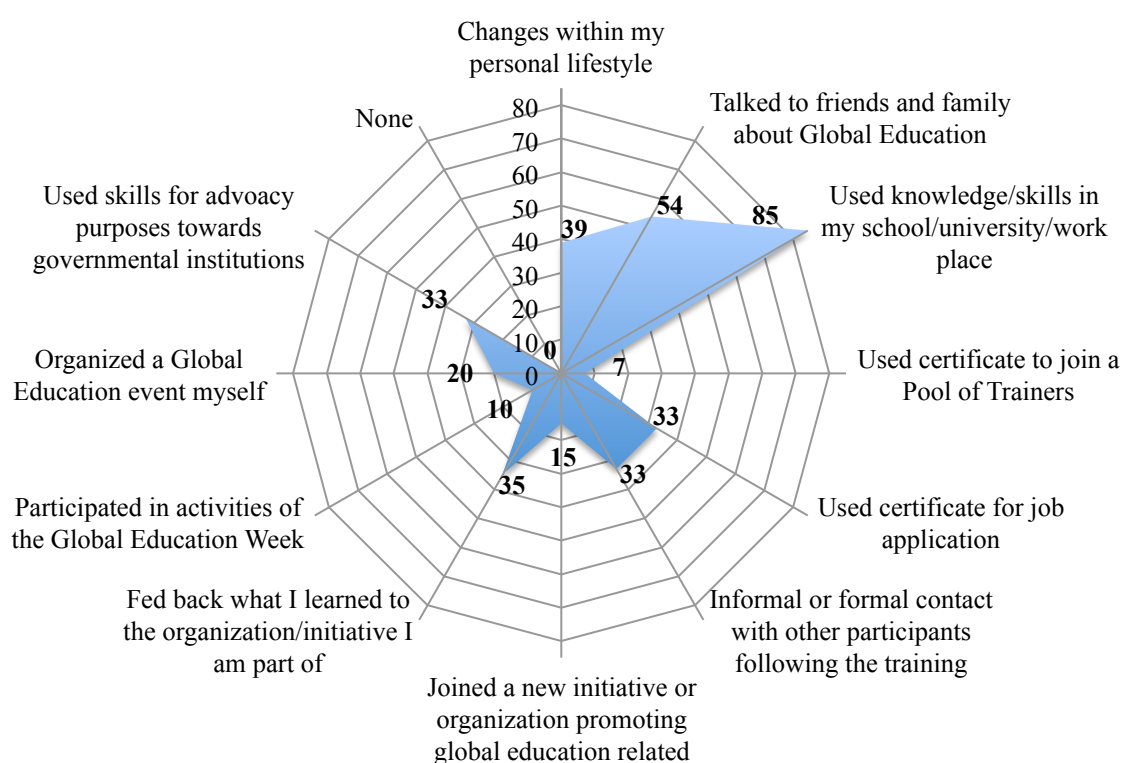
At the same time a number of interviewees confirmed that the Regional Seminars did contribute to the strengthening of political standing of the civil society sector versus various governmental entities, e.g. the respective Ministries in charge of Global Education. Also the overall network of Global Education stakeholders was strengthened. Given the fact that Global Education is not a priority in any of the countries involved in the iLegend project the furthering of Global Education activities relies heavily on the motivation and initiative of individuals. Keeping these individuals connected to likeminded peers does impact on their long-term motivation and involvement. Insofar the networking aspect of the Regional Seminars is successful.

## Training

In order to determine possible impact of the training activities participants of the survey were asked how they used the knowledge and skills acquired through the training course. Participants could choose from a fixed list or use an open text field to express other/additional activities. Multiple responses were possible resulting in a total of 364 responses. On average each participant of the survey indicated 3.4 different activities how knowledge and skills were used. No participant indicated “none”. The additional open question revealed quite some range of different activities. A few examples are usage for training students in soft skills, training of trainers within the team of the own organisation (so further multiplying), convincing members of the organisations of the importance of gender issues, helping public servants to improve strategy design, improve teaching and academic papers in the field of human rights and many more.

*“I have used newly acquired knowledge in my work to help public servants understand what every strategy in the field of Global Education should contain. In my work at the Faculty of Political Science I have used my knowledge to engage more students in preparing similar projects.”*  
Training survey respondent

Figure 10: Usage of knowledge and skills acquired through the training course (multiple responses, absolute numbers, N=364)<sup>21</sup>

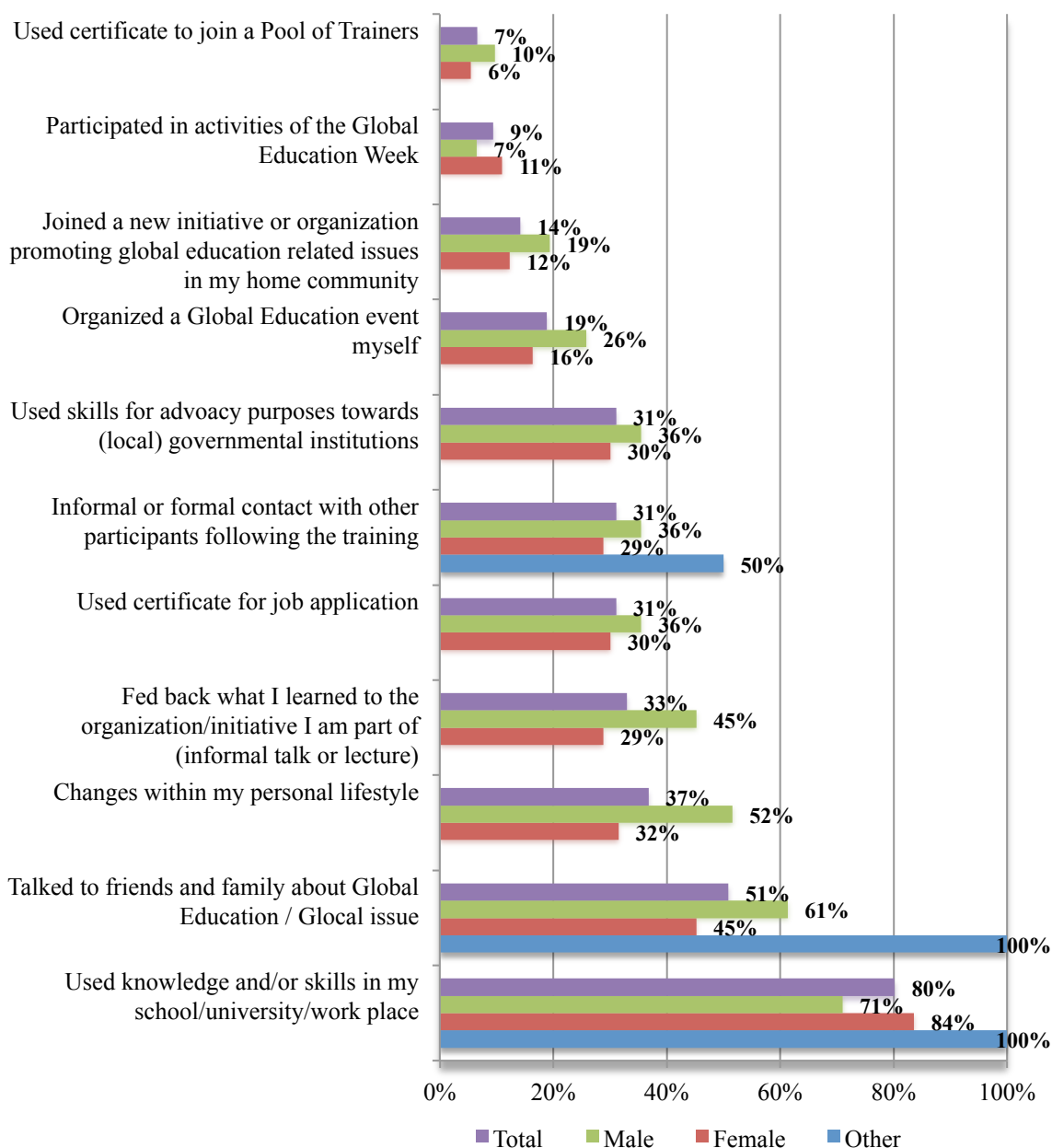


In addition figures below illustrate the usage of the knowledge and skills acquired through the training by gender and by age. Male respondents indicated on average 4 different activities, female respondents

<sup>21</sup> Survey question: “How did you use the knowledge and skills acquired through the training course?”

indicated in average only 3.2 different activities. Therefore most types of activities show male respondents as being more active. Exceptions are the participation in the Global Education Week and the usage in school, university or workplace. It is impossible to tell whether the female respondents are less active or whether they are rather more focused on a more limited number of activities.

Figure 11: Usage of training courses by gender (total no of respondents 106/ total no of activities 364) <sup>22</sup>

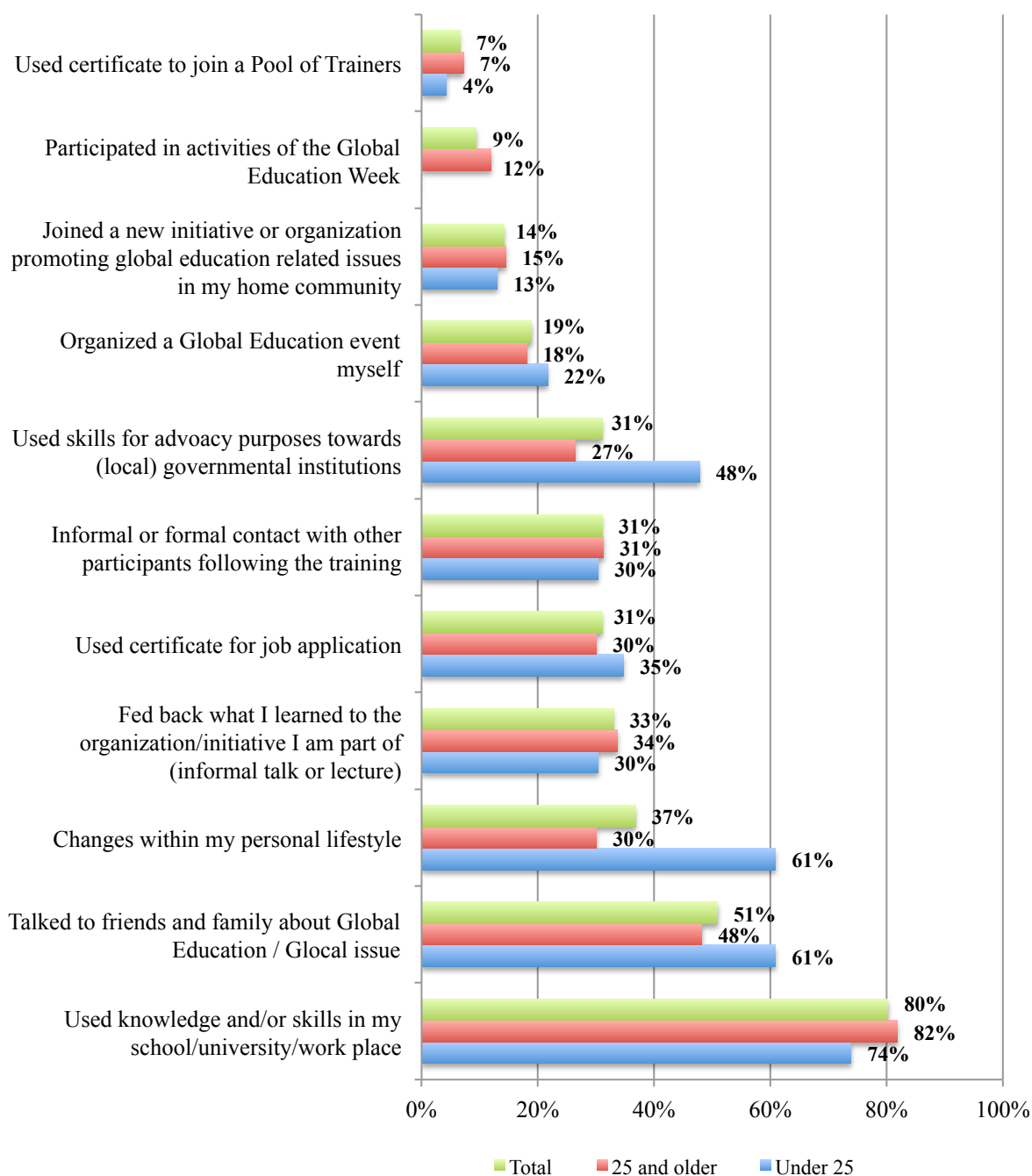


Respondents up to the age of 25 indicate 3.8 different activities in average, while respondents of 25 years and older indicate 3.3 different activities. Respondents below the age of 25 much more often

<sup>22</sup> Note on category “other”: On gender, the survey offered the preference for self-description besides the categories “male” and “female”. A total of 2 respondents out of the 106 preferred to self-describe their gender.

chose the options on advocacy work, changes in the personal lifestyle and talking to friends and family, while none of them indicated participation in the Global Education Week. Overall the participation in the Global Education Week as a way to use knowledge and skills scores quite low indicating that so far there are no mayor synergies between the training component and the awareness raising activities.

Figure 12: Usage of training courses by age (total no of respondents 105/ total no of activities 364)



Trainers of the eLearning courses perceive impact of the training participation in the following areas: (a) participants gain a better understanding of their responsibilities as citizens; (b) a number of students have used the contents of the courses to develop respective courses in their own languages; (c) exercises to develop Global Education activities proved to be useful for students to apply what they have learned following the course; e.g. improvement of educational practice or planning of local community activity; (d) innovative assignments of the past two courses led to initiatives targeting non-formal education of young people of migrant communities in Portugal (developed by a Portuguese youth worker); (e) increase of initiatives at local level, e.g. students reported the course to be a trigger to be involved in local community initiatives. Trainers of residential courses and

*“Knowledge I gained on the course I multiplied as a Trainer on equity and inclusive society as part of a pool of trainers of the National Youth Council of Serbia (KOMS). Also, I became a licensed trainer for communication and diversity acceptance within National Youth Workers Association.”*

Training survey respondent

Diaspora training activities mentioned impact of the training activities as follows: (a) plenty of inspiration and motivation to act (b) participants gained confidence, e.g. to speak in public and address Global Education issues in public, (c) participants organised projects within their organisations, youth exchanges, training courses and so on. In some cases trainers expressed that they were really surprised of how large or complex some of the activities were, in which former trainees engaged.

### Global Education Week

Also impact of the Global Education Week is clearly visible, in particular with regard to the education system. Here, interviews suggest change along the lines of attitudes and practice. Feedback provided by teachers to National Coordinators indicates that the Global Education Week triggers a change of attitude and behaviour of students. Teachers have noted respective changes of **tolerance levels of students**. Also students participating in the Global Education Week demonstrate **increased levels of initiative and responsibility, which corresponds to skills and attitudes identified within the Framework for Competences for Democratic Culture**. Moreover, the Global Education Week also seems to contribute to an appreciation of acquiring more non-formal teaching methods and apply a **change of teaching style of teachers towards more participatory approaches**. National Coordinators have also noted that participation in the Global Education Week as a European initiative has also led to an increase of **motivation of teachers to address global education**.

In countries that have participated in the Global Education Week over a longer period of time, e.g. Estonia, a certain change is seen in the sense that **Global Education as a concept seems to be more familiar to the general population**. The Global Education Week also appears to have contributed to the **strengthening of the education and the civil society sector**, hence contributing to the standing of CSOs, an aspect that is of particular importance to countries where the CSO sector faces challenges by a changing political environment. A number of interviewees mentioned that in their point of view awareness raising is really a long-term endeavour as there is a lack of democratic culture in their respective countries. *“One of the important concepts is culture. Building a democratic culture is a long-term process. In order to make global education sustainable as a way of thinking and behaving we need change in our culture as well.”* Another interviewee stressed that this is a challenge as well within the formal education sector: *“We need lots of training for teachers, so Global Education can be implemented in all subjects. In particular science teachers still think they are teaching the absolute truth. Pupils are not taught to question authorities and to think critically as independent learners.”*

## 8. Sustainability

### 8.1 Support by local institutions, in accordance with the CoE *quadrilogue* approach

Overall, governmental support to the iLegend project is limited. Direct project support is provided in countries where a **Ministry employee acts as National Coordinator**, e.g. in Romania, Cyprus, Lithuania, Montenegro and Serbia and hence, dedicates part of the work time to the project. To a certain extent governments provide **financial support to CSO engagement in the field of global education** through project funding, e.g. through channelling EU sectoral funds. Romania seems to be an exception as the GEW is funded through municipal budgets. Here, local authorities are given the clear responsibility to spend the budget accordingly and spending is monitored through county education inspectors. In a number of countries there are tendencies to cut CSO funding, e.g. Hungary and Poland and there is also a **lack of governmental support for the national platforms**.

On the whole there is insufficient political commitment to multi-stakeholder processes in the frame of Global Education despite governmental participation in the Regional Seminars or certain coordination mechanism with CSOs on Global Education issues at national level in some of the project countries. One interviewee pointed out that there is even a lack of minimum support in the sense of proactive information on the side of the Ministry. *“I find out about Global Education activities because I am part of the process, but other people never find out that there are training courses and so on”*. Also noteworthy, interviews suggest that governmental engagement is often led by individuals within relevant Ministries who have an interest and understanding on issues around Global Education.

Overall CSO stakeholders indicate four possible key entry points to make Global Education activities more sustainable: a) ongoing educational reforms create windows of opportunity in some countries, e.g. in Montenegro about 20% of the primary school curriculum is still pending and various actors compete to place specific content or themes within this process, b) in some countries systems for accreditation and validation of competences acquired through non-formal learning are in the making and respective trainings on Global Education would need to be registered to gain recognition (and hence attractiveness to users), c) content-wise most interviewees stressed that the most successful strategy is to include Global Education within citizenship education and not go for a separate overarching Global Education strategy; d) participation/implementation of pilot initiatives in schools. E.g. in Romania the governments makes funding available for a project targeting students, teachers and local authorities introducing SDGs as part of the curriculum (a total of 22 schools involved). In Latvia in 100 pilot schools teachers learn how to implement a competency based learning and teaching system, which includes competencies like collaboration and critical thinking, which are in line with the Global Education philosophy.



## 8.2 Capacities of stakeholders to replicate and extend the intervention outcomes

### Institutional stakeholders

The **national CSO platforms** including LAPAS (Latvia), SLOGA (Slovenia), FoRS (Czech Republic), Grupa Zagranica (Poland), MVRO (Slovakia) are able to build on a healthy membership base of organizations active in the field of GE and sound organizational structures.

First and foremost, almost all CSOs and national platforms struggle in terms of their **financial sustainability**. As financial support through governmental entities is in many cases non-existent and rarely beyond a project-level CSOs are financially constrained to pursue networking and advocacy activities both at national as well as international level. For these purposes CSOs very much rely on other funding sources to cover related expenditure. A number of them have secured EU funding. However, especially smaller CSOs indicated that certain EU funding streams exceed their management and absorption capacities. In addition, CSOs struggle to provide the obligatory matching funds for EU grants. In some countries, such as Malta and Hungary, CSOs aim to seek an increased involvement and funding from the private sector. The Hungarian platform HAND developed a fundraising strategy with a focus on the corporate responsibility and aim to engage the private sector in the frame of the SDGs. With regard to the allocation of iLegend project funds a number of interviewees questioned the **absence of Global Education Week sub-grants** to national coordinators, platforms and/or CSOs.

For CSOs the **voluntary nature of their engagement with the iLegend project activities, especially the Global Education Week** constitutes a major limitation (financially and in terms of manpower). Whereas input of contractual partners of the iLegend project is stipulated by respective Acts of Engagement which lay out a list of deliverables and fees, no funding of in-country activities for the Global Education Week is included in the current project. As many CSOs are understaffed with positions often filled on a part-time basis concrete tasks around the Global Education Week such as visits to local partners or reporting of activities are viewed as “add-ons” and “extras” to which CSO staff would often dedicate off-work time and which are financed through other project funds, if possible. In some cases even governmental interviewees raised the same problem as for them the issue of Global Education comes on top of other responsibilities without an allocation of extra working time. On the other hand **voluntary involvement of teachers and educational staff in the Global Education Week** is viewed as a particular strength of the initiative, which resulted in benefitting and strengthening of CSO capacities. For example, in Romania a number of teachers have been trained by the Agenda 21<sup>st</sup> Association to volunteer as Global Education trainers.

All in all, in countries where the Global Education Week is embedded into relevant Ministries, outcomes are likely to continue; also as schools seem to have taken ownership of the Global Education Week and annual participation has turned into an established practice. A lot of CSOs would be able to continue with limited, grass-root based activities through project funding secured from other sources, e.g. with minimum seed-money of around 1,500 – 2,000 EUR covering minimum expenditure such as printing costs. However, because of the financial constraints there would not be much opportunity left for any extension of activities or further conceptual advancement.

### Training participants

There are certain measures in place to support eLearning course participants to replicate and extend the intervention outcomes through the creation of a loose community of Global Education educators that people feel part of:

- a) The design of the eLearning course facilitates **strategy development and the development of personal action plans** to allow students to take back their newly acquired skills to their contexts and put them into practice.
- b) Participants of the residential course commit to become multipliers and trainers' feedback from the interviews confirms that most of them do organize some activity after the participation.
- c) Participants are encouraged to contact their **National Coordinator, become part of the national network and** are invited to participate in the Global Education Week.
- d) Participants who completed the eLearning courses have access to an **alumni platform** managed by the Network University, which stores all related material of the eLearning courses.
- e) For each eLearning course group and the residential courses a Facebook page is set up which allows people to share information. Trainers of residential courses state that a high number of participants stay in touch and exchange on Global Education issues, upcoming training opportunities and so on. One trainer estimated participation in the Facebook group at about 60% of former participants of her training course; another one stated that 100% of the former participants are part of the group and still active. One trainer reported that she is still in touch with peers of the training she participated in in 2007.

To get an impression how training participants themselves see their future engagement in Global Education issues, participants of the survey were asked the question “If things go well, what do you think how likely is it for you to continue to be engaged in Global Education issues in the future?” Participants could rate the likelihood on a scale from 1-10. Overall 81% of survey participants selected a rating from 8-10, while 19% selected a rating from 5-7, nobody chose a lower rating. Male participants and participants below 25 rate somewhat higher than their peers do.

*Figure 13: Engagement in Global Education issues in the future by age (N=105)*

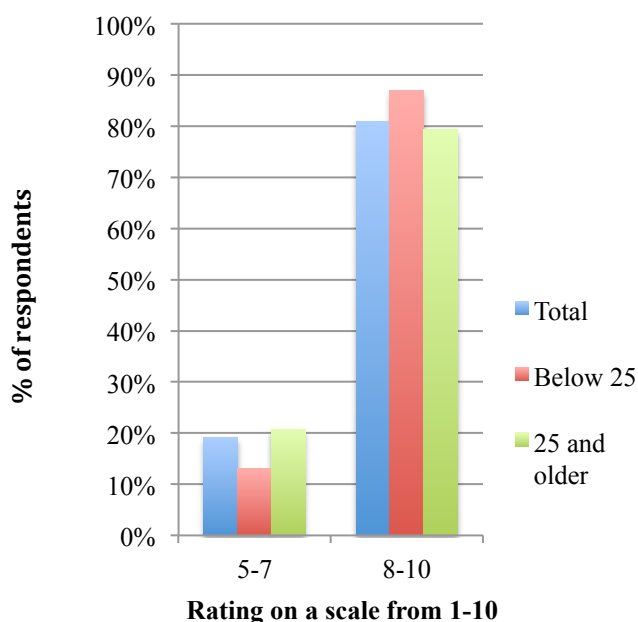
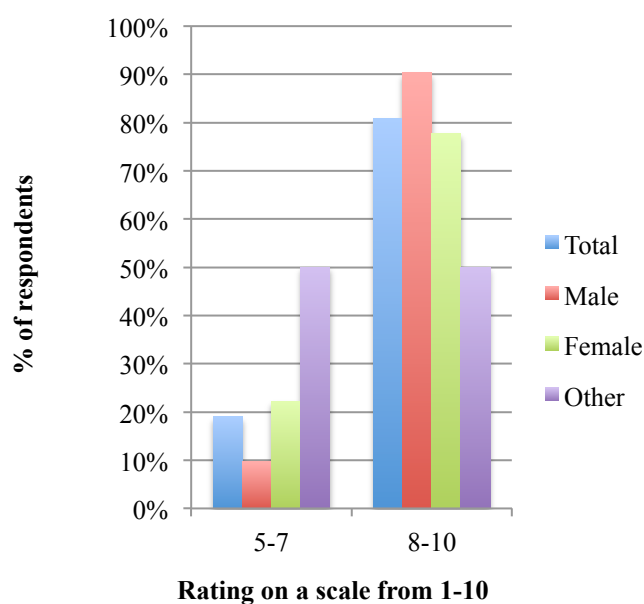


Figure 14: Engagement in Global Education issues in the future by gender (N=105)



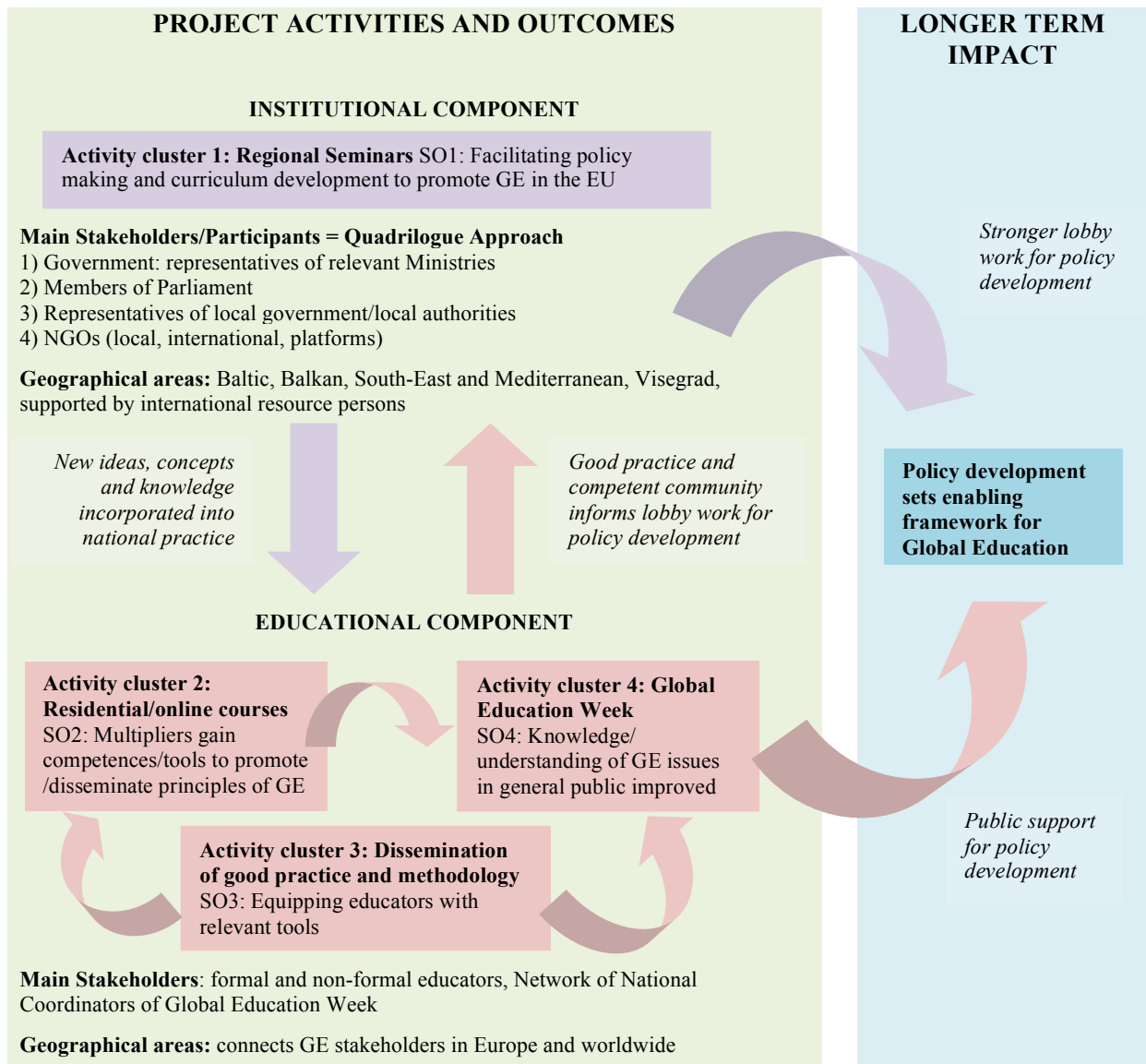
Trainers of residential courses stressed in particular the potential of the long-term development of former trainees as resource persons and human resources. A number of the trainers stated examples in which former trainees either became very good trainers themselves, got involved in civil society work related to Global Education, pursued professional careers in the sector or got into responsible positions in governmental institutions related to Global Education and/or foreign policies. This human resource aspect is maybe the most sustainable long-term impact of the work of the North-South Centre beyond the duration of individual projects.

## 9. Conclusions and Recommendation

### 9.1 Introduction

In order to provide a basis for the concluding remarks and respective recommendations along the DAC/OECD criteria the evaluators revisited the impact chain of the iLegend project (Figure 15 below).

Figure 15: Overview of intended and partly realized impact chain



The iLegend project consists of two components, a so-called institutional and a capacity building pillar. Within the *capacity building pillar* the dissemination of relevant pedagogical tools supports the implementation of the Global Education Week and the Global Education Trainings likewise. The training outputs in the form of trained multipliers have the potential to enrich the Global Education Week. This potential is not yet fully utilized as most training participants do make use of the skills and knowledge they acquired, but outside of the frame of the Global Education Week.

The educational community as well as other Global Education stakeholders active on the national level form a competent Global Education community, from which the institutional component benefits. The *institutional pillar* furthers the networking between the different quadrilogue representatives. Through regional or Europe-wide exchange good practice, new ideas and concepts can be fed back to the national level. Both pillars are meant to strengthen policy development in favour of Global Education integration into curricula or national action plans. However, this intended long-term impact does not yet work as expected or hoped for. Main weaknesses are within the institutional pillar a lack of engagement of governmental representatives in the multi-stakeholder process (which in some cases reflects a lack of political will, in others a lack of knowledge and competencies on Global Education or a lack of resources) and within the educational pillar a lack of outreach capacity in the frame of the Global Education Week, which is so far not strong enough to become a public message to decision makers. While the overall interaction between the institutional and the educational pillar of the iLegend project seems to be working satisfactory, the theory of change, how the project outcomes can contribute to the desired long-term change needs to be reflected and possibly reworked for a potential follow-up project. In particular more details need to be worked out on the question how the multi-stakeholder processes within the Regional Seminars can produce tangible results, become effective on the national level and impact on the policy making.

## 9.2 Relevance

The evaluation can establish that the iLegend project is of **high relevance for the Council of Europe** insofar as it is designed in a way that it promotes its standards and values, particularly those outlined in the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. The iLegend project also **supports the priorities of the European Union** as laid out in the 2017 European Consensus on Development or the current 2014-2020 financing instrument for development cooperation. The project is relevant with regard to support of the development and implementation of national Global Education strategies or action plans as well as ongoing educational and relevant policy reforms. The evaluation can further conclude that the project remains to be of relevance in the light of the developments in the overall political landscape and global trends such as the introduction of the SDGs but also increased migration and the rise of populist and nationalist movements. Here, relevance of the project lies in its support to civil society threatened by shrinking spaces and the strengthening of democratic values.

### Recommendations

- 1) **To the North-South Centre:** Given this backdrop, one realistic aim is to ensure that engaged actors stay on board within the space they have available at national level. In that sense, particularly for e.g. the Visegrad region aiming for stabilization of civil societies space and keeping relevant actors on board might be more important and appropriate than aiming for wider, but currently unreachable policy changes like the incorporation of Global Education into national curricula. In at least some European countries the time is not ripe for “big leaps”, while support to civil society is of utmost importance.
- 2) **To the North-South Centre:** It is important to build and strengthen alliances and look for the common struggle, e.g. with actors working on citizenship, for example possibly all actors involved in EU DEAR projects as this funding stream explicitly brings together not only CSOs but Local Authorities as well (the latter with at least a minimum of resources), and for closer

networking and co-operation. (not all is covered by Concord). Harmonize the advocacy approach for GE more strongly with the relevant European networks.

- 3) **To the North-South Centre:** The iLegend project should reinforce its current alignment to the SDG framework and also ensure a more prominent and visible inclusion of emerging issues that bear relevance and affect Global Education, e.g. such as migration.

### 9.3 Added value of the project

The evaluation can establish that in principle the **quadrilogue approach** of the Regional Seminars provides a certain added value by initiating networking regionally. At the same time its effects in terms of advocacy are hampered by the insufficient participation of governmental and parliamentary stakeholders, in particular decision-makers in the Regional Seminars. While prior Joint Management Agreements signed with the EC as from 2009 onwards focused more on support to national level activities (e.g. support for educators), iLegend tried to work towards the establishment of complementary regional and national advocacy measures. The regional approach alone can hardly initiate or strengthen advocacy processes, but can provide an add-on to the national processes. In that sense the shortcomings of the Regional Seminars and the varying perceptions of the follow-up seminars suggest to review how a complementary approach of regional and national advocacy can unfold its full potential within the overall intervention logic.

The capacity building component of the **iLegend project adds value** through the provision of relevant tools which provide a structured framework to shape the Global Education narrative and to explore methodologies.

The **North-South Centre itself adds value as an entity of the Council of Europe** advancing GE. In this context the standing of CSOs is strengthened at national level, in particular CSOs working in an unfavourable political context. Moreover, the added value of the North-South Centre also lies in the fact that although being an entity of a large international organization the Centre has a **smaller, more flexible structure**. To this end the North-South Centre might appear **more approachable to young people and youth organizations** than larger international organizations. Nevertheless despite these comparative advantages the North-South Centre still seem to have a limited political standing with national governments in the countries addressed by the iLegend project, which in turn could affect its capacity to support lobbying and advocacy efforts.

#### Recommendations

- 4) **To the Council of Europe:** Continue to provide support to the North-South Centre and its focus of work on the support of Youth and Women in line with the Council of Europe policies and approaches. Seek to strengthen the visibility of the Centres work and its Global Education activities. Consider how the Council of Europe could support the quadrilogue approach by introducing the centres activities to relevant European stakeholders.
- 5) **To the Participating States of the Council of Europe:** Join or rejoin the partial agreement to widen the group of stakeholders and grant support to Global Education activities. In the light of increasing global trends of migration, flight, extremism and globalization, Global Education needs to be promoted and supported, particularly in the context of youth work and youth co-operation.

## 9.4 Implementation efficiency

The evaluation can establish that overall the implementation efficiency of the iLegend project is satisfactory. All in all, outputs have been delivered according to plan and on time. Where there was postponement of certain activities for the most part it did not affect the overall achievement of project outputs. Exception here are, e.g. a delay of production of promotional material for the 2018 GEW, which prevented the usage in some of the countries. Cost efficiency appears to have been reached in particular with regard to the capacity building component of the project, e.g. through the creation of synergies with other training formats, holding seminars/trainings back to back and improved time management.

During the preparatory phase of the iLegend project a consultative process ensured partners input into the overall conceptualization of the project. During implementation the project has developed sound working relations with partners and stakeholders involved in the various components which are based on mutual respect and trust. The North-South Centre is responsive to evolving issues and requests from partners. The annual Global Education Network meetings serve as the main coordinating mechanism for the Global Education Week. Beyond this, there is no fixed mechanism for a reciprocal consultation and coordination process with partners on the project implementation, but feedback has been gathered infrequently through e.g. GEW National Coordinator reports or the 2018 Global Education Network survey.

### Recommendations

- 6) **To the North-South Centre:** Establish a steering mechanism that allows stakeholders' systematic input into the implementation of the project and provide strategic direction. A steering group could consist of a selection of those partner representatives which possess the capacity in terms of time resources.
- 7) **To the North-South Centre:** In the light of a possible follow-up project the revision of the current logical framework and reconstruction of a theory of change as a basis for the development of adequate and realistic indicators is advisable.

## 9.5 Effectiveness

### ***Regional Seminars***

All in all the Regional Seminars constitute an effective tool to exchange on common practices and challenges and strengthen the network of Global Education stakeholders. To a certain extent the seminars do lead to joint action and collaboration, mainly within the regional group. The effectiveness in promoting GE as an integral part of education and of development policies varies from country to country. Here the effect depends on a number of individual factors like the history of co-operation between the different stakeholders on national level, the specific mix of participants in terms of country and quadrilogue representation and the level of expertise and interest on GE of the participants. Most of these factors are beyond the North-South Centres control. The seminars can still increase their effectiveness in terms of consolidation and furthering the advocacy work for GE, which ultimately has to be taken back to the national level. Overall the comparative advantage of the regional approach versus e.g. a Europe wide approach remains unclear.

### Recommendations

- 8) **To the North-South Centre:** Carry out an assessment on thematic and regional needs and reassess feasibility of the workshop format against these needs. This might entail change of the workshop format to e.g. cross-regional and/or thematic formats.



- 9) **To the North-South Centre:** Strengthen the advocacy component through a thorough strategy building process, which should include the following minimum elements: a) discuss/develop a full theory of change and cross-check in particular assumptions on the relationship of regional and national advocacy work and the intended and actual role of follow-up seminars to further the national work b) do full stakeholders analysis on national level (e.g. use model of interest/power matrix and identify drivers/promoters, defenders, blockers and bystanders), c) clarify and discuss added value of each specific group within the quadrilogue approach, d) define “windows of opportunity” on the national and the regional level respectively.
- 10) **To the North-South Centre:** Valorize the so-called “state-of-play” reports to strengthen the monitoring objective of the Regional Seminars. These reports – so far usually hidden within the regional seminar reports – contain valuable and up to date information on the state of play of Global Education. Discuss with the stakeholders involved how to develop the reports further and make better use of them. Options could be: a) make the reports a supplement to the European Commission Education and Training Monitor with a focus on Global Education and/or how Global Education is or can be incorporated within Citizenship Education, b) develop the reports into a “facts and figure” advocacy basic paper, regularly updated (on a country basis stakeholders could decide if they go for a multi-stakeholder authorship or if they go for a CSO authorship in the style of shadow-reporting on Global Education), c) feed the information into other recognized reporting formats like the GENE-report on Global Education or the voluntary SDG-reporting; (d) consider budgeting for lay-out and printing of these reports in English and as well for translation into local languages to support national distribution through partners.

### ***Trainings***

The training components and their interlinkages with other Youth Co-operation activities of the North-South Centre are effective and the overall feedback of trainers and participants alike is very positive. This is a strong project component with the potential to develop even further.

### ***Recommendations***

- 11) **To the North-South Centre:** Develop a module for teacher training and/or collect existing modules and make them available via the webpage.
- 12) **To the North-South Centre:** Consider whether for some countries the accreditation of the existing courses can be an option in order to make the courses more attractive and at the same time more sustainable. Feasibility of the accreditation could be assessed with stakeholders of all countries interested. Consider whether in some cases national partners can become the responsible course provider.
- 13) **To the North-South Centre:** For the eLearning courses actively address the drop-out rates, e.g. assessment of available time resources of potential applicants (e.g. through specific question in the application form – “Are you able to dedicate 10 hrs per week? – please explain”) – point out time efforts more prominently in the course description. Further aim for wider distribution of calls for applicants to better ensure balanced representation of participants from across Europe, through partners, other relevant networks at European and national level.
- 14) **To the North-South Centre:** Try to strengthen synergies between the course participants and the Global Education Week. Findings show that only few training participants go for a follow-up activity in the frame of the Global Education Week. Contact between the training participants and the respective National Coordinators should be made more proactively (e.g.

asking consent of participants to forward their contact details to the National co-ordinators and vice versa).

### ***Global Education Week***

The Global Education Week is unique insofar as it involves a broad spectrum of stakeholders implementing a large variety of activities. Where national Global Education Week coordination lies with the respective Ministries a substantial outreach can be reached covering larger number of schools. On the other hand as CSO platform coordination and implementation of the Global Education Week is restricted to own, limited financial resources a wider outreach and initiation of large awareness raising campaigns is hampered.

### ***Recommendations***

- 15) **To the North-South Centre:** National Global Education Week efforts could be supported through the introduction of new or strengthening of existing incentive systems, such as e.g. ability for GEW National Coordinators to issue certificates of participation with the GEW/NSC logos or dissemination of stickers for participating schools with the GEW/NSC logo.
- 16) **To the North-South Centre:** Exchange on lessons learned and good practice with similar initiatives of Council of Europe entities, such as the European Local Democracy Week (ELDW) of the Congress of Local and Regional Authorities. For example, the ELDW had introduced a 12-star approach to underline good practice and increase visibility which appears to be valued by participating authorities.
- 17) **To the North-South Centre:** As the last DEAR call of the European Commission had a strong focus on visibility and public relations try to build synergies with the grantees to be awarded contracts in 2019. According to the indicative timetable, contracting is foreseen for April/May 2019, so many of the consortia should be ready to deliver some awareness raising and visibility activities for the Global Education Week 2019.

### **Overall Effectiveness**

### ***Recommendations***

- 18) **To the European Commission:** the effectiveness of the Global Education Week as well as the Regional Seminars could be enhanced and ownership of CSO stakeholders strengthened if the next project phase would reintroduce a sub-granting mechanism. This would allow a scale-up and increased visibility of the Global Education Week, in particular in those countries in which the Global Education Week is not coordinated by ministerial stakeholders. This in turn could contribute to an institutionalisation of the Global Education Week and subsequently leverage funding through governmental and other, e.g. philanthropic, funding sources. Sub-grants to selective partners to organize and facilitate a structured in-country follow-up of Regional Seminars would support more effective advocacy and monitoring efforts.

## 9.6 Impact

Overall, the evaluation could establish that the Regional Seminars as well as other components of the project, in particular the Global Education Week contributed in a number of countries to the strengthening of political standing of the civil society sector versus various governmental entities. However, the evaluation was not able to robustly establish the extent to which the particular components of the iLegend project, specifically the Regional Seminars and the follow-up on the Zagreb Recommendations have contributed to the advancement of Global Education at policy level during the project timeframe. With regard to impact of the training component of the project, the evaluation survey reveals that participants utilized acquired skills and knowledge in a broad spectrum of contexts. Schools, universities or work places make up for the main area of usage as well as feeding back into organizations/initiatives of which participants are part of. Almost 20% organized a Global Education event themselves and 10% engaged in activities of the Global Education Week. The Global Education Week seems to have triggered certain change in particular with participating schools as interviews suggest an increase of tolerance levels of students as well as increased levels of initiative and responsibility. The Global Education Week appears also to have contributed to an adoption of more participatory teaching styles and increased motivation of educators.

### Recommendation

- 19) **To the North-South Centre:** Conduct a tracer study on former training participants. There are a number of former participants who are now employed staff of civil society organisations and in governmental entities, who started their engagement as a result of or were influenced through North-South Centre activities. A tracer study could catch the long-term impact of the project and push its image.

## 9.7 Sustainability

Overall, sustainability can be established through the continuous commitment of the North-South Centre beyond the current project phase. The North-South Centre is able to leverage support through the Council of Europe participating States, e.g. through liaising with the Steering Committee for Educational Policy and Practice which oversees the Council of Europe's programmes in the field of education and advises the Committee of Ministers on education issues. In this context the North-South Centre is perceived, "*a centre of competence for Global Education*". The training component of the current iLegend project holds high potential for sustainable impact as most former training participants do make use of the knowledge and skills acquired and are likely to continue doing so. 80% of survey participants express a high likelihood to continue to be engaged in Global Education issues in the future. The project clearly contributes through a number of follow-up mechanisms, which enable former participants to stay in touch with peers and stay informed on developments in Global Education. The educational process as such uses a methodological approach, which is likely to engage learners emotionally and hence create a learning experience which sticks to the mind as many learning theories confirm.

With regard to advocacy and monitoring component of the project there is a mixed picture mainly due to the fact that the level of governmental support to multi-stakeholder processes to further global education is limited in a considerable number of countries, although there are also positive examples to be found, such as e.g. Romania or Cyprus.

Many actors – non-governmental and governmental - express a lack of resources. CSOs refer in particular to the absence of funding opportunities on the national level and to changes in the EU-DEAR call over the past years. As the calls become ever larger and more complex (in terms of minimum budget and minimum number of partners forming a consortium) small CSOs are unable to access DEAR funding. The introduced mechanism of sub-granting does not seem to reach smaller organisations sufficiently. Some organisations view the Regional Seminars as an opportunity for consortia building and joint project development. This is in part a misconception as Europe-wide seminars could facilitate the consortia building in a more appropriate way (mirroring funding regulations stipulating a minimum number and mix of countries). Others who seek smaller grants hope to secure funding through Erasmus+, which only partly addresses Global Education issues and in some cases rather distracts CSOs towards other activities.

#### Recommendations

- 20) **To the North-South Centre:** If the seminar format is kept ensure provision of space (time slots) dedicated e.g. to project development of interested parties or consortia planning; EU proposals get more complex and require ever larger consortia of organizations who might not have the financial means to invest into a project development and planning process (e.g. travel costs for planning meeting).
- 21) **To the European Commission:** Review DEAR funding mechanisms and incorporate needs and feed-back in particular of smaller organisations active in countries, where there is still a rather low profile of DEAR and Global Education.

# ANNEXES

## Annex 1 Terms of Reference

### EVALUATION

Joint Programme between the European Union and the Council of Europe  
**iLegend | Intercultural Learning Exchange through Global Education, Networking and Dialogue**

### TERMS OF REFERENCE

#### 1. Introduction

These ToR refer to the evaluation of the Joint Programme between the European Union and the Council of Europe - iLegend | Intercultural Learning Exchange through Global Education, Networking and Dialogue – which overall objective is to strengthen Global Development Education (GDE) in EU member States and potential EU member States, by promoting dialogue, networking strategies, capacity building and exchange of good education practices in the field of GDE.

The evaluation should cover the period from **July 2016 to September 2018**.

It contains the *i)* programme description; its specific objectives, outputs, activities, key indicators and target groups; *ii)* the evaluation purpose (objectives, scope, criteria and work plan with deliverables, timeline and logistics); *iii)* the management arrangements; *iv)* the assessment questions; and *v)* the annexes.

#### 2. Programme description

The iLEGEND project is implemented under the third Contribution Agreement, subject to the provisions of the “Framework Administrative Agreement between the European Union and the Council of Europe on actions administered by the Council of Europe and funded or co-funded by the European Union”, signed in July 2016 for a period of 36 months (July 2016 -July 2019) between the EC and the Council of Europe. The project, with a total budget of € 1 333 333, is implemented by the North-South Centre of the Council of Europe.

#### 3. Overall Objectives

To strengthen global development education (GDE) in EU Member States and potential Member States, particularly where it is least established by promoting dialogue, networking strategies, capacity building and exchange of good education practices in the field of GDE. The Action will also raise public awareness and understanding of GDE issues and will disseminate best practices and expertise.

##### Specific Objectives:

SO1: Networking strategies promoting dialogue, cooperation and peer learning among neighbouring stakeholders facilitate policy making and curriculum development to promote GDE in EU.

SO2: Stakeholders, educators, young people and youth multipliers gain competences and tools to promote and disseminate principles of GDE to students and young people.

SO3: Good education practices and methodologies are disseminated through North-South Centre’s networks thereby equipping educators with relevant tools to increase commitment of students and young people to global interdependence.

SO4: Knowledge and understanding of GDE issues among students, young people and the general public is improved through awareness- raising activities.

*For project outputs, activities, key indicators and target groups please see **annex 1***

#### 4. Evaluation purpose

**4.1 Objectives:** assess the relevance of the project objectives and effectiveness of the intervention logic – institutional pillar and educational pillar - and according to its human and financial resources, in view of its reinforcement and continuity through the renewal of the agreement between the European Union and the Council of Europe after July 2019.

Collect recommendations for the improvement of the project effectiveness.

The primary audiences are the secretariat and programme managers of the North-South Centre, the Directorate of Democratic Participation of the Council of Europe, the Office of the Directorate General of

Programmes of the Council of Europe (ODGP), the European Commission and the DEAR multistakeholder group.

**4.2 Scope:** the evaluation will cover the programme since it was launched in 2016 and that it will cover all four components, based on the programme specific objectives and outputs as defined in its logframe and through the available data provided by the North-South Centre secretariat and relevant project stakeholders.

**4.3 Criteria:** the evaluation should assess the relevance, added-value, effectiveness, efficiency, impact and sustainability of the programme. *Relate to assessment questions in section 6*

**4.4 Methodology:** the evaluation should lay on the analysis of the programme *i)* logical framework; *ii)* results of the activities implemented until the date of the evaluation; *iii)* access to data (logical framework/description of the action, interim reports, financial reports, mission reports; previous evaluation reports) and interviews of relevant stakeholders (North-South Centre's Direction and secretariat, programme coordinators, implementing partners and beneficiaries<sup>23</sup>).

**Evaluator areas of competence:** Policy development; education & training; CSO empowerment; international cooperation; EC led projects.

#### 4.5 Work Plan

**4.5.1 Deliverables:** inception report; draft evaluation report; final evaluation report.

**4.5.2 Schedule:**

signature of the contract:	15 October 2018
inception report:	15 November 2018
draft evaluation report:	15 January 2019
final evaluation report :	28 February 2019

**4.5.3 Logistics:** The evaluation team will commonly be responsible for logistics: office space, administrative and secretarial support, telecommunications, printing of documentation, and missions' costs to Lisbon. The evaluator should be responsible for the dissemination of all methodological tools such as questionnaires and surveys, but the relevant North-South Centre staff should facilitate this process to the extent possible.

### 5. Management arrangements

The North-South Centre shall be responsible for the launch of the call and the signature of the Act of Engagement with the service provider.

The evaluator will report to the North-South Centre's secretariat, represented by its Executive Director, Deputy Executive Director and the Programme Manager, for the final assumptions on the formulation of the deliverables.

The evaluator should, in accordance with the proposed work plan (4.5), define the expected amount of working days.

### 6. Assessment questions

Questions related to the evaluation criterion “**relevance**”:

- To what extent is the intervention design relevant to Council of Europe's mandate and to the European Commission priority areas and geographical scope as defined in the logical framework/description of the action?
- To what extent do the intervention objectives address identified needs of the target group(s) and are adapted to the institutional, human and financial capacities of the key stakeholders?
- To what extent is the intervention relevant to primary target groups of youth and civil society?
- Is the intervention adapted to the present socio-political context in the target countries?
- How far did the design of the intervention address the problems identified?
- To what extent is the intervention consistent with the findings of the internal monitoring mechanism<sup>24</sup> and to the Council of Europe's and EC priorities?

Questions related to the evaluation criterion “**added value**”:

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<sup>23</sup> *i)* GE/GDE Regional Seminars implementing partners; *ii)* GE/GDE Regional Seminars beneficiaries; *iii)* trainer/facilitator of residential course; *iv)* beneficiaries of residential training course; *v)* beneficiaries of eLearning courses; *vi)* institutional partners

<sup>24</sup> NSC Executive Committee meetings; recommendations of the GE/GDE regional follow-up meetings; GE/GDE network coordinators annual meeting.

- What is the added value of the programme?
- What is the added value of the NSC in its implementation?
- What is the added value of NSC methodology?

Questions related to the evaluation criterion “**effectiveness**”:

- What has been the progress made towards achievement of the expected results?
- To what extent have beneficiaries been satisfied with the results?
- What are the reasons for the achievement or non-achievement?
- To what extent a better management of assumptions and risks during the implementation could improve the effectiveness of the intervention?
- Have the necessary measures been taken into account to enhance the role of women and youth?

Questions related to the evaluation criterion “**efficiency**”:

- To what extent have the outputs been delivered in a timely manner to achieve the intervention purpose (effect)?
- To which extent the management of the relationships with regional partners and among stakeholders was effective in establishing a real partnership and ownership aiming at the success of the intervention?
- Is there an effective multi stakeholder approach involving all relevant stakeholders, and gender mainstreaming throughout the project activities?
- To what extent the action was adequately monitored by regional partners?
- To what extent have the North-South Centre organisational structure, managerial support and coordination mechanisms effectively supported their delivery?
- To what extent have the outputs been produced/delivered in a cost-efficient manner?

Questions related to the evaluation criterion “**impact**”:

- What is the impact of the programme? Does it have the impact as foreseen in the log frame?

Questions related to the evaluation criterion “**sustainability**”:

- To what extent is the intervention supported by local institutions, in accordance with the CoE *quadrilogue* approach, and well integrated with local social and cultural conditions?
- What is the likelihood that the benefits from the intervention will be maintained for a reasonably long period of time if the intervention were to cease?
- Are key stakeholders acquiring the necessary human capacities to replicate and extend the intervention outcomes (multiplier effect)?
- To what extent the NSC as an enlarged partial agreement of the Council of Europe and its *quadrilogue* composition can positively impact the sustainability of the project?

**Annexes to ToR :**

1. Description of the action
2. Declaration of Honour with respect to the Exclusion Criteria and Absence of Conflict of Interest;
3. Interest;
4. Evaluation Matrix Template;
5. CoE Code of Conduct for Evaluators;
6. Quality assurance Checklist for Inception Report;
7. Quality Assurance Check-list for Final Report;
8. Consent Form to evaluation of performance and confidential storage of review form.

**Documents to be provided after engagement with the evaluator**

- Interim reports; financial reports; activities concept notes, list of participants and reports; mission reports; previous evaluation reports
- List of persons to be interviewed: *i)* GDE Regional Seminars implementing partners; *ii)* GDE Regional Seminars beneficiaries; *iii)* trainer/facilitator of residential course; *iv)* beneficiaries of residential training course; *v)* beneficiaries of eLearning courses; *vi)* institutional partners

## Annex 2 List of Documents

## Background

- Council of the European Union: The European Consensus on Development „Our World, Our Dignity, Our Future“, 2017
- Council of Europe Action Plan on Building Inclusive Societies (2016-2019)
- Council of Europe: Competences for democratic culture: Living together as equals in cultural diverse democratic societies, 2016
- Council of Europe Standing Conference of Ministers of Education held in April 2016: “Securing democracy through education”
- 3rd European Congress on Global Education: Education for a Global Citizenship, Unity in Diversity. Strategic Recommendations. 2015.
- North-South Centre of the Council of Europe: Youth Global Skills. Report organised by the North-South Centre for the preparation of the European Congress on Global Education. 2015
- GENE, Global Education Network Europe: The State of Global Education in Europe. 2018. A GENE Report.
- UNESCO: Education for Sustainable Development Goals. Learning Objectives, 2017
- European Commission, Directorate for Education, Youth, Sport and Culture: Education and Training Monitor 2018
- European Commission: Special Eurobarometer 441 (2015)
- European Commission: Special Eurobarometer 476 (2018)

## iLegend: Project

- Grant Agreement
- Description of the Action
- ROM report, 2017
- ROM review summary, 2017
- Interim Report Year 1, narrative and financial, 2017
- Interim Report Year 2, narrative and financial, 2018
- Scoreboard Activity Report, 2016, 2017, 2018

## iLegend: Regional Seminars

- Balkan Global development Education Regional Seminar, October 2017
- Concept Note. Follow-up meeting of the Balkan Regional Seminar on Global Development Education, October 2018
- Report. Follow-up meeting of the Balkan Regional Seminar on Global Development Education, October 2018
- Balkan 2018: State of Play
- Balkan 2018: Output teachers Competences
- Baltic Global Development Education Regional Seminar Report, 2016
- Concept Note: Baltic Global Development Education Regional Seminar Report, 2017
- Report: Baltic Global Development Education Regional Seminar Report, 2017
- Report: Baltic Global Development Education Regional Seminar Report, 2018
- South East Europe & Mediterranean Global Development Education Regional Seminar, 2016
- South East Europe & Mediterranean Global Development Education Regional Seminar, 2017
- Concept Note: South East Europe & Mediterranean Global Development Education Regional Seminar, Follow-Up Meeting, 2018
- SEE & Mediterranean: State of GDE in SEE-Med countries, 2018
- Visegrad Global Development Education Regional Seminar, 2017
- Visegrad Global Development Education Regional Seminar, 2018



#### iLegend Trainings

- 5th Global Education and Youth Training Course for Youth multipliers. Report. 2016
- 6th Global Education and Youth Training Course for Youth multipliers. Report. 2017
- 7th Global Education and Youth Training Course for Youth multipliers. Report. 2017
- 8th Global Education and Youth Training Course for Youth multipliers: the glocal approach. Report. 2018
- Call for Participants: 9th Global Education and Youth Training Course for Youth multipliers, 2018
- Selection Process for 9th Global Education and Youth Training Course for Youth multipliers, 2018
- Midterm Evaluation Report on Global Education on-line training courses by Stichting The Network University, 2018
- North-South Centre of the Council of Europe: Global Education Guidelines. A Handbook for educators to understand and implement Global Education, 2012

#### iLegend Global Education Week

- Global Education Week Network Meeting Report, 2016
- Global Education Week 2016. Overview
- Global Education Week Network Meeting Report, 2017
- Global Education Week 2018: Guidelines to involve stakeholders, 2018
- Global Education Week 2018: Guidelines Activities and Ideas, 2018
- Global Education Week 2018: Key steps to organize a GEW event, 2018
- Global Education Week 2018: Communication Leaflet, 2018
- Global Education Week 2018: GEW What you can do. 7 suggestions for school and classroom activities, 2018
- Global Education Week Coordinator Report, 2018
- Global Education Week Activity Submission, 2018
- Global Education Network Survey, 2018

## **Annex 3 List of Interview partners**

### Balkan Region

Astrid Dautaj, Institute for Development of Education, Albania  
Lana Jurman, Centre for peace studies, Croatia  
Aleksandra Radoman-Kovacevic, Education and Training Centre, Montenegro  
Monika Veljanosca, Association for DemocraticI, FYROM (answered in writing)  
Emilija Pani, Ministry of Youth and Sports, Serbia  
Violeta Stankovic, Centre for Youth Work, Serbia  
Miomir Rajcevic, Media Education Centre, Serbia

### Baltic Region

Inese Vaivare, Latvian Platform for Development Cooperation LAPAS, Latvia  
Dalia Navikiene, Lithuanian Children and Youth Centre, Lithuania  
Ruta Pels, Eesti People to People, Estonia  
Daiga Brakmane, Educator/Project within Ministry of Education, Latvia  
Jonas Mickus, Association of Local Authorities, Lithuania (answered in writing)

### SEE/Med Region

Astrid Tonna, Ministry of Education, Malta  
Rita Debbatista, President of Geography Teachers Association, GEW National Coordinator, Malta  
Rumen Valchev, Burgas Free University, Bulgaria  
Rodica Cherciu, Ministry of Education, Romania  
Nina Cugler, Agenda 21<sup>st</sup> Association, Romania  
Adela Rusu, The Romanian NGDO Platform – FOND, Romania  
Andreea Tudorache, A.R.T. Fusion, Romania

### Visegrad Region

Bálint Gábor Hamvas, Foundation for Africa, Hungary  
Judit Lantai, Organizing Bureau of European School Student Unions (formerly National Youth Council of Hungary)  
Györgyi Újszászi, Hungarian Association of NGOs for Development and Humanitarian Aid (HAND); Hungary  
Maria-Magdalena Budkus, Ministry of Education, Poland (answered in writing)  
Elżbieta Kielak, Grupa Zagranica, Poland  
Zuzana Hlavičková, Charles University, Czech Republic  
Tomáš Profant, Faculty of Social and Economic Sciences, Comenius University in Bratislava, Slovakia  
Jakub Žaludko, Slovak NGDO Platform (MVRO), Slovakia

#### Trainers and Facilitators

Federica Cicala, Italy

Sophia Arnouti, Cyprus

Aneta Dawidziuk, Poland

Mayssa Rekis, Sweden

Emellin de Oliveira, Portugal

Mariam Ben Ltaifa, Tunisia

Celina Del Felice, Argentina/Spain

Ditta Dolejsiova, Slovakia

Vic Klabbers, The Netherlands

#### Other Resource Persons

Carmen Fisher, Trainer, Facilitator, Former Member of NSC Executive Board, Austria

Rilli Lappalainen, Member of the NSC Executive Board, Finland

Ursula Grünenwald, World University Service, GEW National Coordinator, Germany

#### Media Literacy / Global Education Guidelines Experts

Veronica Stefan, Romania

Ioli Campos, Portugal

Luisa Black, Portugal

## Annex 4 Screenshot Survey



Dear iLegend training participant,

The North-South Centre is proceeding with an evaluation of its iLegend programme – Intercultural Learning Exchange through Global Education, Networking and Dialogue – the joint programme between the Council of Europe and the European Union for the promotion of Global Development Education.

As part of this evaluation, the external evaluators carry out this online survey amongst residential and online training participants. Your participation in this survey will be highly valuable and help to reflect on and improve the future performance of the iLegend programme.

We therefore kindly ask you to spend no more than 5 minutes to participate in this online survey.

Survey responses will be treated confidentially. The data will be only accessible to the external consultants recruited for this evaluation. All collected data will be processed with the highest degree of confidentiality and analyzed in anonymous form only.

We would highly appreciate receiving your survey response by 14 December 2018.

If you experience any technical problems please contact the consultants Heidrun Ferrari and Britta Schweighöfer directly at [eval\\_survey@gmx.de](mailto:eval_survey@gmx.de)

*Thank you very much for your support in this evaluation!*

### Section A: Age

A1. To which age group do you belong?

Below 25 ☐

25 and older ☐



## Section B: Gender

**B1. What best describes your gender?**

Female ☐

Male ☐

Prefer to self-identify as: ☐

Prefer to self-identify as:

## Section C: Participation in Global Education training

**C1. In which Global Education training course have you participated in?**

- 5th training course: Global Education and Youth for Youth Multipliers; in the framework of the University of Youth and Development, 18-25 September 2016, Mollina (Spain) ☐
- 6th training course: Global Education and Youth for Youth Multipliers; in the framework of the Mediteranian University on Youth and Global Citizenship , 3-9 July 2017, Hammamet (Tunisia) ☐
- 7th training course: Global Education and Youth for Youth Multipliers; in the framework of the University on Youth and Development, 18-23 September 2017, Mollina (Spain) ☐
- 8th training course: Global Education for Youth Multipliers: the glocal approach, 16-21 April, 2018, Cascais (Portugal) ☐
- 9th training course: Global Education and Youth for Youth Multipliers; in the framework of the University on Youth and Development, 10-15 September 2018, Mollina (Spain) ☐
- Seminar on Diaspora Youth as Agents for Inclusive Societies and Global Development Education; in the framework of the University on Youth and Development, 18-23 September 2017, Mollina (Spain) ☐
- Diaspora Youth Training Course; in the framework of the Mediterranean University on Youth and Global Citizenship, 7-12 May 2018, Tunis (Tunisia) ☐
- Online Training 2018: Global Education: The Human Rights Dimension ☐
- Online Training 2018 Global Education: The Intercultural Dimension ☐
- Online Training 2018 Global Education: The Citizenship Dimension ☐
- Online Training 2017 Global Education: The Human Rights Dimension ☐
- Online Training 2017 Global Education: The Intercultural Dimension ☐
- Online Training 2017 Global Education: The Citizenship Dimension ☐



## Section D: Rating of training

**D1.** On a scale from 1 to 10 how useful would you rate the training?

Usefulness of training

1 = not useful at all	2	3	4	5	6	7	8	9	10 = highly useful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section E: Usage of knowledge and skills acquired through training

**E1.** How did you use the knowledge and skills acquired through the training course?

- Changes within my personal lifestyle ☐
- Talked to friends and family about Global Education / Global issues ☐
- Used knowledge and/or skills in my school/university/work place ☐
- Used certificate to join a Pool of Trainers ☐
- Used certificate for job application ☐
- Informal or formal contact with other participants following the training ☐
- Joined a new initiative or organization promoting global education related issues in my home community ☐
- Fed back what I learned to the organization/initiative I am part of (informal talk or lecture) ☐
- Participated in activities of the Global Education Week ☐
- Organized a Global Education event myself ☐
- Used skills for advocacy purposes towards (local) governmental institutions ☐
- None ☐
- Other (please state): ☐

Other (please state):



## Section F: Rating of continuation of engagement

**F1.** If things go well, what do you think how likely is it for you to continue to be engaged in Global Education issues in the future?

	1 = not likely at all	2	3	4	5	6	7	8	9	10 = highly likely
Rating of continuation of engagement in Global Education issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section G: Examples of usage of newly gained skills and knowledge in the past

**G1.** Thank you for your participation in the survey!

If you can spare another moment, could you describe to us in a bit more detail an example of how you have used the knowledge and skills gained through the training? (answer optional)

## Section H: Examples of planned usage of newly gained skills and knowledge

**H1.** Could you let us know how you plan to use your skills and knowledge in the future? (answer optional)



## **Section I: Additional comment**

**I1. Is there anything else you would like to add?**

**Thank you very much for your support!**