



DESCRIPTION OF ACTIVITIES

ILEGEND II: INTERCULTURAL LEARNING EXCHANGE THROUGH GLOBAL EDUCATION, NETWORKING AND DIALOGUE

A. Project outline

Geographic scope of the project:

EU member States, candidate and potential candidate countries with special focus on those where global education/global development education is least established; and participation from other countries from the global North/South other than EU member States, candidate and potential candidate countries when justified to achieve the intercultural and peer-learning dimension of the capacity-building scheme of the project.

Location of the project:

EU member States, candidate and potential candidate countries with special focus on those where global/development education is least established.

Target group(s):

National Civil Society Organisations platforms; education practitioners (formal and non-formal); youth organisations and youth multipliers; Ministries of Education; Ministries of Foreign Affairs; representatives of national parliaments (commission for education and/or development). platforms of local and regional authorities; other international organisations/platforms active in the field of global education/global development education (GENE, CONCORD, UNAOC, UNESCO, ALF, etc.);

End beneficiaries:

Educators (formal and non-formal), young people/students; citizens of EU member States, candidate and potential candidate countries.

B. Project description

The interdependent nature of today's global challenges (from climate change, to non-sustainable economic patterns leading to economic and social inequities, population displacements or political tensions) require the coordinated, systematic and structured cooperation between countries and the active engagement and understanding of its peoples and governments to ensure the sustainability of our societies. Development Education and Awareness Raising (DEAR) contributes to enhance citizens' understanding, sense of responsibility, skills and critical engagement regarding sustainable development and its underlying causes.

Since its creation, the North-South Centre of the Council of Europe addresses the need to promote Global Education/Global Development Education (GE/GDE) as an interdisciplinary approach that gives learners the opportunity and competences to reflect and share their own point of view and role within a global, interconnected society, as well as to understand and discuss complex relationships of common social, ecological, political and economic issues; where human rights, democratic citizenship and intercultural dialogue represent its main elements. The effective implementation of this approach – as the North-South Centre has always advocated - relies on the sound cooperation among a wide spectrum of stakeholders (from governments to education practitioners) – a multi-stakeholder approach – where civil society plays a central role, being the connector stakeholder between duty-bearers and right-holders.

The European Union (EU) has been co-operating with the North-South Centre to promote GE/GDE in European countries where it is least established, relying on its know-how and supporting its work in this area through three consecutive agreements: 2009-2012: DCI-NSA/2008/168-814 "Raising European public awareness of global interdependence and solidarity through global/development education", 2013-2015: DCI-NSA/2012/302-241 "Raising awareness of global interdependence and solidarity through global/development education and youth cooperation in Europe and beyond" and 2016-2019: CSO-LA 2016/376-513 "iLEGEND: Intercultural Learning Exchange through Global Education, Networking and Dialogue").

Building on this long-standing experience, the results from the previous projects, and taking stock of the recommendations of a ROM mission in 2017 and of an external evaluation carried out in 2018, the iLEGEND II - focusing on the reinforcement of educator's competences and pedagogical support will continue to strengthen global education/global development education where it is least established in the EU member States, candidate and potential candidate countries, by promoting dialogue, networking strategies, capacity building and exchange of education good practices in the field of global education/global development education.

The project consists of two main components:

- **Institutional:** provides spaces for dialogue among *quadrilogue*¹ stakeholders with the aim to strengthen policy development and implementation in favour of global education/global development education in the targeted countries; particularly for the reinforcement of policies contributing to the development of GDE competences of educators and civil society, and for GDE understanding and support by local authorities and decision-makers. This pillar seeks to underline the relevance of GE/GDE issues towards government stakeholders by demonstrating that these are on the international agenda, particularly in the framework of the 2030 Agenda for Sustainable Development. In doing so, it strengthens the position of CSOs who are key stakeholder in implementing the SDGs.
This pillar consists of i) GE/GDE regional seminars (Baltic, Balkan, Visegrad, and South East Europe/Mediterranean sub-regions); ii) GE/GDE national projects; and iii) a final GE/GDE Quadrilogue Conference.
Its multilateral dimension facilitates the exchange of GE/GDE good practices, strategies and concepts that can be fed back to the national level.
- **Capacity Building:** the project invests in developing the capacities not only of educators (formal and non-formal) and youth multipliers but also of government officials from relevant ministries (Education, Youth, Foreign-Affairs) and of the members of the North-South Centre's Global Education Network.
The pillar consists of GE/GDE residential and online courses, together with the dissemination of pedagogical resources i.e. the revised version of the Global Education Guidelines (GEG): a handbook for educators and policy makers to understand and implement GE concepts and methodologies.

Both pillars feed into and complement each other and are, at the same time supported/reinforced by:

- The **North-South Centre's Global Education Network**: a network of *quadrilogue* stakeholders active in the promotion of GE/GDE that acts as a steering committee of the overall project monitors the progress of policy development and implementation at regional and national level and supports activities of the project, namely the Global Education Week.
- The **Global Education Week**: a Europe-wide annual campaign that contributes to largely raise awareness about global development issues in schools and with young people in the EU member States, candidate and potential candidate countries.
- a page to share online resources and GE good practice: <https://www.coe.int/en/web/north-south-centre/global-education>

¹ **Quadrilogue:** Council of Europe's approach promoting dialogue and structured cooperation between representatives from governments, parliaments, regional and local authorities, and CSOs

II. Rationale and justification

A. Policy & programme context

In line with the Development Education and Awareness Raising (DEAR) programme of the European Union, the iLEGEND II aims at developing European citizens' awareness and critical understanding of our interdependent world.

By promoting global education/global development education in Europe and advocating for policy implementation in this field, the iLEGEND II aims at reinforcing active engagement of all relevant stakeholders to justice, human rights and sustainable development, supporting the priorities of the European Union as laid out in the [2017 European Consensus for Development](#) and the current [2014-2020 financing instrument for development cooperation](#). To this end the project contributes to “an increased level of awareness in Europe regarding development issues and mobilising active public support in the Union, candidate and potential candidate for poverty reduction and sustainable development in partner countries”.

The project is also of relevance in the light of developments in the overall political landscape and global trends, such as the introduction and monitoring of the SDGs, but also increased migration and the rise of populist and nationalistic movements in Europe and worldwide, given that these trends are testing the stability and peaceful development of our democratic societies. Current threats, such as the growth of extremism, radicalism, terrorism, populism, misleading nationalisms, racism, xenophobia, harassment and hate speech manifestations and attacks of all sorts to men and women jeopardize human dignity and the respect for justice.

The project will contribute particularly to the following SDGs:

- Goal 4: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all (in particular goal 4.7.)
- Goal 5: Achieve gender equality and empower all women and girls.
- Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development

Beyond its international and multilateral dimension, the project is in line with national strategies of the targeted countries to promote GE/GDE and feeds into a number of ongoing educational and relevant policy reforms currently ongoing in countries such as Estonia, Latvia, Lithuania, Croatia or Hungary. Departing from a peer regional assessment of needs and priorities, iLEGEND II will encourage the setting up of national taskforces (comprising civil society actors and decision makers) to define the specific objectives at the national level.

All in all, the project is based on a strong networking component that gathers a broad spectrum of stakeholders involving different levels of governance – governmental and non-governmental, from educators to civil society organisations, local authorities and decision-makers - offering a platform of dialogue as a means to develop cooperation and partnerships that could strengthen policy development and implementation. This multi-stakeholder approach is especially relevant in some of the targeted countries, where trust and acceptance of CSOs is limited or in others where it is even decreasing. The project’s methodology places civil society in the centre with a bottom-up approach, contributing to its empowerment in accordance with the EU response to the *shrinking space of civil society*².

Important cross-cutting elements highlighted in the European Consensus for Development such as: mobility and migration; democracy; human rights; good governance and climate change are also integral to the themes tackled in the activities of this project. Particularly, core to this proposal are:

- **Youth mainstreaming:** the United Nations in its 2030 Agenda for Sustainable Development acknowledges the centrality of youth and their role in the path towards sustainable development. Over a third of the 169 UN SDGs targets highlight the role of young people and the importance of their empowerment, participation, and well-being. Young people represent one of the major driving forces for a global change. However, besides the official recognition of their role and main concerns, challenges remain open when it comes to the effective space young people and youth organisations actually have on what regards the implementation, the monitoring and the review of the global goals following a bottom-up approach. In line with these considerations the project targets specifically young people in both, its institutional and education pillars, where the North-South Centre’s GE Network will be reinforced with youth multipliers, while the education pillar, will contribute to develop their competences in the field of GE/GDE.
- **Gender Equality:** besides [SDG 5 “achieve gender equality and empower all women and girls”](#), the project responds to the concern shared by a large majority of Europeans in the last special Eurobarometer on EU citizens and development cooperation (Eurobarometer 476³) where “more than eight in ten respondents (86%) think that the European Union development policy should also focus on the equality between men and women” and where the main challenges to tackle are related to i) combatting violence against women and girls, ii) tackling discriminative attitudes towards women iii) support their access to education, iv) support their reproductive and sexual health and rights v) support their economic empowerment and vi) strengthen women political participation. To this end, the project will contribute to disseminate and mainstream in its activities various CoE standards and tools such [CoE CM/Rec\(2007\)13 on gender mainstreaming in education](#) which puts forward a set of comprehensive measures to ensure gender equality is integral in national education systems, from legal frameworks, school governance and school organisation, to training for teachers, school curricula, subjects and examinations, teaching materials, teaching methods and practices, education for democratic citizenship and human rights, educational and career guidance, or preventing and combating sexist violence.

² [http://www.europarl.europa.eu/RegData/etudes/STUD/2017/578039/EXPO_STU\(2017\)578039_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2017/578039/EXPO_STU(2017)578039_EN.pdf)

³ Special Eurobarometer 476 on EU citizens and development cooperation. September 2018. Accessible here: https://ec.europa.eu/europeaid/sites/devco/files/ebs-476-report-20180925_en.pdf

The Project will also serve as a vehicle to further promote other Council of Europe's political commitments and strategies for intercultural dialogue and democratic citizenship such:

- CM(2016)25 - [Building Inclusive Societies Project Plan \(BIS\)](#) in so far as the proposed activities will serve to assist member States in managing Europe's diversity through smart policies fostering mutual understanding and respect;
- The [Reference Framework of Competences for Democratic Culture](#), acknowledging that education has a vital role to play in teaching young people about democratic values and attitudes, and universal rights while helping them understand and deal with cultural diversity;
- [Charter on Education for Democratic Citizenship and Human Rights](#) that provides the member states with definitions for education for democratic citizenship and human rights education, as well with policy guidelines on how to implement national policies and programmes;
- CM/Rec (2011)4 - [Council of Europe Recommendation on education for global interdependence and solidarity](#);
- CM (2008)30 - [White Paper on Intercultural Dialogue](#) that provides various orientations for the promotion of intercultural dialogue, mutual respect and understanding.

Additionally, in line with the youth focus of this Project, the project also responds to the renewed [EU Youth Strategy 2019-2027](#) and the Council of Europe's new set of [Strategic Priorities for Youth 2020-2021](#), in particular Priority 2: Youth Participation and Youth Work, and Priority 3: Inclusive and Peaceful Societies; as well as to promote:

- [Recommendation \(97\) 3 Youth participation and the future of civil society](#);
- [Recommendation Rec\(2003\)8 on the promotion and recognition of non-formal education/learning of young people](#);
- [Recommendation Rec\(2006\)14 of the Committee of Ministers to member states on citizenship and participation of young people in public life](#).

The gender mainstreaming dimension of the project will take stock from:

- Council of Europe [Recommendation CM/Rec \(2019\)1 of the Committee of Ministers to member States to prevent and combat sexism](#), particularly its appendix "Guidelines for preventing and combating sexism: measures for implementation";
- Council of Europe Recommendation [CM/Rec \(2007\)13 on gender mainstreaming in education](#);
- Council of Europe [Convention on preventing and combating violence against women and domestic violence \(Istanbul Convention\)](#).

B. Problem analysis and needs assessment

Global interdependence ties our societies in their pursuit of a more sustainable and fair development. The interdependent nature of today's global challenges (from climate change, to non-sustainable economic patterns and social inequities leading to social and political tensions or population displacements) require the coordinated, systematic and structured cooperation between countries and the active engagement and understanding of its people to ensure the sustainability of our societies. Global development education and the multi-stakeholder commitment to sustainable global development are required to respond effectively to these challenges through education and a continuous development of educator's competences, and through the commitment from governments to the realisation of the Sustainable Development Goals and Agenda 2030. This is a precondition to live together peacefully and constructively in a diverse and interdependent world.

The last special Eurobarometer on EU citizens and development cooperation (Eurobarometer 476) showed that even if the majority of the respondents believe it is important to help people in developing countries, just over half of them agree that individuals can play a role in tackling poverty⁴.

In this context, global development education continues to be a powerful tool which, by acquainting citizens with topics such as globalisation, interdependence, sustainable development, intercultural dialogue and human rights, contributes to *i)* the perception and exercise of a global citizenship by individuals who are able to think critically and understand the complexity and diversity of perspectives which underlie most global challenges today, and *ii)* the reflection on political, economic, social, cultural and environmental issues, developing in this way a critical understanding of their role and responsibility in relation to a globalised and interconnected society, namely through more sustainable lifestyles.

Almost 20 years ago, the Maastricht Europe-wide Global Education Congress⁵ resulting in an European Strategy Framework for Improving and Increasing Global Education in Europe to the Year 2015 (the [Maastricht Declaration](#)) – later on reinforced by the CM/Rec(2011)4 [Council of Europe Recommendation on education for global interdependence and solidarity](#) and the strategic [recommendations of the 3rd European Congress on Global Education in 2015](#) -was a milestone in highlighting the relevance of global education/global development education, improving the knowledge, practice and recognition of global development education in Europe and calling out to increase European's commitment to a global citizenship

Since its creation, the North-South Centre addresses this need to further promote global education as an interdisciplinary approach where human rights, democratic citizenship and intercultural dialogue represent its main elements, and where global education is intended as a dynamic concept analysing the cultural, political, economic, social and environmental developments of the global society with the aim to educate critically engaged global citizens.

The European Union has been cooperating with the North-South Centre of the Council of Europe to promote global development education in European countries where it is least established, relying on its know-how and supporting its work in this area through three consecutive agreements (1/2009-2012: "Raising European public awareness of global interdependence and solidarity through global/development education", DCI-NSA/2008/168-814, 2/2013-

⁴ Special Eurobarometer 476 on EU citizens and development cooperation. September 2018. Accessible here: https://ec.europa.eu/europeaid/sites/devco/files/ebs-476-report-20180925_en.pdf

⁵ Maastricht Europe-wide Global Education Congress: Achieving the Millennium Goals; Learning for Sustainability. Increased commitment to global education for increased critical public support. Maastricht 15-17 November 2002.

2015: "Raising awareness of global interdependence and solidarity through global/development education and youth cooperation in Europe and beyond", DCI-NSA/2012/302-241, 3/2016-2019 iLegend Intercultural Learning Exchange through Global Education, Networking and Dialogue, CSO-LA 2016 / 376-513).

A ROM mission carried out in 2017 and the final evaluation of the last iLEGEND project revealed that the North-South Centre's Project in this field is still relevant and responds to the current political landscape and global trends, at the same time it aligns with the European Union and Council of Europe's priorities.

The project will contribute to address the following needs:

- In creating, coordinating and facilitating spaces for dialogue and exchange of expertise, the project will address a common issue in all targeted countries: the lack of regular multi-stakeholder structured dialogue platforms as a means to support policy-making processes, fostering global development education related competences in curriculum frameworks, in teacher education programmes and in extra-curricular school activities; connecting the policy level with the grassroots level and its needs;
- The intervention of the North-South Centre facilitates civil society representatives to reach out to policy and decision makers, building confidence among them, which in turn, enables civil society to influence policy processes with a bottom-up dynamic. In a context where there is a certain degree of lack of trust and acceptance of CSOs in the targeted countries of this project, iLEGEND II can contribute to strengthen the political standing of civil society sector;
- The sub-granting scheme of this project addresses the lack of resources/funding opportunities pointed out repeatedly by many actors – governmental and non-governmental - in the targeted countries and opens new possibilities for them to develop/own initiatives in cooperation with other stakeholders and peers nationally and/or regionally;
- The project integrates comprehensive capacity building activities aiming at filling a gap that has been identified in the targeted countries, where there are only limited and costly opportunities for practitioners to participate in comprehensive training courses on global development education, and to interact with peers from other countries and cultures;
- By targeting young people and CSOs on the ground as key multipliers for the promotion of global education with a non-formal education approach, the project can reach the marginalised and excluded through pedagogical approaches adapted to the needs and life conditions of the target groups;
- In line with the new UN 2030 Agenda, the project places young people and youth organisations at centre of the current vision for sustainable development and mainstreams youth all along the project, empowering youth groups and opening spaces for their participation. The project will seek to strengthen the role of youth through adapted capacity-building schemes.

C. Coherence and complementarity with other on-going projects

The multi-stakeholder approach of the project complements other EU-funded initiatives in particular:

- the Global Education Network Europe (GENE): a network of Ministries, Agencies and other national bodies responsible for support, funding and policy-making in the field of Global Education which, while including civil society in their actions, does not focus on the civil society sector or LRAs;
- PLATFORMA which brings together only LRAs interested in development cooperation but that does focus on civil society.

In this context, the working methodology of the North-South Centre adds a distinctive platform that brings together a broader spectrum of stakeholders, placing civil society at the centre and focusing on the bottom-up approach.

Nonetheless, while placing civil society at the centre of the multi-stakeholder approach, iLEGEND II seeks to reinforce the participation and engagement of government actors in its activities, particularly those under the institutional pillar, as well as to adhere to the North-South Centre's GE Network. To this end, the project will develop synergies with GENE and with the Council of Europe Education Policy Advisers Network (EPAN).

Furthermore, the Centre will implement this project in cooperation with a wide network of partners active in the field of global citizenship education such as: the INGO Conference of the Council of Europe; the Congress of Local and Regional Authorities of the Council of Europe; the Parliamentary Assembly of the Council of Europe; the Commissioner for Human Rights of the Council of Europe; the European Parliament; the EU Committee of Regions; the European Youth Forum; the Advisory Council on Youth of the Council of Europe; CONCORD and Global Education Network Europe; UN High Commissioner on Human Rights; UNESCO; UN Alliance of Civilizations; Anna Lindh Foundation; the Organising Bureau of High School Student Unions (OBESSU) among others.

The project foresees a reinforced cooperation with partners at the following levels:

- Advocacy: systematic communication on work advancement; invitation to GDE regional seminars and national projects; and regular consultation process targeting GENE and EPAN networks coordinators; inclusion of GENE and EPAN national coordinators in the GE network.

Participation at the bi-annual plenary meeting of the Council of Europe Steering Committee of Education, presentation of state of advancement of the GE programme work, strengthening synergies with other Council of Europe Education related structures and governing bodies (INGO Conference, Congress of Local and Regional Authorities, Parliamentary Assembly).

- Capacity-Building: consultation process and/or constitution of a task force to explore potential synergies in terms of content development of the on-line course and MOOC, targeting UNESCO; UN Alliance of Civilizations; Anna Lindh Foundation.

- Networking: systematic communication on work advancement; invitation to GDE regional seminars and national projects; and regular consultation process on possible awareness-raising joint projects to be developed in the framework of the Global Education Week or similar peer initiatives (ex.: European Days of Local Solidarity/Platforma) with CONCORD/HUB4 and Bridge 47.

Participation at DEAR multi-stakeholder annual meetings, presentation of state of advancement of the GE programme work, sharing of GDE good practices and inclusion of DEAR CSO and Local Authorities grantees good practices in the NSC online good practice data-base.

D. Comparative advantage / added value

The North-South Centre has 30 years of experience in the field of global education and a long-standing experience in promoting dialogue between the North and South, fostering solidarity, raising awareness about interdependence and developing regional activities and competences geared at promoting the values that are central to the Council of Europe's mission towards its neighbouring regions.

Under the principles of dialogue, partnership and solidarity, the North-South Centre can reach all representatives of the *Quadrilogue*⁶, in line with its mission, to facilitate dialogue between governmental and non-governmental bodies through bottom-up cooperation. Precisely, the previous DEAR projects implemented by the North-South Centre were recognised as value added in the EU13/EU candidate member States, given that they promote global development education competences through an inclusive multi-stakeholder approach based on peer and intercultural learning process.

The engagement of the North-South Centre as an entity of the Council of Europe adds also value when it comes to open dialogue, which could strengthen the standing of CSOs in their national context; in particular for CSOs working in an unfavourable political context, the North-South Centre has been seen as a door opener.

As an Enlarged Partial Agreement of Council of Europe, this North-South Centre's Project will be supported and monitored by representatives of 21 governments⁷, parliaments, local and regional authorities and civil society, constituting the Executive Committee of the North-South Centre.

Moreover, the partners of the North-South Centre are key to the multiplying effect of activities. Most of the North-South Centre's work with CSO involves many different grassroots organisations; many of them umbrella organisations such as the European Youth Forum (representing 100 youth organisations in Europe) or CONCORD (28 national and 20 international networks) that contribute significantly to the dissemination of results and ensure greater visibility of the project. In this sense, the added value of the North-South Centre also lies in the fact that although being an entity of a large international organisation, the Centre has a smaller, more flexible structure appearing more approachable to some of its stakeholders.

The pedagogical approach of the North-South Centre capacity-building scheme fosters an intercultural and peer learning process, fundamentals of an effective democratic culture. On the other hand, the educational model developed in the North-South Centre capacity building activities is largely inspired by the Global Education Guidelines⁸ systematized by the North-South Centre, and recently revised to incorporate the Council of Europe reference framework on competences for democratic culture and in line with the UN 2030 Agenda for Sustainable Development. The revised version of the GEG includes a chapter and a tool kit on media literacy.

⁶ Quadrilogue: Council of Europe approach promoting dialogue and structured cooperation between representatives from governments, parliaments, regional and local authorities, and CSOs

⁷ Algeria, Andorra, Azerbaijan, Bosnia and Herzegovina, Bulgaria, Cape Verde, Croatia, Cyprus, Greece, Holy See, Liechtenstein, Luxembourg, Malta, Montenegro, Morocco, Portugal, Romania, San Marino, Serbia, Spain, Tunisia.

⁸ North-South Centre of the Council of Europe (2012), Global Education Guidelines, available at: <https://www.coe.int/t/dg4/nscentre/GE/GE/GE-Guidelines/GEguidelines-web.pdf>, revised version will be available in September 2019 in EN and FR.

Methodology

Under the principles of dialogue, partnership and solidarity, through a bottom-up and human rights-based approach; the North-South Centre brings together representatives of governments, international organisations, national parliaments, local and regional authorities, civil society, academia, educators and media. This methodology helps build bridges between relevant actors with different cultures, from diverse backgrounds and with multiple working approaches.

The North-South Centre works in partnership with different actors of governance in the conceptualisation and implementation of the activities. The direct involvement of the stakeholders all along the process ensures partners' ownership of and commitment to the project. In coherence with the aim of the Project, the partnership also includes youth-led initiatives in the consultation process.

In parallel, apart from the revised Global Education Guidelines⁹, the Project also relies on the pedagogical resources produced by the Education and Youth Departments of the Council of Europe. The activities use a variety of educational methods based on the non-formal education approach and peer-to-peer and intercultural education: in all the activities the different stakeholders will be involved in world café and panel discussions, workshops, simulation, interactive role plays and group-working for sharing good practices.

The Project seeks also to capitalise and take stock from framework activities organised by the North-South Centre, such as the regional GDE seminars and respective recommendations, and the Universities promoted by the North-South Centre's Network on Youth and Global Citizenship¹⁰.

The Project is based upon four main methodologies:

1. capacity building
2. peer and intercultural learning
3. awareness raising and networking
4. knowledge and confidence building

⁹ North-South Centre of the Council of Europe (2012), Global Education Guidelines revised version available at: <https://www.coe.int/t/dg4/nscentre/GE/GE/GE-Guidelines/GEguidelines-web.pdf>, in EN and FR.

¹⁰ The Network on Youth and Global Citizenship is a partnership facilitated and coordinated by the North-South Centre that gathers youth organisations, youth parliamentarians, youth representatives of local and regional authorities and governmental institutions from Europe, the South Mediterranean and beyond. Since 2011 the Network aims at the promotion of dialogue and cooperation on youth-related issues at regional, multilateral and global level. The Network encourages the definition of a common agenda and the implementation of common projects to foster democratic participation and global citizenship among young people, contributing to spread of universal principles, values and standards of the Council of Europe and the UN 2030 Agenda for Sustainable Development. The Network promotes international youth events called Universities where different organizations operating at local, national, regional and international level have a space to run their own activities with their own participants within a multilateral cooperation context which encourages networking, peer education and sharing of knowledge and opportunities.

MAIN ACTIVITIES

See project flow Appendix A

INSTITUTIONAL PILLAR

The institutional pillar provides spaces for dialogue among *quadrilogue* stakeholders with the aim to strengthen policy development and implementation in favor of global education/global development education in the targeted countries; particularly for the reinforcement of policies contributing to the development of GDE competences of educators and civil society, and for GDE understanding and support by local authorities and decision-makers.

This pillar seeks to underline the relevance of GE/GDE issues towards government stakeholders by demonstrating that these are on the international agenda, particularly in the framework of the 2030 Agenda for Sustainable Development. In doing so, it strengthens the position of CSOs who are key stakeholder in implementing the SDGs.

Its multilateral dimension facilitates the exchange of GE/GDE good practices, strategies and concepts that can be fed back to the national level.

Activity cluster 1: regional seminars

The iLEGEND II will focus on the reinforcement of GDE competences for educators, identifying the necessary policy mechanisms to support their development. At first instance, a round of multi-stakeholder regional groups will exchange good practice, new ideas and concepts in order to launch a reflection to put forward recommendations that can be carried back to the national level and unfold a stronger impact on the policy making, providing an add-on to the national process.

The regional seminars will gather delegations including educators and representatives from civil society organisations and local and regional authorities, as well as representatives from governments and national parliaments, in four sub-regions:

- Balkan regional grouping: Albania, Bosnia and Herzegovina, Croatia, Montenegro, North Macedonia, Serbia, and Turkey;
- Baltic regional grouping: Estonia, Latvia and Lithuania
- South-east Europe & Mediterranean regional grouping: Bulgaria, Cyprus, Malta, Romania, Slovenia;
- Visegrad regional grouping: Czech Republic, Hungary, Poland and the Slovak Republic

These regional spaces will contribute to carry out an assessment on regional needs and priorities, and define the national projects' format against these needs (ex.: cross-regional and/or thematic formats) while strengthening regional cooperation among the beneficiaries of the project.

Based on the country *state of play* reports from iLegend regional seminars, a *facts and figure* advocacy basic paper, regularly updated by national *quadrilogue* task force, will constitute the benchmark for the monitoring of GDE policy and pedagogical advancements at regional and national levels.

The quadrilogue composition of these regional seminars and national tasks forces aims at promoting a regular dialogue between decision-makers and practitioners for a shared understanding and recognition of GDE and a sound development of education policies.

Activity cluster 2: National projects (sub-granting Lot 2).

The results from the regional perspective will be carried back to the national level to have a positive impact on policy making. They will aim at supporting the development and implementation of national GE education strategies or project plans as well as ongoing policy reforms, at the same time they supports developments in the overall political landscape and global trends such as the introductions of the SGDs

The project will aim at financing at least four national projects through a sub-granting scheme:

- Objective: to support pilot projects at the national level encouraging governments and/or CSOs to put forward their own initiatives to put in place the necessary mechanisms to further develop educators' competences on global development education.
- Budget available: the indicative available budget under this call for proposals is 60 000 EUR (sixty thousand Euros). The Council of Europe intends to award 4 grant(s) of a maximum amount of 15 000 EUR (fifteen thousand Euros) each.
- Entities eligible: public authorities and/or civil society organisations responsible for/active in the global development education and the UN 2030 Agenda for Sustainable Development
 - from one of the target countries of the Project: EU member States, candidate or potential candidate countries where global development education is least established;
 - consortiums between governmental and non-governmental organisations will be positively assessed.
- Implementation period: September 2020-May 2021
- Award criteria: to be defined following the conclusions/recommendations from the round of regional seminars (activity cluster 1) and with the support of the North-South Centre's Global Education Network
- Types of activity eligible:
 - Campaigns
 - Conferences
 - Roundtables
 - Trainings (general, peer-to-peer, seminar, technical, trainers)
 - Working groups
 - Workshops

Activity cluster 3: participation at the Council of Europe's Education Steering Committee (CDPPE)

This Project will develop a more integral advocacy strategy with the intergovernmental bodies of the Council of Europe in the field of education, with the aim to leverage greater support to global development education through Council of Europe member States.

In this context, the North-South Centre will take profit of the bi-annual meetings of the CDPPE to streamline the relevance of intercultural and global citizenship education related competences in order for member states to integrate them in their national strategies.

Activity cluster 4: *Quadrilogue* conference

The final GDE *Quadrilogue* Conference will gather the main stakeholders from the Project target countries with the aim to take stock on the Project's achievements and define the priorities and political guidance for its follow-up beyond 2022.

EDUCATION PILLAR

The project will invest in developing the capacities not only of educators (formal and non-formal) and youth multipliers but also of government officials from relevant ministries (Education, Youth, Foreign-Affairs) and of the members of the North-South Centre's Global Education Network in order to create better synergies between the institutional and educational pillars, and better link them with the activities of the Global Education Week.

Activity cluster 5: Residential and online training courses (including sub-granting Lot 4)

The project seeks to provide key multipliers of the Global Education community (formal and non-formal educators, public officials from relevant ministries, CSOs, etc.) with competences and tools to promote and disseminate the principles of GDE among their peers and the general public by equipping them with tools, methodologies and good practice to increase the commitment of EU/candidate and potential candidate citizens to global interdependence and sustainable development.

The Project foresees:

- Two residential training courses (one targeting members of the GE Network and another targeting youth multipliers) with the aim of equipping the beneficiaries with knowledge, skills and tools to promote principles and practices of GDE.
- A renewed and more interactive online training offer on the concept and practice of global development education. The Project will develop a new Massive Open Online Course (MOOC) aimed at unlimited participation and open access via the web. In addition to traditional course materials such as readings, and problem sets, the new MOOC will develop filmed material and provide interactive courses with user forums to support community projects among students, professors, and teaching assistants (TAs), as well as immediate feedback to quick quizzes and assignments.
 - The content of the MOOC will be developed in cooperation with a Task Force of international organisations (such as GENE, UNAOC, UNESCO or ALF) active in the field of global development/citizenship education.

Both capacity building projects, online and residential, will be complimentary and aim at:

- facilitating the development of competences and transfer of innovation in educational strategies using a collaborative learning approach;
- promoting a broad understanding of how to raise awareness of GDE in different contexts in a multicultural and international learning environment;
- having a multiplying effect since course participants will develop subsequent training projects in their background supporting organisations and contribute to a database of good practice. Beneficiaries of the residential training courses will have the chance apply to a seed-funding scheme allowing them to develop follow-up projects where to apply the knowledge gained during the training courses.

The project will also encourage through sub-grants the development of follow-up youth initiatives to be carried out by the participants of the online/residential training courses of Global Development Education of this project:

- Objective: to support follow-up projects where participants of the capacity building scheme could apply the acquired knowledge and tools with the aim to further promote and raise awareness about global development education among young people within their constituencies.
- Budget available: the indicative available budget under this call for proposals is 25 000 EUR (twenty-five thousand Euros). The Council of Europe intends to award 5 micro-grant(s) of a maximum amount of 5 000 EUR (five thousand Euros) each.
- Entities eligible: participants from the capacity building scheme of the project: youth multipliers representatives of legally constituted non-governmental organisations and/or education practitioners supported by public education entities.
 - from one of the target countries of the Project: EU member States, candidate or potential candidate countries where global development education is least established;
- Implementation period: November 2021-March 2022 (Lot 4)
- Types of activity eligible:
 - Campaigns
 - Conferences
 - Roundtables
 - Trainings (general, peer-to-peer, seminar, technical, trainers)
 - Workshops
 - Projects may include the above-mentioned activities with a view to:
 - Promote and support the work of youth multipliers and youth organisations as key agents in non-formal education processes;
 - Raise recognition on the contributions for youth civil society organisations to the implementation of the 2030 Agenda for Sustainable Development;
 - Raise public awareness among young people about global development education and the 2030 Agenda for Sustainable Development;
 - Integrate gender mainstreaming into their projects
 - Reach out to more marginalized youth.

Activity cluster 6: Global Education Week (including sub-granting Lot 1 and 3)

A Europe-wide annual campaign involving a broad spectrum of stakeholders and a large variety of activities (debates, workshops, training sessions, campaigns, etc.) that contributes to largely raise awareness about global development issues in schools and among young people in the EU member states and candidate/potential candidate countries.

The Project will also encourage through sub-grants the realization of initiatives to be implemented in the framework of the GEW by members of the North-South Centre Global Education network (governmental and non-governmental) and other youth multipliers

- Objective: to support national and/or local initiatives carried out in the framework of the annual Global Education Week with the objective to raise awareness about global development education in Europe, where it is least established.
- Budget available: the indicative available budget under this call for proposals is 25 000 EUR (twenty-five thousand Euros). The Council of Europe intends to award 5 micro-grant(s) of a maximum amount of 5 000 EUR (five thousand Euros) each.
- Entities eligible: public entities and/or civil society organisations active in the global development education; education practitioners (formal and non-formal)
 - from one of the target countries of the Project: EU member States, candidate or potential candidate countries where global development education is least established;
- Implementation period: November 2020 (Lot 1) and November 2021 (Lot 3)
- Award criteria: to be defined in accordance to the annual theme agreed in the annual meeting of the North-South Centre Global Education Network.
- Types of activity eligible:
 - Campaigns
 - Conferences
 - Roundtables
 - Trainings (general, peer-to-peer, seminar, technical, trainers)
 - Workshops

Activity cluster 7: Dissemination of good practice and methodology

The North-South Centre's website will embed relevant pedagogical resources and a database of good practice supportive of the development of quality activities in the field of global education including:

- The revised Global Education Guidelines (in EN, FR and SP initially) updated in line with conclusions of 3rd European Congress on Global Education and incorporating elements of the Council of Europe reference framework of competences for democratic culture, Global Citizenship Education and in line with the UN Education Agenda 2030 plan;

- Framework documents, reports, countries national GDE *state of play* conclusions and recommendations of all GDE national and regional seminars and national projects;
- A Global Education based media literacy toolkit;
- Database of good practice in the field of global education;

MONITORING

Activity cluster 8: Meetings of the North-South Centre's Global Education Network

The [North-South Centre's Global Education Network](#) supports the implementation of the North-South Centre's Global Education Programme. The network encompasses key national level stakeholders, who, throughout Europe, want to share global education strategies and practices. This project will seek to reinforce the Network with government as well as youth representatives.

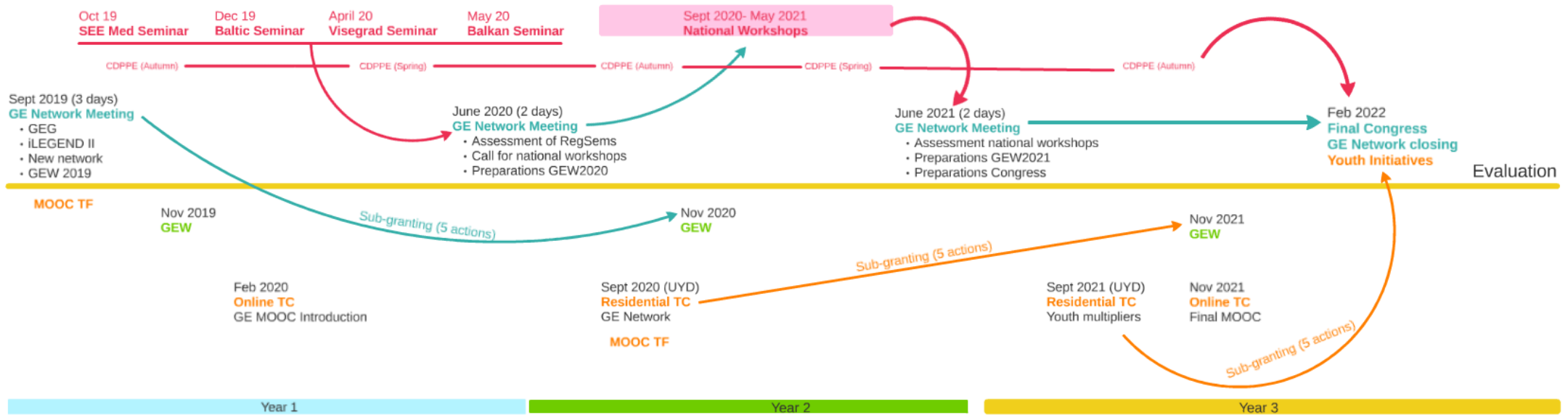
The network builds its force on its diversity, enabling peer and intercultural learning between formal and non-formal educators, practitioners and policy makers; currently it comprises 40 national coordinators from Council of Europe member States and Morocco (North-South Centre Member State) representing Civil Society Organisations platforms or Ministries of Education.

The network coordinators act as the North-South Centre's implementing partners for the realisation of the regional seminars and they are also responsible to promote, at national level, the Global Education Week.

This project will reinforce the role of the Network and rely on the national coordinating structures as the steering committee that monitors and assess its progress.

The project will reinforce the work of the Global Education Network through an enlarged national representation to CSO and LA platforms and to relevant Ministry representative, as well as through the introduction of thematic task forces - on Advocacy, Outreach and Partnership - for a continuous follow-up of the programme priorities. It will reinforce the role of the GE Network in the definition of priority areas/topics to be tackled during the regional seminars and regional/national projects. The GE Network pedagogical work will be sustained by the *i) Revised Global Education Guidelines; ii) a Media Literacy tool-kit; iii) a GE introductory tutored eLearning course; iv) a GE MOOC (Massive Open On-line course); v) GE residential training courses for GE network members and for youth multipliers.*

C. Project flow



iLEGEND II (2019-2022)



Project flow to be updated after the Lisbon meeting