

External Evaluation

in the framework of the DEAR project

GET UP AND GOALS!

**Global education time: an international network of
learning and active schools for SDGs**

April 2021

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INTRODUCTION

The external evaluation of the project "**GET UP AND GOALS! Global education time: an international network of learning and active schools for SDGs**" was conducted by focusing on four key reference questions:

- 1 The **coherence of the project design** in relation to the results to be achieved
- 2 The **effectiveness of the project** in actively involving the primary recipients (teachers and students) and in having their participation in the proposed themes
- 3 The **quality of the outputs** produced and made available to the target groups/beneficiaries
- 4 The **sustainability and impact** on the improvement of teaching and the dissemination of teaching content within the educational pathways in schools

The evaluation was carried out on the basis of the analysis of the main documents and materials produced during the project, the description of the activities carried out in the minutes and reports and a series of interviews with CISP coordinators.

The materials produced and especially those relative to the outputs present allowed an analysis of all the components of the project, as highlighted in the project proposal and in the logical framework of the technical offer, and then in the activities realised and outputs delivered (see Attachment 1 List of the main documents consulted during the evaluation).

The project evaluation was carried out using a proprietary methodology called "ValueProject"¹ (see Attachment 2) which incorporates the references, tools and materials developed and published by the OECD - DAC (relevance, coherence, effectiveness, efficiency, sustainability, impact) and by the most important international and national organisations, scholars and experts in evaluation, local development, social and economic analysis.

This evaluation report is divided into three parts:

- **Part ONE**, where we briefly described the project and recalled its objectives and the methodological framework used for the evaluation;
- **Part TWO**, where the evaluation of the overall results achieved by the implemented activities and the produced outputs is reported in a "summary report" format and then specific attention is paid to outcomes and impact analysis according to the theoretical references of the theory of change;
- **Part THREE**, where the main contents and the detailed analysis of the activities carried out and the outputs produced, evaluated by means of a system of indicators on a scale of values according to the ValueProject methodology used, are reported in "data report" format.

¹ The ValueProject methodology was conceived, designed and implemented by INTRARES Evaluation & Socio-Economic Impact Analysis. Please refer to Annex 2 for a brief illustration.

1. PART ONE: THE PROJECT AND THE EVALUATION FRAMEWORK USED

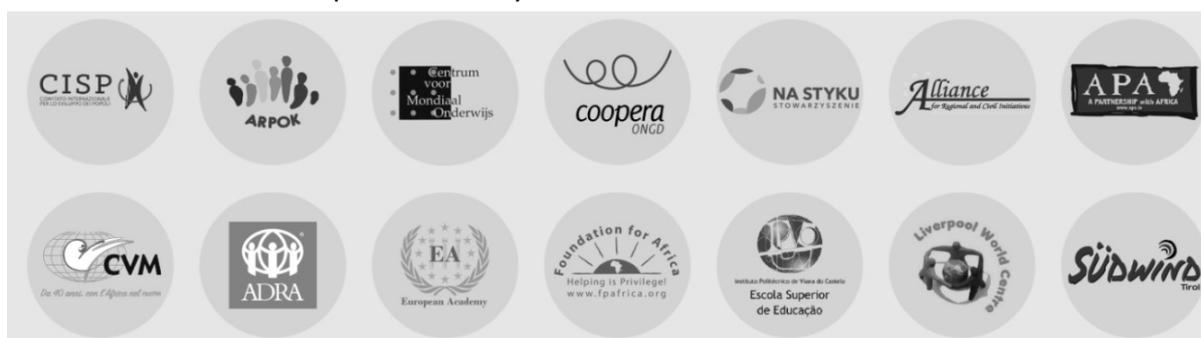
1.1. The project

Get up and goals! is a project funded by the European Union through the Development Education and Awareness Raising (DEAR) Programme for 2017-2020 and aims at supporting the implementation of the **17 Sustainable Development Goals of the United Nations 2030 Agenda** in European schools.

Target country(ies) or region(s) of project: Austria, Bulgaria, Czech Republic, Hungary, Ireland, Italy, Netherlands, Poland, Portugal, Romania, Spain, United Kingdom.

Name of beneficiary(ies) and affiliated entity(ies) in the Action:

- 1 CISP International Committee for the Development of Peoples (Italy) as project coordinator
- 2 CVM (COMUNITA' VOLONTARI PER IL MONDO) - NGO - Italy
- 3 CMO (CENTRUM VOOR MONDIAAL ONDERWIJS) - Stichting (Foundation) - Netherlands
- 4 SÜDWIND ENTWICKLUNGSPOLITIK TIROL - NGO and non-profit association - Austria
- 5 APA (A PARTNERSHIP with AFRICA) - Charitable Status - Ireland
- 6 Expert Support Association /ЧЦ "Експертна Подкрепа"- NGO - Bulgaria as of October 2019 has been replaced by ARCI (Alliance for regional and civil initiatives)
- 7 ARPOK o.p.s. - NSA (public legal body) - Czech Republic
- 8 ADRA - NGO - Czech Republic
- 9 Instituto Politécnico de Viana do Castelo (IPVC) - non-profit (NSA) - Portugal
- 10 Stowarzyszenie "Na Styku" - NGO - Poland
- 11 NGO COOPERA - Jóvenes para la cooperación internacional al desarrollo - Association (non - profit) - Spain
- 12 Liverpool World Centre - Company Limited by Guarantee and Registered Charity - United Kingdom
- 13 Foundation For Africa - Public Benefit Foundation, NGO - Hungaria
- 14 Association "European Academy" - Association - Romania



Main target groups and recipients

- European teachers and other stakeholders (school managers, educational institutions) to learn about and develop the themes of the GCE and the SDGs
- Teachers participating in the training who have the appropriate skills and materials to incorporate them in their teaching of the SDGs
- Students who want to improve their engagement with the project themes through participation in public awareness actions on the SDGs

The target audience

- 120 schools
- 900 teachers to be directly involved
- 9600 students aged 11 to 19
- 20,000 teachers, to be reached through an awareness-raising campaign
- Hundreds of families, communities and local authorities, and the general public

The goals

The project is directly in line with Sustainable Development Goal 4.7: *"By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development"*.

Get up and goals! intends to promote the experimentation of new educational pathways by including four transversal themes of the 2030 Agenda in school curricula and subject areas:

- Gender inequalities
- Climate change
- Global migration
- International inequalities

The approach

For the production of its educational materials, **Get up and goals!** adopted **the approach of Global Citizenship Education (GCE)**, also promoted by UNESCO, because the project shares its cornerstones and develops them through the definition of specific indicator skills (the indicators below were developed by the project on the basis of a previous DEAR project - "Critical review" - which already had CISP, CVM, CMO, APA, ARPOK, ESA, Suedwind among its partners):

- Attention to the big questions humanity faces today.
- Interconnections between global and local levels.
- Attention to the plurality of viewpoints. Interdisciplinary and non-Eurocentric approach.
- Link between events of the past and problems of the present.
- Attention to the student's point of view.

- Use of interactive and participative classroom methodologies.
- Promotion of responsible action by students in their communities for a more peaceful and sustainable world;
- Attention to formative evaluation of learning and the school system.

Activities

- Teacher training on the 2030 Agenda and global citizenship education.
- Training and exchange of good disciplinary and interdisciplinary practices among teachers, at national and international level.
- Experimentation of Learning Units and of a global geo-history manual on SDGs-related topics in 120 European schools.
- Awareness-raising actions on the SDGs addressed to local communities, carried out by pupils of the schools involved.
- The development of a project website and the realisation of a Europe-wide awareness-raising campaign through 1) the web, 2) social media and 3) youtube, to build teachers' awareness on the Sustainable Development Goals and Global Citizenship Education, the United Nations 2030 Agenda and the free accessibility of educational materials created by the project.
- Designing and testing a method to measure the impact of Global Citizenship and Sustainability Education activities, for global and sustainable schools.

Resources

Get up and goals! offers teachers of different disciplines innovative teaching resources to be used during their curricular teaching:

- Insights into the four global issues: climate change, gender inequalities, international inequalities and global migration.
- Methodologies consistent with UNESCO Global Citizenship Education.
- Teaching materials in 12 languages, usable individually or in groups; Learning Units; a geo-history handbook produced by university professors of global history; assessment and self-assessment tools.
- Self-assessment tools for schools (SAT) to monitor the effectiveness of global citizenship education activities in terms of: achievement of learning outcomes, school ethics, intercultural sensitivity, sustainable use of energy, etc.

The logical framework

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date	Targets (incl. reference year)	Sources and means of verification	Assumptions
Overall objective: Impact	To contribute to structurally link formal education to Global Citizenship Education (GCE) and awareness on SDGs	N° of national governments, among those targeted by the project, having endorsed an institutional plan on GCE with a focus on SDGs	As per the assessment conducted by the applicant and the partners on June 2016, 4 national governments among those targeted by this project have a national strategy on GCE	The same as at the time of the baseline	By the year 2019 12 governments have endorsed guidelines on the inclusion of GCE with a focus on SDGs into formal educational systems	1) Final external and internal evaluation 2) Interviews with relevant educational authorities and with heads of schools collected at 3) Official acts, statements issued by governmental institutions in charge for formal education	
	OC1a: European teachers and other stakeholders (schools managers, institutions in charge for education) are aware of GCE and of the SDGs	Number of countries, among those targeted, where a formalised training package for teachers on GCE focused on SDGs is available	As per the assessment conducted by the applicant and the partners on June 2016 in no any country the training package is available	The same as at the time of the baseline	By the year 2019 in all the target 12 countries the training package will be available and will have been tested	1) Final external and internal evaluation; 2) Interviews with samples of teachers; 3) Project's Archives	The target countries, after having adhered to the 2030 Agenda confirm their commitment towards the definition of a national sustainable development plan, which includes GCE on SDGs (target 4.7 of the SDGs Agenda)
	OC1b: Teachers participating in training have the competencies and the adequate materials to embed it in their teaching of SDGs, and to support their students to achieve Outcome 2	No of countries with teachers identifying an improvement in competencies developed through training sessions	As per the assessment conducted by the applicant and the partners on June 2016 in no any country teachers are involved in the self-evaluation of skills and competences	The same as at the time of the baseline	By the year 2019, 480 teachers from all the 12 target countries have improved their competencies	Self-evaluations completed by all teachers after training sessions Sample interviews with students	Existing industrial actions involving teachers in some countries will not hamper the feasibility of the strategy It will be possible to integrate the training plan of the project within the overall upgrading requirements of the teachers
OC 2: Students have improved their commitment on project issues through the participation in public awareness actions on SDGs	Number of public awareness actions on SDGs activated by students in their localities in the 12 target countries	As per the assessment conducted by the applicant and the partners on June 2016 only a few number of initiatives have been undertaken in some countries	The same as at the time of the baseline	By the year 2019, 120 actions in all the 12 targeted countries	The data will be collected by students and teachers during all the actions and Internal & External evaluations	Possible political changes will not modify the attitude of associate Local Authorities in supporting the actions.	

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“GET UP AND GOALS! Global education time: an international network of learning and active schools for SDGs”

Outputs	OP 1.1: A European sensitization campaign to activate teachers and other stakeholders on SDGs and GCE	Number of access to YouTube videos, Facebook and to the other social media Same indicator for both sex	Indicator linked to project's implementation	See baseline	End of the project:= 20,000 accesses	Counters of the social media systems. The data will be collected each month at national level by each co-applicant responsible at country level, and gathered by the lead	Confidence level of stakeholders including teachers with social media
	OP 1.2: 41 trainings and seminars for teachers on SDGs and their use in class	Number of teachers who have attended the different trainings and seminars, filled the evaluation and declared their intention to adopt the materials developed by the project	Indicator linked to project's implementation	See baseline	End of project: = 900 teachers reached; 480 have declared their intention	Registers of enrolments and evaluations and declarations collected at the end of each course and seminar at national level by each co-applicant and gathered by the lead	Confidence level of teachers with digital systems - teaching materials
	OP 1.3: Supporting material for teachers on SDGs published online by adapting existing teaching and learning units (TLUs) and developing a Global Geo History manual based on SDGs	Number of TLUs and amplitude of the historical period covered by the manual, published on the project website	Indicator linked to project's implementation	See baseline	End of the project = 60 TLUs; a historical period from 1492 to 2015	In each of the 12 countries involved a co-applicant will be responsible for the publication of 4-6 TLUs in national language; the lead will be responsible for the manual publication	The project will guarantee an high level of technical expertise to elaborate the materials for teachers
Outputs	OP 2.1: 120 public awareness actions, organized by students, and supported by LAs and CSOs	Number of action reports by organising students posted on the project website	Indicator linked to project's implementation	See baseline	End of the project = 120 actions	All the co-applicants responsible at national level for the supervision of the actions, after the conclusion of each of them, will monitor the posting. The lead will gather all the data	The project will address the students in a systematic and adequate manner
	OP 3.1. A European GCE quality self assessment set of tools for schools and teachers	Number of self assessment tools published on the project website	Indicator linked to project's implementation	See baseline	End of the project = 3 tools in each of the 12 partner countries	In each of the 12 countries involved a co-applicant will be responsible for the regular tools publication	The project will guarantee an high level of technical expertise to elaborate the methodology and to facilitate the participation

Activities	0.1 Establishment of a steering committee for the overall coordination	Means:	Overlapping of similar proposals coming from other training institutions will be avoided Active participation of Local School authorities are cooperative
		<p><i>What are the means required to implement these activities, e. g. staff,</i></p> <p style="text-align: center;">Staff</p> <ul style="list-style-type: none"> - Project Manager - National project coordinators (13) - Administrative officers/ support staff (14) - Project officers (9) - Coordinator of seminars for teachers - Communication coordinators /experts (3) - Educational coordinator/expert (4) - Trainer and facilitator for seminars - Coordinator for the global geo-history manual (1) - Consultant expert of world system theory - Curriculum specialist (3) - Support staff for the organization of seminars <ul style="list-style-type: none"> - Lecturers and consultants <p style="text-align: center;">Equipment and supplies:</p> <ul style="list-style-type: none"> - Computer, printer, camera One Laptop for the project implementation in - One Laptop for the project implementation in Czech Republic - One Laptop for the project implementation in Czech Republic - Portable computer equipment in Italy - Projector for activity 1.2.1 and 1.2.2.1 in Italy - computer printer and camera in Poland - Furniture, computer equipment in Portugal <p>Trainings, studies and research for the adaptation educational materials and</p> <p style="text-align: center;">Costs</p> <p><i>What are the action costs? How are they classified? (Breakdown in the</i></p> <p>Human Resources: € 1.872.640,42 Travels: € 127.699,78 Equipment and supplies: € 8.803,43 Local offices costs: € 105.876,00 Others costs, Services: € 799.765,00 Other: € 757.182,70 Indirect costs: € 257.529,71 Total Cost of the Action: € 3.928.995,04</p>	

1.2. The evaluation framework used

The final external evaluation was set up and carried out using the ValueProject methodology by reporting:

- in the general framework, the OECD - DAC principles on relevance, coherence, pertinence and realism, effectiveness, efficiency, sustainability and impact;
- in the analytical and merit framework, the analysis of the activities carried out and results achieved (output and outcome).

With respect to the first area (summary report) the methodological guidelines were followed to assess:

- the relevance of the project with respect to the topics dealt with and the use of the school channel to disseminate these topics;
- the coherence of the project with regard to the areas of intervention, addressees, methods (didactics) and tools proposed (materials produced);
- the pertinence and realism of project objectives, contents, project time and activities to be carried out;
- the effectiveness of the project on the involvement of actors/targets/beneficiaries reached;

- the efficiency of the project on the realisation of the activities and the outputs to be produced;
- the detection of the different importance of individual activities within the project;
- the nature of the interventions that the project activities are going to achieve;
- sustainability and predictive impact by thematic focus.

With regard to the second area (data report), all the activities indicated in the Logical Framework are reported and analysed, highlighting the work carried out and the relevant aspects to be mentioned.

2. PART TWO: SUMMARY REPORT ON THE FINAL EVALUATION

2.1. On the objectives of the external evaluation carried out

In setting up the external evaluation of the project, there were four fundamental reference questions to be answered, recalled in the introduction:

- 1 What was the **coherence of the project design** in relation to the results to be achieved?
- 2 What was the **effectiveness of the project** in actively involving and involving its primary recipients/beneficiaries (teachers and students) in the proposed themes?
- 3 What was the **quality of the outputs** produced and made available to the target groups/beneficiaries?
- 4 What can be the **sustainability and impact** on the improvement of teaching and the dissemination of teaching content within the educational pathways in schools?

It can be said that **all four questions have received positive answers**, in some cases with evidence of high quality results as will be specifically highlighted in the next pages for each of them. The answers will be shaped and articulated by looking at the project through the analyses carried out and reported in the following paragraphs:

- on the points of view of relevance, coherence, pertinence and realism in the objectives set, in the design of the project structure and in the efficiency and effectiveness of actions;
- summary results are reported on activities and outputs (analytical results can be found in the data report section);
- the sustainability and impact that the activities and outputs have had on the outcomes and that they can continue to have after the project's closure.

2.2. Relevance, coherence, pertinence and realism in project objectives and project design, efficiency and effectiveness

Evaluation points were developed on:

1. the relevance of the project with respect to the topics dealt with and the use of the school channel to disseminate these topics

With respect to the relevance of the project, the topics dealt with largely fall within the **framework of the development policies that have been pursued in recent years** both by international and supranational bodies and by the various countries involved, albeit to varying degrees of commitment and actual action.

The use of the school channel, starting from didactics and tools, brings further and specific relevance to the theme of the importance of the quality of education as a vehicle for emancipation and awareness for a more mature education to global citizenship and awareness of the contents of the goals set in the SDGs.

Themes addressed, methods and school channel used appropriately and coherently qualify the relevance of the project with respect to the framework of actions supporting the social and human development of people.

2. the coherence of the project in terms of areas of intervention, recipients, methods (didactics) and tools proposed (materials produced)

The strategy conceived and implemented to focus on schools appears to be appropriate, convincing and well-designed to contribute to the pursuit of the stated objectives. In particular, it appears to be an important and convincing choice to focus on:

- to work both on improving teachers' teaching methods and on providing tools to improve students' learning as a primary vehicle for disseminating knowledge, raising awareness and contributing to creating awareness on SDGs goals
- and to propose the global citizenship education (GCE) approach as a reference for designing teaching and learning processes to understand and address the complexity of major global challenges;
- to work on the four major SDGs themes such as gender inequalities, climate change, migration and international inequalities; important themes to be brought to the attention and understanding of their relevance in impacting on everyone's life and in creating the conditions for a sustainable future in the environmental, social and economic spheres.

The choice of identifying teachers and students as primary target audience is consistent and strong, just as it was important to involve the various other local and national players in the participating countries, from school and university organisations to central and local governments. With respect to these local actors, even though no specific advocacy tools were foreseen (except for the idea of soliciting a form of advocacy through the promotion and dissemination of the materials produced), it must be highlighted that the partners carried out effective actions focused on these tools at country level, and that good results were achieved in terms of visibility and involvement. Among the activities carried out by the partners in order to give visibility to the project and propose a networking with the various actors we can mention a series of initiatives, including:

- participation in the meetings of national NGO platforms and building relationships, as for instance in Poland, where the teaching materials produced by the project will also be used by the national NGO platform; in Hungary and Austria, where the self-assessment tool for sustainable and global schools was shared with other NGOs present in the certification system for green schools or schools against climate change; in Bulgaria, where such sharing led to the participation of ARCI in the consultation on the next strategy for GCE in Bulgaria;
- participation as experts in public meetings on GCE, also presenting the Get Up and Goals! material (see the case of Ireland and Portugal).

In conclusion, looking at the possible outcomes that could have been triggered in the relationships with these actors, one can be more than satisfied with the wide attention and declarations of interest received (especially from the political side). The attention paid by the world of education (universities and schools, NGOs, etc.) especially in some countries

such as the cited case of the University of Sofia in Bulgaria, allowed to establish structured relationships and the adoption of the materials produced in the project by these actors.

3. pertinence and realism in the project objectives, its contents, resources, project time and activities to be carried out

The Logical Framework presented in the project proposal appeared balanced and coherent in its logical-project connections. The objectives set in terms of activities to be carried out and outputs to be produced appeared pertinent, coherent and realistic with respect to the budget of available resources and the project execution time.

The project set-up, in some components, appeared particularly challenging if one looks in particular at the following aspects:

- the number of actors from different countries involved;
- the marked differences in the context between these countries and in the experience of the partners;
- the complexity of the contents of the topics chosen to be addressed.

Moreover, considering also the different starting conditions of the partners as regards knowledge and experience in dealing with these issues, **it is possible to detect also a specific attention to the inclusion of less expert partners by more expert ones**, thus creating an experiential articulated and differentiated space for everyone, where everyone could also develop his own expectations regarding the results to be achieved.

The answers given by the partners through the questionnaires administered confirm this analysis. The partners, in particular, underlined how the project was a great opportunity to exchange views and develop new awareness, provide stimuli for carrying out activities and encourage the main target groups (teachers, students and school and university structures in particular) to work and commit themselves to these major issues.

4. effectiveness of the project on the involvement of actors/target/beneficiaries reached;

From the qualifying points of view of effectiveness and efficiency, the project as a whole showed a generally positive and specifically qualifying condition on some important aspects such as the number and quality of its products and the relationship and collaboration with teachers.

Looking at the effectiveness of the work carried out, two important components should be recalled (and will be taken up again in the following pages) that lead to a positive judgement on the work carried out. In particular:

- the strong active involvement of teachers and students in the themes and activities dedicated to them;
- the quality of the materials and supports provided, which first and foremost enabled teachers and students to work well, acquire knowledge and have an averagely effective didactic-training interaction.

In addition to bringing and disseminating knowledge and awareness on the proposed SDGs, the project showed great potential for generating a positive impact of "change", particularly for teachers because it allowed them to improve their teaching organisation

and be able to use the materials produced, which will continue to be used in the school cycles of the coming years.

In particular, the steering committee was also able to manage an extraordinary situation such as the replacement of a partner and to provide adequate support to the new partner, allowing this new partner to fully catch up on activities to be carried out, as well as to cope with the impact of the COVID-19 pandemic, managing to complete the project and to adapt and enhance the tools and supports prepared and released through websites and social channels.

5. efficiency of the project with regard to the implementation of activities and outputs to be produced;

With respect to the analysis of budget financial data and the variations made on cost items during the project, these appeared to be congruent, reasonable and substantially consistent with respect to the volume and methods of implementation of the activities carried out.

The organisation, planning and implementation of the activities showed a substantially efficient project management, in spite of the "Covid-19 effect". This was particularly true of the volume of work carried out in the 12 countries involved, with not a few difficulties arising from having to work and coordinate with different and peculiar contexts.

Great credit must also be given to the direction, organisation, coordination and networking activities built up among the partners and then in the involvement of teachers.

In particular, the project direction and the coordination among the beneficiaries were undoubtedly among the determining aspects that made it possible to carry out the work and involve and arise the interest of both teachers and students.

From the documents consulted, it appeared that the teachers, in particular, greatly appreciated the general approach of the project, the stimuli received to be able to rethink their own teaching methods (in terms of contents, but also in terms of GCE approach).

All teachers, but especially history and geography teachers, also appreciated the quality of the support materials, which they considered very effective in raising students' awareness on the SDGs, in looking at the world and the issues of gender inequality, climate change, global migration and international inequality in a different way thanks to the support of the geo-historical manual produced, and in experimenting with new forms of teaching, learning and discussion in the classroom and with the teachers themselves.

2.3. The evaluation framework in relation to project characteristics

The analysis of activities and outputs was carried out by focusing:

1 on the detection of the different importance that each activity had within the project and its evaluation with respect to the completeness and quality of realisation

Not all activities have the same weight within a project, both in objective terms and with respect to the point of view of the different stakeholders (e.g. funders, promoters, institutions, etc.).

The relative weight analysis of the activities that make up a project introduces the concept of giving relevance to the different contribution that individual activities bring to the achievement of a project's objectives.

The basic idea is therefore that not all activities have the same importance with respect to the achievement of the final results and it is useful to establish a hierarchy of their relative weight. The need to establish a hierarchy among the various activities also allows a better analysis of the implications and relationships formed between activities, to focus attention on what is most important and to consider the fact that each objective consists of a series of sub-objectives.

The first complement to the basic idea is that the "relative weight hierarchy" has to be "weighed", i.e. individual activities have to be compared with each other (how much is activity X more important than the others?). On this basis, a descending order of relative weight between activities is constructed and then each activity is given a percentage value, making sure that the sum of all activities adds up to 100. In this way, each activity is assigned a "**relative importance weight**" (**PIR**). The second complement to the basic idea of the project is that this operation also leads to an ex-ante evaluation of the contribution of each activity to the achievement of project objectives.

The second complement to the basic idea is to identify indicators capable of assessing the merits of individual activities. Several indicators may be introduced in order to assess several aspects of the activity, thus building families of indicators. Each indicator is measured on a scale of 5 levels to measure the degree of achievement of the defined objectives. The 5 levels of completion are:

- Activity not achieved/no result
- Partially completed activity and results achieved below 50%
- Partially completed activity and results achieved over 50%.
- Activity completed and results achieved in full compared to expectations
- Activity completed and results achieved exceeding expectations

In this way, a correlation was constructed between the relative importance weight and the level of achievement of each activity. The result per each activity and overall activity (summing up the values of all the activities) made it possible to **complete an evaluation of the project in terms of result performance by means of a rating system**. In short, this approach allows, especially in complex projects:

- to make a weighted assessment of whether and to what extent project's objectives have been achieved; by cross-referencing the weight of the activities with the degree of their implementation, a rating score will be obtained which will detect the level of the final objectives achieved by qualification and not by the simple sum of the activities carried out (e.g. one might have carried out numerous unimportant activities and not the few most important ones; the rating provides a weighted percentage of the achievement of objectives);
- to insert elements of detection and qualitative analysis of both a general and specific or transversal nature within the families of indicators; a set of surveys are introduced within the evaluation of an activity/objective which together (families of

indicators) provide a more complete representation of what has been done and achieved.

Operationally, this work involves three steps:

- The first, in the ex-ante phase, aimed at **constructing, with the participation of the stakeholders, a relative weight hierarchy of individual activities**, giving each of them a weighted weight (in percentage terms); the sum of the scores given for all activities must total 100%. This exercise makes it possible, on the one hand, to place on a single scale of values the "contribution" of the various activities with respect to the specific objectives to be achieved and, on the other hand, to be able to "weigh" the degree of contribution of the individual activities with respect to the achievement of the general objective;
- The second, aimed at **constructing measurement indicators for each activity**; for each activity there may be several indicators (capable of measuring both efficiency and effectiveness aspects); the relative weight given to the activity is in turn divided among the various indicators (families) that contribute to evaluating the activity; the sum of all the weights must give the value of relative weight given to the activity;
- The third, in the ex-post phase, **aimed at detecting the degree of realisation of the activities**, which is measured on a 5-level scale according to the state of completion; in this operation, a measurement system is introduced through a "rating system".

Thus, each activity is first given a value representing its relative weight within the project and is then rated within a measurement scale against the achievement of the objective.

The **"rating system"** measures the performance of the level of achievement of the expected results and assesses both the individual activities and the project as a whole. The overall value attributed to the activities represents the overall level of achievement of project results.

The use of a rating system to measure performance brings with it another useful advantage: it makes it possible to compare projects that are very different in terms of scope, content and activities.

The construction that emerges from this can also allow a multiplicity of analyses and interpretations of contents and results achieved and, what is most, it also allows to "evaluate" the evaluators with respect to the criteria and reasoning developed to give importance to the various elements that make up the given evaluation architecture (evaluation model) up to the choice of the proposed indicators.

Another important aspect is being able to process data on the activity completion state using different "evaluation trees", i.e. to give the various actors, funders, promoters, institutions, etc. the possibility of assigning their own weights of relative importance to the various activities and indicators. In this way each project can also be evaluated using different "evaluation trees" (and compare them with each other). The different results obtained will come from the different weights given by the various actors, and the evaluators themselves can be "evaluated" on the basis of the criteria they have adopted. This closes the circle in which all the actors involved (from promoters, to designers, executors, etc.) can be evaluated on their evaluation proposal.

Lastly, this methodological framework offers development benefits for the funders themselves at the beginning of the project to be able to intervene and define what is most important to them, indicate more precise constraints and make specific requests to project promoters and implementers.

This condition therefore leads to two important aspects:

- several "evaluation trees" can be build, i.e. several profiling of importance can be made (perhaps functional for different stakeholders);
- project management is improved both in the budgeting phase, for the allocation of resources to the most important activities, and in the operational phase, as focus is maintained on the most relevant objectives to be achieved.

2 on the nature of the interventions that project activities must achieve

This methodology also proposes to analyse the individual activities foreseen in the project with respect to 3 macro-typologies of intervention. That is, whether they are aimed at and/or contribute to:

- A. Carry out **preparatory, instrumental and organisational interventions** to be able to work, (activities aimed at creating the preconditions to achieve project's objectives, e.g. project organisation and management activities);
- B. Carry out **direct activities functional to achieve the primary aims of the project** (e.g. provision of services, preparation of teaching materials, etc.);
- C. Contribute to **bring general benefits, impact and system benefits** (e.g. on awareness and attention on the chosen issues generating changes of actions, use of materials and tools also after the end of the project, etc.); thus generating a first focus on the sustainability and impact that the project can have after its conclusion.

The importance of this classification is to be ascribed to the experience gained in the project field, where it is observed that the recording of the activities carried out does not always provide information on their intrinsic purpose with respect to the achievement of specific and general objectives. This analysis helps to draw attention to and understand the underlying project structure, how much the three types of intervention weigh against each other with respect to all the activities to be carried out (e.g. what is the organisational weight or how much of each activity can be used even after the project has ended?).

This kind of analysis allows a further reading of project characteristics and provides awareness on why one component is greater than others. If there are real reasons for it or there has been a design error.

3 on sustainability and predictive impact by thematic focus

The analysis by thematic focus directs attention to the overall significance that individual project activities help to realise (through their concatenation and combination of factors) on specific aspects and/or relevant themes.

Through these focuses, attention is paid to relevant aspects that influence the outcome of the whole project and the possible predictive effects that may occur (what has happened or is happening or could happen in terms of the impact of the outcome on the whole project).

This is an important aspect because **in this context we try to temporally anticipate the impact analysis that is normally made years after the end of a project** and identify post-project activities that could support and improve the result effort.

2.4. Analysis of overall project results with respect to outputs and activities

Following the ValueProject methodological framework, the results of the considerations emerged from the discussion with project referents are reported below:

- With respect to the different relative importance (PIR) that the single activities have within the project;
- With respect to the nature and typology of the interventions that the project activities will carry out.

The following table shows all the outputs and activities foreseen in the project and for each of these, together with the coordinators, a percentage weight of relative importance (PIR) was assigned with respect to a total of 100 and then the relative classification by type of activity carried out was reconstructed (type A, B, C).

Outputs	PIR	Activities	PIR	Tipo
cross activities	16,00%	cross activities related to project		
		0.1 Establishment of a steering committee for the overall coordination	7,00%	A
		0.2 Realization and implementation of a project website	5,00%	A
		0.3 Visibility action	1,00%	A
		0.4 External /internal evaluations	3,00%	A
OP 1.1: A European sensitization campaign to activate teachers on SDGs and GCE.	12,00%	Activities related to OC 1: OP 1.1		
		1.1.1 Realization of a European-wide sensitization campaign through the web, social media and YouTube, to build teacher awareness of, and committed to the SDGs	12,00%	B
OP 1.2: 41 training courses and seminars for teachers on the SDGs and their use in class.	19,00%	Activities related to OC 1: OP 1.2		
		1.2.1 National teacher trainings and peer education		
		1.2.1.1 - 36 National teacher training sessions with GCE learning objectives, focused on SDG content and the use of TLUs.	8,00%	B
		1.2.1.2 – 120 peer education activities involving teachers on TLUs usage	4,00%	B
		1.2.2 – 5 International teacher trainings and seminar sessions on SDGs, GCE good practice exchange.		
		1.2.2.1 Realization of 3 international multi-stakeholder seminar on exchange of best practice about teaching SDGs in schools. For NGOs Teachers, SDGs experts, University researchers Local and Educational authorities	4,00%	B
OP 1.3: Supporting material for teachers on SDGs published online by adapting existing teaching and learning units (TLUs) and developing a Global Geo History manual based on SDGs	24,00%	Activities related to OC 1: OP 1.3		
		1.3.1 - Collection, classification, adaptation, and testing with students, the best existing TLUs on SDG issues in the 12 partner countries.	14,00%	C
		1.3.2 - Develop, and test with students, a European teaching and learning global geo – history manual based on SDG issues.	10,00%	C
OP 2.1: 10 public awareness activities per country, organized by students, and supported by Las and CSOs	12,00%	Activities related to OC 2: OP 2.1		
		2.1.1 - Student implementation of 120 activities to raise awareness of SDGs issues in their local communities.	12,00%	B
OP 3.1. A European GCE quality self assessment manual for schools and teachers	17,00%	Activities related to OC 3: OP 3.1		
		3.1.1 : Designing, and implementation of a 'Global School' self-assessment tools	9,00%	C
		3.1.2 - Realization of 2 international workshops to discuss and share the nationally adapted versions of the 'Global School' self-assessment tools.	3,50%	B
		3.1.3- Implementation of the 'Global School' self-assessment tools, by teachers and schools involved in the action, in the 12 partner countries.	4,50%	C
	100,00%		100,00%	

The analysis of the material collected on activities carried out led to the creation of an evaluation process, the detailed results of which are presented in the data report section of this report.

As regards the results achieved, it should be pointed out **that it is not usual to evaluate a project that has reached such high values as this one**. Normally, a project that reaches a level above 75% of the rating of the indicators is considered satisfactory and with a good implementation result. In the case assessed here, **the final result reached a score of 108.51%, underlining that on some indicators results exceeded the defined objectives**.

A very high score can normally be the result of two factors: having defined prudent objectives or having managed to achieve a particularly qualifying performance.

With regard to this project, it can be said that in many cases the performance was particularly qualifying, taking into account what could have been presumably done in contexts very different from one another, with many unknowns and without having previous references to similar experiences that could help define the target results to aim for.

With regard to some target results, probably in some cases we have been a little cautious, lacking quantitative references on which to develop estimates (e.g. on the number of accesses to the sites and social activities, which are difficult to estimate in the ex-ante phase); however, one cannot fail to note that **the high value is still mainly due to some quality results achieved by the project and in particular to:**

- **the high level of involvement and participation of teachers**, which also demonstrated a strong existing demand for support and widespread need for interaction in contexts undergoing strong social and cultural changes in both schools and societies;
- **the high quality and number of teaching materials appreciated** also by other subjects such as universities, NGOs, governmental bodies, etc. (in particular the drafting of the three-volume manual translated into all the languages of the participating countries, especially appreciated for the approach proposed outside the traditional contents of school books and adopted in some countries also at university level);
- **the good design of the self-assessment materials for teaching and for students**, which also indicated the need to understand the results as a feedback moment in a teaching path.

The overall results are presented below, starting with the summary tables of the indicators used.

weight relative importance	Field of Evaluation		type of activity	Target Evaluation		Ex-Post Evaluation	
				Target	value	Evaluation	value
16,00%	cross activity						
7,00%	0.1 Establishment of a steering committee for the overall coordination		A				
0.1	2,10%	Implementation of an initial meeting, a meeting in each of the 3 meetings attended by all partners and two meetings with half of the partnership in attendance and half connected via skype.					
		0,00% not achieved			-		-
		0,63% partially achieved less than 50% of objectives			-		-
		1,26% partially achieved over 50% of objectives			-		-
		2,10% completely achieved with respect to objectives		1	2,10%		-
		2,52% achieved over and above target objectives			-	1	2,52%
0.1	2,80%	Quality and intensity of relationships and coordination among partners in the conduct of the project					
		0,00% not realized			-		-
		0,84% partially realized with difficulties			-		-
		1,68% completely implemented with difficulties			-		-
		2,80% fully implemented with the involvement of all partners		1	2,80%		-
		3,36% realized in a highly proactive way			-	1	3,36%
0.1	2,10%	Interest and ability of partners to build conditions for continued work on project issues					
		0,00% not realized			-		-
		0,63% partially realized with difficulties			-		-
		1,26% completely implemented with difficulties			-		-
		2,10% fully implemented with the involvement of all partners		1	2,10%		-
		2,52% realized in a highly proactive way			-	1	2,52%
5,00%	0.2 Realization and implementation of a project website		A				
0.2	1,00%	Creation of a transnational website in English and country websites					
		0,00% not achieved			-		-
		0,30% partially achieved less than 50% of objectives			-		-
		0,60% partially achieved over 50% of objectives			-		-
		1,00% completely achieved with respect to objectives		1	1,00%	1	1,00%
		1,20% achieved over and above target objectives			-		-
0.2	1,50%	Completeness and number of materials uploaded and downloadable					
		0,00% not achieved			-		-
		0,45% partially achieved less than 50% of objectives			-		-
		0,90% partially achieved over 50% of objectives			-		-
		1,50% completely achieved with respect to objectives		1	1,50%		-
		1,80% achieved over and above target objectives			-	1	1,80%

0.2	1,50%	Number of accesses certified by Google analytics and a Software Control Platform called Sendible.						
		0,00%	not achieved			-		-
		0,45%	partially achieved less than 50% of objectives			-		-
		0,90%	partially achieved over 50% of objectives			-		-
		1,50%	completely achieved with respect to objectives		1	1,50%		-
		1,80%	achieved over and above target objectives			-	1	1,80%
0.2	1,00%	Opening of social media: facebook; a youtube and instagram channel						
		0,00%	not realized			-		-
		0,30%	open but not currently used			-		-
		0,60%	open and used with low active interaction of teachers and students			-		-
		1,00%	open and used with good active interaction of teachers and students according to expectations		1	1,00%	1	1,00%
		1,20%	open and used with high active teacher and student interaction beyond expectations			-		-
1,00%	0.3 Visibility action			A				
0.3	1,00%	Compliance with all communication and visibility procedures and actions of the project according to EU references						
		0,00%	not achieved			-		-
		0,30%	partially achieved less than 50% of countries			-		-
		0,60%	partially achieved over 50% of countries			-		-
		1,00%	fully achieved in relation to objectives		1	1,00%		-
		1,20%	achieved beyond objectives by developing other communication activities (e.g., development of tools for internal communication)			-	1	1,20%
3,00%	0.4 External /internal evaluations			A				
0.4	0,60%	Activation of partners' internal monitoring and evaluation tools						
		0,00%	not achieved			-		-
		0,18%	partially achieved less than 50% of objectives			-		-
		0,36%	partially achieved over 50% of objectives			-		-
		0,60%	completely achieved with respect to objectives		1	0,60%	1	0,60%
		0,72%	achieved over and above target objectives			-		-
0.4	0,90%	effectiveness of internal monitoring and evaluation tools and project reporting						
		0,00%	not achieved			-		-
		0,27%	partially achieved less than 50% of objectives			-		-
		0,54%	partially achieved over 50% of objectives			-		-
		0,90%	completely achieved with respect to objectives		1	0,90%	1	0,90%
		1,08%	achieved over and above target objectives			-		-
0.4	0,75%	Use of the indications of the internal evaluation for internal comparison between partners and improve operational aspects and organization of activities						
		0,00%	not achieved			-		-
		0,23%	partially achieved less than 50% of objectives			-		-
		0,45%	partially achieved over 50% of objectives			-		-
		0,75%	completely achieved with respect to objectives		1	0,75%	1	0,75%
		0,90%	achieved over and above target objectives			-		-

0.4	0,75%	Participatory process in the implementation of external evaluation							
		0,00%	not achieved			-			-
		0,23%	partially achieved less than 50% of objectives			-			-
		0,45%	partially achieved over 50% of objectives			-			-
		0,75%	completely achieved with respect to objectives		1	0,75%	1	0,75%	
		0,90%	achieved over and above target objectives			-			-
12,00%		OP 1.1: A European sensitization campaign to activate teachers on SDGs and GCE.							
		1.1.1 Realization of a European-wide sensitization campaign through the web, social media and YouTube, to build teacher awareness of, and committed to the SDGs and GCE		B					
1.1.1	4,80%	Realization of the communication campaign in all 12 countries with coordinated image of the project and the campaign. Each partner was supported by a local communication agency for the adaptations of the communication campaign in their country.							
		0,00%	not achieved			-			-
		1,44%	partially achieved less than 50% of countries			-			-
		2,88%	partially achieved over 50% of countries			-			-
		4,80%	fully achieved in relation to objectives		1	4,80%	1	4,80%	
		5,76%	achieved beyond objectives by developing other communication activities (e.g., development of tools for internal communication)			-			-
1.1.1	3,60%	quality of the teaching tools proposed especially for the target audience (teachers and students)							
		0,00%	not achieved			-			-
		1,08%	partially achieved less than 50% of objectives			-			-
		2,16%	partially achieved over 50% of objectives			-			-
		3,60%	completely achieved with respect to objectives		1	3,60%			-
		4,32%	achieved over and above target objectives			-	1	4,32%	
1.1.1	3,60%	Accesses registered on social media (facebook)							
		0,00%	not achieved			-			-
		1,08%	partially achieved less than 50% of objectives			-			-
		2,16%	partially achieved over 50% of objectives			-			-
		3,60%	completely achieved with respect to objectives		1	3,60%			-
		4,32%	achieved over and above target objectives			-	1	4,32%	

0,00%	OP 1.2: 41 training courses and seminars for teachers on the SDGs and their use in class.						
	1.2.1 National teacher trainings and peer education:						
8,00%	1.2.1.1 - 36 National teacher training sessions with GCE learning objectives, focused on SDG content and the use of TLUs.		B				
1.2.1.1	2,00%	realization of 36 national professional development trainings for teacher (three per country)					
		0,00% not achieved			-		-
		0,60% partially achieved less than 50% of objectives			-		-
		1,20% partially achieved over 50% of objectives			-		-
		2,00% completely achieved with respect to objectives		1	2,00%	1	2,00%
		2,40% achieved over and above target objectives			-		-
1.2.1.1	2,00%	N. teachers total countries involved in the training courses					
		0,00% not achieved			-		-
		0,60% partially achieved less than 50% of objectives			-		-
		1,20% partially achieved over 50% of objectives			-		-
		2,00% completely achieved with respect to objectives		1	2,00%		-
		2,40% achieved over and above target objectives			-	1	2,40%
1.2.1.1	1,44%	testing of TLUs (see output 1.3) and support to students for active engagement (see output 2.1)					
		0,00% not achieved			-		-
		0,43% partially achieved less than 50% of objectives			-		-
		0,86% partially achieved over 50% of objectives			-		-
		1,44% completely achieved with respect to objectives		1	1,44%		-
		1,73% achieved over and above target objectives			-	1	1,73%
1.2.1.1	1,28%	Teachers' average rating on training courses					
		0,00% not achieved			-		-
		0,38% partially achieved less than 50% of objectives			-		-
		0,77% partially achieved over 50% of objectives			-		-
		1,28% completely achieved with respect to objectives		1	1,28%	1	1,28%
		1,54% achieved over and above target objectives			-		-
1.2.1.1	1,28%	Number of teachers who have attended the different trainings and seminars, filled the evaluation and declared their intention to adopt the materials developed by the project					
		0,00% not achieved			-		-
		0,38% partially achieved less than 50% of objectives			-		-
		0,77% partially achieved over 50% of objectives			-		-
		1,28% completely achieved with respect to objectives		1	1,28%	1	1,28%
		1,54% achieved over and above target objectives			-		-

4,00%	1.2.1.2 – 120 peer education activities involving teachers on TLUs usage		B				
1.2.1.2	2,00%	Realization of 120 peer education activities between teachers of the same school and /or regions (number teacher)					
		0,00%	not achieved			-	-
		0,60%	partially achieved less than 50% of objectives			-	-
		1,20%	partially achieved over 50% of objectives			-	-
		2,00%	completely achieved with respect to objectives		1	2,00%	1 2,00%
		2,40%	achieved over and above target objectives			-	-
1.2.1.2	2,00%	activity: peer education condotte a livello internazionale tramite linee guida di riferimento,					
		0,00%	not achieved			-	-
		0,60%	partially achieved less than 50% of objectives			-	-
		1,20%	partially achieved over 50% of objectives			-	-
		2,00%	completely achieved with respect to objectives		1	2,00%	1 2,00%
		2,40%	achieved over and above target objectives			-	-
1.2.2 – 5 International teacher trainings and seminar sessions on SDGs, GCE good practice exchange.							
4,00%	1.2.2.1 Realization of 3 international multi-stakeholder seminar on exchange of best practice about teaching SDGs in schools. For NGOs Teachers, SDGs experts, University researchers Local and Educational authorities		B				
1.2.2.1	1,60%	number of international multi-stakeholder seminar					
		0,00%	not achieved			-	-
		0,48%	partially achieved less than 50% of objectives			-	-
		0,96%	partially achieved over 50% of objectives			-	-
		1,60%	completely achieved with respect to objectives		1	1,60%	1 1,60%
		1,92%	achieved over and above target objectives			-	-
1.2.2.1	1,20%	Level of participation of participants compared to those expected					
		0,00%	not achieved			-	-
		0,36%	partially achieved less than 50% of objectives			-	-
		0,72%	partially achieved over 50% of objectives			-	-
		1,20%	completely achieved with respect to objectives		1	1,20%	1 1,20%
		1,44%	achieved over and above target objectives			-	-
1.2.2.1	1,20%	Level of satisfaction feedback given by participants					
		0,00%	not achieved			-	-
		0,36%	partially achieved less than 50% of objectives			-	-
		0,72%	partially achieved over 50% of objectives			-	-
		1,20%	completely achieved with respect to objectives		1	1,20%	1 1,20%
		1,44%	achieved over and above target objectives			-	-

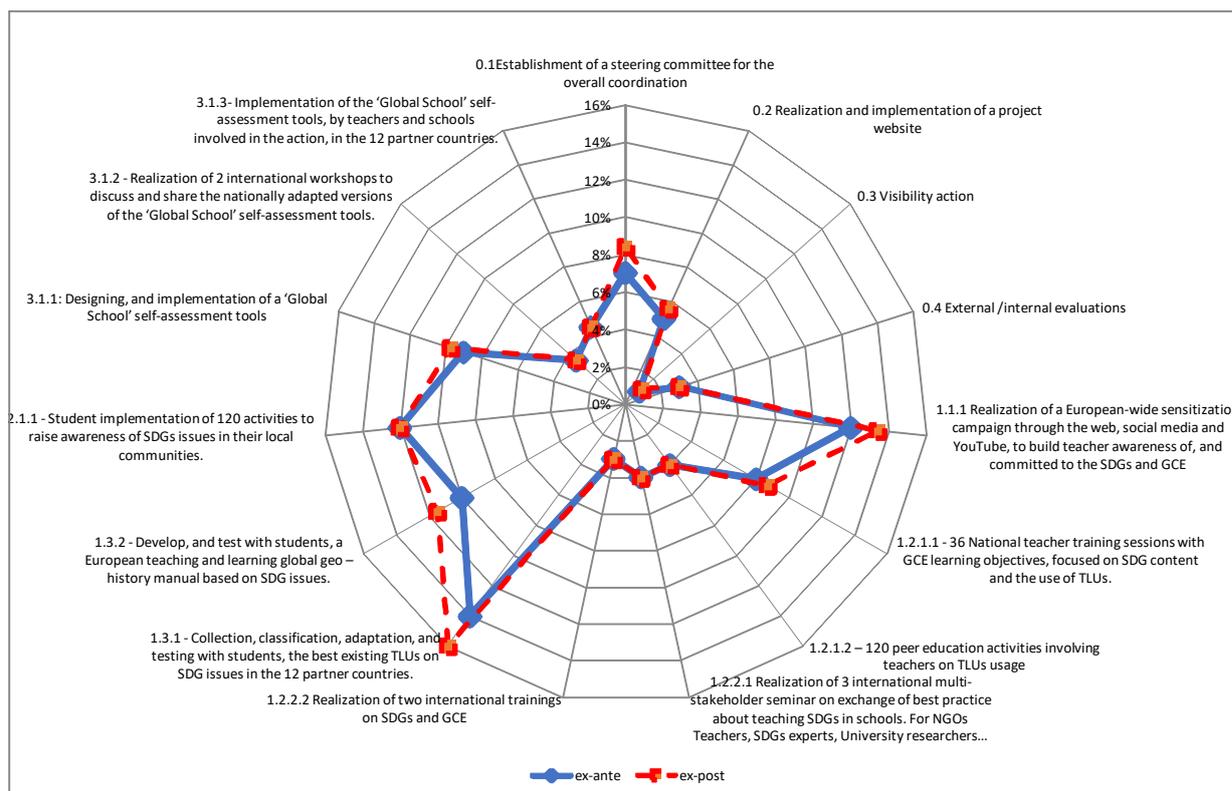
3,00%	1.2.2.2 Realization of two international trainings on SDGs and GCE		B				
1.2.2.2	1,20%	Realization of international trainings on SDGs and GCE					
	0,00%	not achieved			-		-
	0,36%	partially achieved less than 50% of objectives			-		-
	0,72%	partially achieved over 50% of objectives			-		-
	1,20%	completely achieved with respect to objectives		1	1,20%	1	1,20%
	1,44%	achieved over and above target objectives			-		-
1.2.2.2	0,90%	Level of participation of participants compared to those expected					
	0,00%	not achieved			-		-
	0,27%	partially achieved less than 50% of objectives			-		-
	0,54%	partially achieved over 50% of objectives			-		-
	0,90%	completely achieved with respect to objectives		1	0,90%	1	0,90%
	1,08%	achieved over and above target objectives			-		-
1.2.2.2	0,90%	Level of satisfaction feedback given by participants					
	0,00%	not achieved			-		-
	0,27%	partially achieved less than 50% of objectives			-		-
	0,54%	partially achieved over 50% of objectives			-		-
	0,90%	completely achieved with respect to objectives		1	0,90%	1	0,90%
	1,08%	achieved over and above target objectives			-		-
24,00%	OP 1.3: Supporting material for teachers on SDGs published online by adapting existing teaching and learning units (TLUs) and developing a Global Geo History manual based on SDGs						
14,00%	1.3.1 - Collection, classification, adaptation, and testing with students, the best existing TLUs on SDG issues in the 12 partner countries.		C				
1.3.1	4,90%	Total number of best Teaching and Learning Units collected					
	0,00%	not achieved			-		-
	1,47%	partially achieved less than 50% of objectives			-		-
	2,94%	partially achieved over 50% of objectives			-		-
	4,90%	completely achieved with respect to objectives		1	4,90%		-
	5,88%	achieved over and above target objectives			-	1	5,88%
1.3.1	4,20%	Number of countries with teachers identifying an improvement in competencies					
	0,00%	not achieved			-		-
	1,26%	partially achieved less than 50% of objectives			-		-
	2,52%	partially achieved over 50% of objectives			-		-
	4,20%	completely achieved with respect to objectives		1	4,20%	1	4,20%
	5,04%	achieved over and above target objectives			-		-

1.3.1	4,90%	Number of TLU Tests conducted on student population							
		0,00%	not achieved			-			-
		1,47%	partially achieved less than 50% of objectives			-			-
		2,94%	partially achieved over 50% of objectives			-			-
		4,90%	completely achieved with respect to objectives		1	4,90%			-
		5,88%	achieved over and above target objectives			-	1	5,88%	
10,00%		1.3.2 - Develop, and test with students, a European teaching and learning global geo – history manual based on SDG issues.		C					
1.3.2	3,50%	Realization of the editorial work: quality of content and graphic and didactic exposition							
		0,00%	not achieved			-			-
		1,05%	partially achieved less than 50% of objectives			-			-
		2,10%	partially achieved over 50% of objectives			-			-
		3,50%	completely achieved with respect to objectives		1	3,50%			-
		4,20%	achieved over and above target objectives			-	1	4,20%	
1.3.2	2,50%	Availability of texts in the language of the countries involved in the project							
		0,00%	not achieved			-			-
		0,75%	partially achieved less than 50% of objectives			-			-
		1,50%	partially achieved over 50% of objectives			-			-
		2,50%	completely achieved with respect to objectives		1	2,50%	1	2,50%	
		3,00%	achieved over and above target objectives			-			-
1.3.2	2,00%	Appreciation and use of gobal geo history manuals by teachers and students							
		0,00%	not achieved			-			-
		0,60%	partially achieved less than 50% of objectives			-			-
		1,20%	partially achieved over 50% of objectives			-			-
		2,00%	completely achieved with respect to objectives		1	2,00%			-
		2,40%	achieved over and above target objectives			-	1	2,40%	
1.3.2	2,00%	Appreciation and use of gobal geo history manuals by other stakeholders (Universities, European Commission, industry experts, etc.)							
		0,00%	not achieved			-			-
		0,60%	partially achieved less than 50% of objectives			-			-
		1,20%	partially achieved over 50% of objectives			-			-
		2,00%	completely achieved with respect to objectives		1	2,00%			-
		2,40%	achieved over and above target objectives			-	1	2,40%	

12,00%	OP 2.1: 10 public awareness activities per country, organized by students, and supported by Las and CSOs						
12,00%	2.1.1 - Student implementation of 120 activities to raise awareness of SDGs issues in their local communities.		B				
2.1.1	4,80%	Organization of student involvement activities to disseminate the themes learned at school to local communities with the support of communication/theater agencies.					
		0,00% not achieved			-		-
		1,44% partially achieved less than 50% of objectives			-		-
		2,88% partially achieved over 50% of objectives			-		-
		4,80% completely achieved with respect to objectives		1	4,80%	1	4,80%
		5,76% achieved over and above target objectives			-		-
2.1.1	4,80%	Creation of communication materials by students on SDGs issues (e.g. exhibitions, gadgets, movies, etc.).					
		0,00% not achieved			-		-
		1,44% partially achieved less than 50% of objectives			-		-
		2,88% partially achieved over 50% of objectives			-		-
		4,80% completely achieved with respect to objectives		1	4,80%	1	4,80%
		5,76% achieved over and above target objectives			-		-
2.1.1	2,40%	Production of promotional materials, visibility actions for the involvement of young people by partners					
		0,00% not achieved			-		-
		0,72% partially achieved less than 50% of objectives			-		-
		1,44% partially achieved over 50% of objectives			-		-
		2,40% completely achieved with respect to objectives		1	2,40%	1	2,40%
		2,88% achieved over and above target objectives			-		-
17,00%	OP 3.1. Set of 'Global School' self assessment tools for schools and teachers						
9,00%	3.1.1: Designing, and implementation of a 'Global School' self-assessment tools		C				
3.1.1	1,80%	Provision of self-assessment tools for students and teachers to detect school learning levels					
		0,00% not achieved			-		-
		0,54% partially achieved less than 50% of objectives			-		-
		1,08% partially achieved over 50% of objectives			-		-
		1,80% completely achieved with respect to objectives		1	1,80%	1	1,80%
		2,16% achieved over and above target objectives			-		-
3.1.1	3,60%	Organization and management of the process accompanying teachers for the use of self-assessment tools					
		0,00% not achieved			-		-
		1,08% partially achieved less than 50% of objectives			-		-
		2,16% partially achieved over 50% of objectives			-		-
		3,60% completely achieved with respect to objectives		1	3,60%	1	3,60%
		4,32% achieved over and above target objectives			-		-

3.1.1	3,60%	Number of self-assessment tool for resource teachers and NGOs with the tools to measure the impact of their GCE teaching on students							
		0,00%	not achieved			-			-
		1,08%	partially achieved less than 50% of objectives			-			-
		2,16%	partially achieved over 50% of objectives			-			-
		3,60%	completely achieved with respect to objectives		1	3,60%			-
		4,32%	achieved over and above target objectives			-	1	4,32%	
3,50%		3.1.2 - Realization of 2 international workshops to discuss and share the nationally adapted versions of the 'Global School' self-assessment tools.		B					
3.1.2	1,75%	Implementation of 'Global School' self-assessment tools							
		0,00%	not achieved			-			-
		0,53%	partially achieved less than 50% of objectives			-			-
		1,05%	partially achieved over 50% of objectives			-			-
		1,75%	completely achieved with respect to objectives		1	1,75%	1	1,75%	
		2,10%	achieved over and above target objectives			-			-
3.1.2	1,75%	Presentation and sharing of "Global School" self-assessment tools to project partners							
		0,00%	not achieved			-			-
		0,53%	partially achieved less than 50% of objectives			-			-
		1,05%	partially achieved over 50% of objectives			-			-
		1,75%	completely achieved with respect to objectives		1	1,75%	1	1,75%	
		2,10%	achieved over and above target objectives			-			-
4,50%		3.1.3- Implementation of the 'Global School' self-assessment tools, by teachers and schools involved in the action, in the 12 partner countries.		C					
3.1.3	2,25%	Activation of the self-assessment tools "European Global School" according to the objectives							
		0,00%	not achieved			-			-
		0,68%	partially achieved less than 50% of objectives			-			-
		1,35%	partially achieved over 50% of objectives			-			-
		2,25%	completely achieved with respect to objectives		1	2,25%	1	2,25%	
		2,70%	achieved over and above target objectives			-			-
3.1.3	2,25%	Preparation of a "European Global School" self-assessment user guide							
		0,00%	not achieved			-			-
		0,68%	partially achieved less than 50% of objectives			-			-
		1,35%	partially achieved over 50% of objectives			-			-
		2,25%	completely achieved with respect to objectives		1	2,25%	1	2,25%	
		2,70%	achieved over and above target objectives			-			-
81,00%						100,00%		108,51%	
									Performance

The overview of the rating results is shown in the following graph.

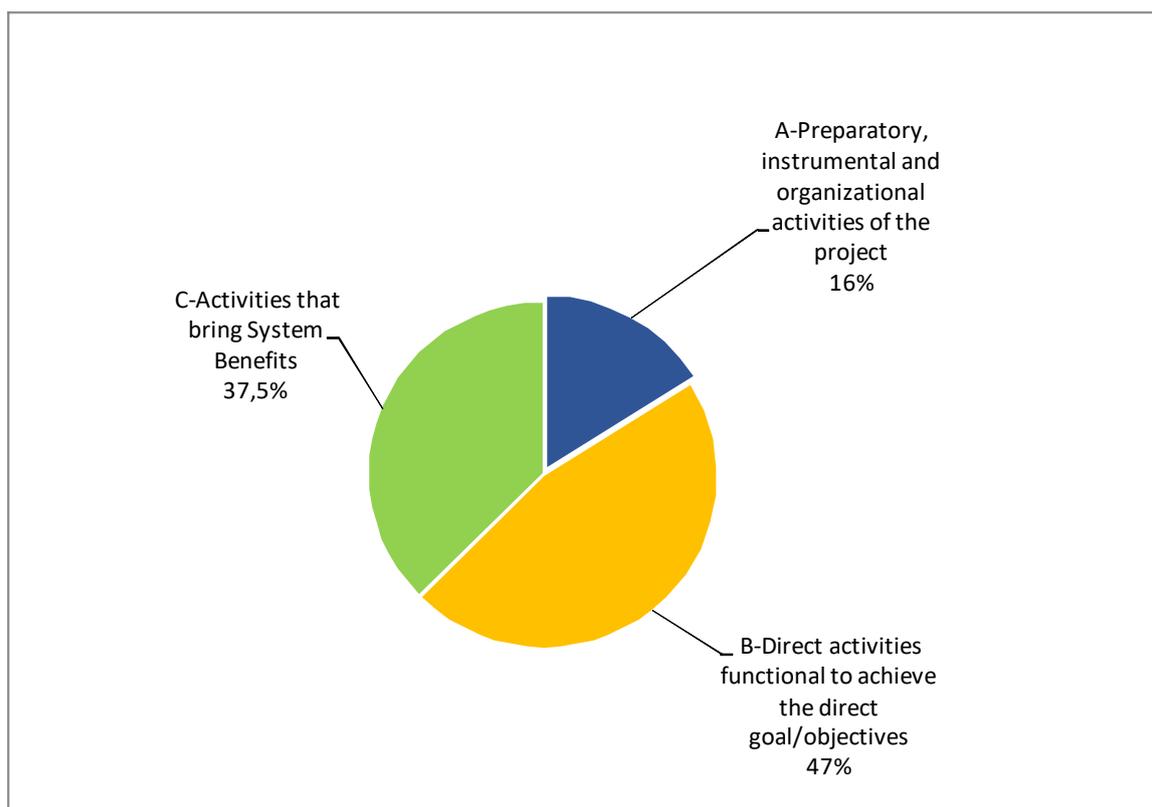


The graph shows the rating values of the activities divided according to measurement indicators. The blue line indicates ex-ante values based on PIR data and the red dashed line indicates ex-post results.

The graph provides immediate evidence of the results achieved (ex-post) in the activities compared to the expectations (ex-ante targets) and at the same time it shows which of these activities were considered as most important. On most important activities, ex-post results were better than ex-ante objectives, and this indicates a further important aspect of successful project implementation.

With respect to **the nature of the interventions realised by project activities**, the following is a breakdown by type.

The graph below shows that the project was constructed with a good proportionality of functional distribution between the types of activities.



The consistent number of activities classified as "C-Activities that bring System Benefits" is an important aspect to draw attention to; it denotes a conscious commitment, i.e. the awareness of having to leave a legacy, after the conclusion of the project, of instrumental assets and widespread competencies, in line with the guiding ideas that animated the project itself. This attention can also become a basic reference point to continue this line of action (also by launching a new cycle of interventions) which could be developed along several project lines, including:

- the enlargement of the audience of teachers and students in schools both in the countries where the project was implemented and in other countries;
- continuing to work on teaching in schools, perhaps aiming both at consolidating the experience and the dissemination of the materials created and at building a model and a network of continuous organisational learning for teachers, also trans-country;

2.5. Outcomes

The project had the ambitious objective of structurally linking formal education with GCE and awareness-raising on SDGs. The general objective indicator put in the logical framework was:

Number of national governments, among those targeted by the project, having endorsed an institutional plan on GCE with a focus on SDGs

In the 12 target countries, the project acted by strengthening the awareness of teachers, students and local communities on the proposed issues; strengthening teachers' competences on GCE and SDGs; acting to ensure students' participation and engagement; contributing to improve the quality of assessment on GCE in formal education. The involvement of educational institutions differed according to country specific situation. In general, in all countries the partners involved the most appropriate educational institutions in the project activities. In some countries (Portugal, Czech Republic and Ireland), they managed to involve central government institutions also thanks to already existing national strategies of Global Citizenship education; in other contexts, local government institutions with expertise in education were involved (Poland, UK, Romania). In any case, the participation of national institutions from the different countries was ensured through their involvement in the multistakeholder activities of international exchanges.

On this basis, three outcomes were defined:

- **OC1a: European teachers and other stakeholders (schools managers, institutions in charge of education) are aware of GCE and of the SDGs;** The identified measurement indicator was:
 - » *Number of countries, among those targeted, where a formalised training package for teachers on GCE focused on SDGs is available*
- **OC1b: Teachers participating in training have the competencies and the adequate materials to embed it in their teaching of SDGs, and to support their students to achieve Outcome 2;** The measurement indicator identified was:
 - » *Number of countries with teachers identifying an improvement in competencies developed through training sessions*
- **OC 2: Students have improved their commitment on project issues through the participation in public awareness actions on SDGs;** The measurement indicator identified was:
 - » *Number of public awareness actions on SDGs activated by students in their localities in the 12 target countries*
- **OC 3: Increased the coherence of quality assessment of GCE learning outcomes, in formal education, at a European level;** The measurement indicator identified was:
 - » *Number of countries, among those targeted, where a formalised self assessment methodology is available*

With respect to the first outcome OC1a: European teachers and other stakeholders (schools managers, institutions in charge of education) are aware of GCE and SDGs.

With respect to the outcome indicator, the result was fully respected, in all partner countries the planned training package was made available. The effort to involve teachers brought an important response from them both in terms of participation in the project and in their commitment to elaborate new didactic paths introducing the SDGs topics and proposing the GCE approach. The involvement of educational institutions was activated but the responses received were differentiated and also influenced by the school organization in the various countries.

With respect to the first outcome OC1b: Teachers participating in training have the competencies and the adequate materials to embed it in their teaching of SDGs, and to support their students to achieve Outcome 2

With respect to the outcome indicator the result was the following: In 12 countries teachers identified an improvement in competencies developed through training sessions. The work done on teaching in particular has certainly contributed to a substantial change in the curricular organisation of the programmes and lessons of the teachers involved. The teachers' "learning" on how to improve the didactic organization and the availability of new didactic supports and materials can be considered among the most qualifying aspects of the project and will have a greater impact also after the project closure (the teachers' learning achievements undoubtedly represent a professional experience that is retained and that they will continue to use in their work activities).

With respect to the second outcome OC2: Students have improved their commitment on project issues through the participation in public awareness actions on SDGs

With respect to the outcome indicator, the result was the following: at the end of the data collection, 163 actions were recorded compared to the 120 planned, although some were carried out online, and not in person, due to the pandemic. Through the teachers, students were able to deepen their knowledge of the proposed themes, develop research in class and with respect to the promotion outside of school, the planned initiatives could not be carried out completely in presence due to the social restrictions to combat the Covid 19 pandemic.

With respect to the third outcome OC3: It increased the coherence of quality assessment of GCE learning outcomes, in formal education, at a European level

With respect to the outcome indicator the result was: 22 self assessment tools realised and disseminated through schools. 12 countries involved. A lot of work was done on the development of support tools to build evaluation and self-assessment models and methodologies. The exercises carried out helped to become familiar with the tools, to tailor them to specific needs and introduce evaluation procedures into teaching and learning processes. The tools developed represent a good support base available to the public, which can also be used by people not involved in the project.

The activities carried out and the outputs produced certainly represent a good starting point and reference point, but to achieve a wider impact within European education systems, much more efforts are needed. The project, to the extent allowed by its scope, has contributed a lot, but, as mentioned, there is still a lot of work to be done.

2.6. With respect to sustainability and predictive impact by thematic focus

In this evaluation, thematic focuses are proposed in order to draw attention to sustainability and the impacts that may occur after the closure of the project. The thematic focuses chosen were the following:

C1 What can be the continuity of action of the recipients/addressees after the end of the project;

C2 What can be the continuity of use of the didactic and evaluation tools made available in the project.

C1 - first thematic focus: what can be the continuity of action of the beneficiaries after the end of the project.

The level of involvement and of participation during a project can be two important qualitative indicators to understand what can be left to the recipients after the end of the project.

Normally, the greater the participation and involvement, the greater the contents learnt become part of a cognitive heritage of knowledge and of the use that will be made of this knowledge. In other words, one can say that involvement and participation are two drivers that can act on learning domains such as the development of cognitive, socio-emotional and behavioural dimensions. The more one has been an active participant in the project, the more one has learned, worked with interest and internalised values and concepts, the more these experiences can become part of a cognitive process and the more easily the tools provided in the project will be used. The milder the participation and involvement, the less traces will remain in the work of the recipients. It can be said that the change is in the participation.

The analysis carried out was based on the "Engagement Pyramid Model" of Gideon and Roseblatt (see Annex 3). The aspects analysed on the beneficiaries/recipients were: their level of involvement in the project and experiential learning gained. These two dimensions may appear elusive in terms of their detection but, given some characteristics of the project in the activities carried out roughly, to highlight interesting aspects that can provide useful proxies of results to prefigure the impacts that can be had in future years. The results obtained are summarised and reported in the following table.

Development of the Gideon and Rosenblatt engagement Pyramid Model	levels	Teachers	Students	School Managers	School Institutions	University	Governmental Bodies	Public opinion
<i>Innovator:</i>	6	XXXXX						
<i>Multiplier:</i>	5		XXXX					
<i>Activist:</i>	4			XXX		XXX		
<i>Supporter:</i>	3				XXX			
<i>Follower/person interested:</i>	2						XX	
<i>Observer/awareness:</i>	1							
<i>Consumer of information:</i>	0							X

According to the pyramid of Gideon and Roseblatt, the various profiles were positioned along the scale of their level of involvement, while the number of "X" in the boxes indicates the average estimated intensity of learning/involvement that they have developed.

Teachers can be certainly considered the "strategic engine" of the project. They are the ones who have had the opportunity to work more on both content and didactics and have

had the opportunity to experiment with approaches and models for assessing student learning.

They are the actors in whom the greatest dynamics of change can be detected, especially if we look at the impact the project can bring. By acquiring a new way of teaching and being able to rely on didactic supports and tools, teachers are certainly the subjects most involved and who have learned the most and will probably be the ones who will continue to deal with these issues within their school curricula (clearly within the limits that school autonomy will allow).

Within the attention dynamics on these issues, teachers will therefore play an important role in raising awareness and in framing these issues into a correct historical, geographical and social information framework, without prejudice.

The project provided huge information on these issues, and huge was the effort most teachers made and could continue to make in the coming years within their curricular paths. This aspect remains one of the determining impact factors for the construction of lasting and not episodic awareness and attention.

The attention and interest shown is certainly a good starting point for working and making space for these issues in the school curriculum even after the project has ended. This is an important aspect of the project's potential spin-off, but it will be necessary to work on it (on these issues, teachers say that there are many problems and that systematic activities are needed) so that continuing to deal with these issues shall not just be a "voluntary" act of the most sensitive teachers, but shall become an integral part of the school curriculum.

Students, in turn, were certainly the main "amplification channel" for talking and discussing these issues, for proposing cultural and attitude changes and for fostering the right awareness to take charge of the change that needs to be promoted and supported. Here too, the project achieved one of its most important targets, which was to bring knowledge and awareness on the proposed topics.

School managers and educational institutions seem to be the ones which, if involved, can also provide answers to make these issues enter the school curricula. Here the differences in culture and pro-activity in the various countries will become factors determining the impact that can be made in the years to come. Reinforcement and continuous promotion are therefore crucial.

Universities and other training bodies are a separate matter: they have shown an unexpectedly strong interest and appreciation for the materials produced, so much so that some of them intend to use these materials in their own training and teaching cycles. This is an important appreciation that should be exploited so as not to miss this opportunity. Clearly, we are going beyond the scope of the project, and the project must be credited for having created another important line of development.

Government bodies, while appreciating the initiative, follow their own political logic of government and may, instrumentally, recall and/or use some of the ideas and actions proposed by the project. Country-specific situations are very different and a specific impact return from the project cannot be anticipated.

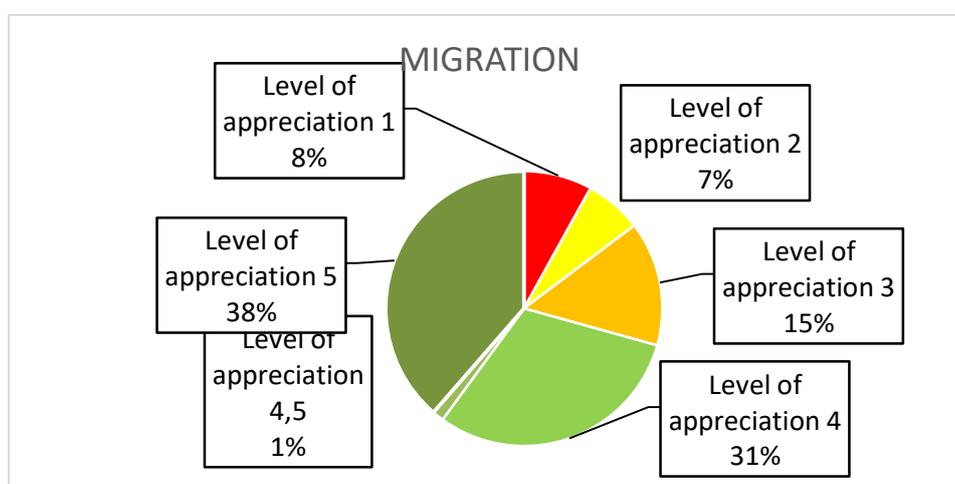
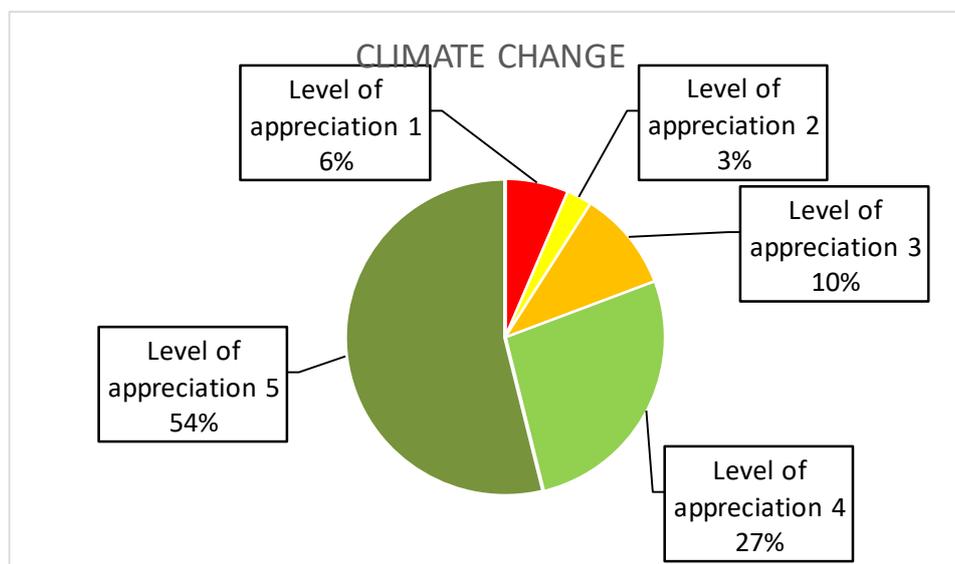
Finally, **public opinion**, which is often confused by instrumental communications and disoriented on the merits, may find it difficult to grasp the project's informative and cultural impact. The families of the students involved can provide a positive impact, but

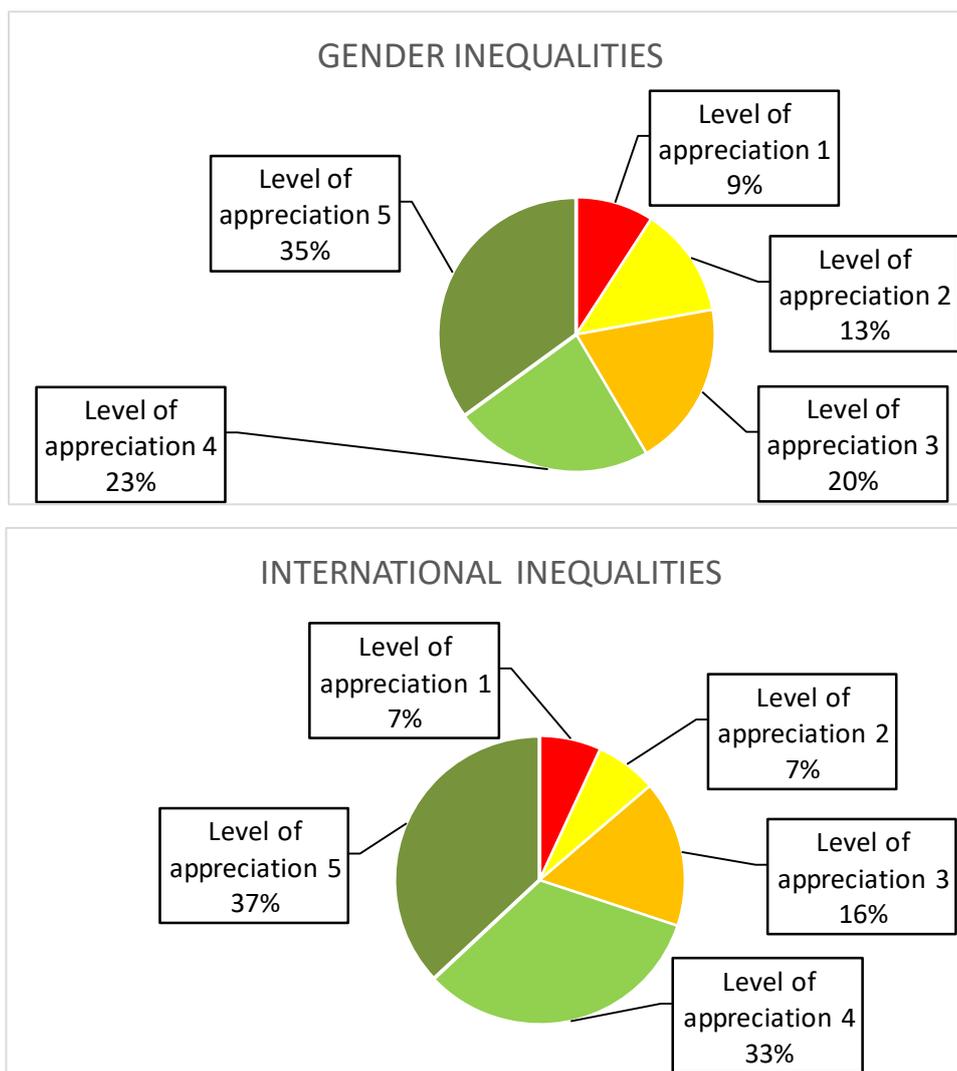
here too the cultural differences present in the different contexts, families of origin, local realities or each different country shall make the difference. Talking to young people may prove to be the best way to reach their families.

Project partners are fully aware of all these situations and, as a sign of their attention, have declared their willingness, each in their own sphere, to engage in continuing to carry out awareness-raising, promotion and dissemination actions on these issues and to encourage widespread use of the teaching aids and tools developed. It should also be noted that the project has contributed to the partners' higher positioning with regard to educational institutions and other organisations in their own countries.

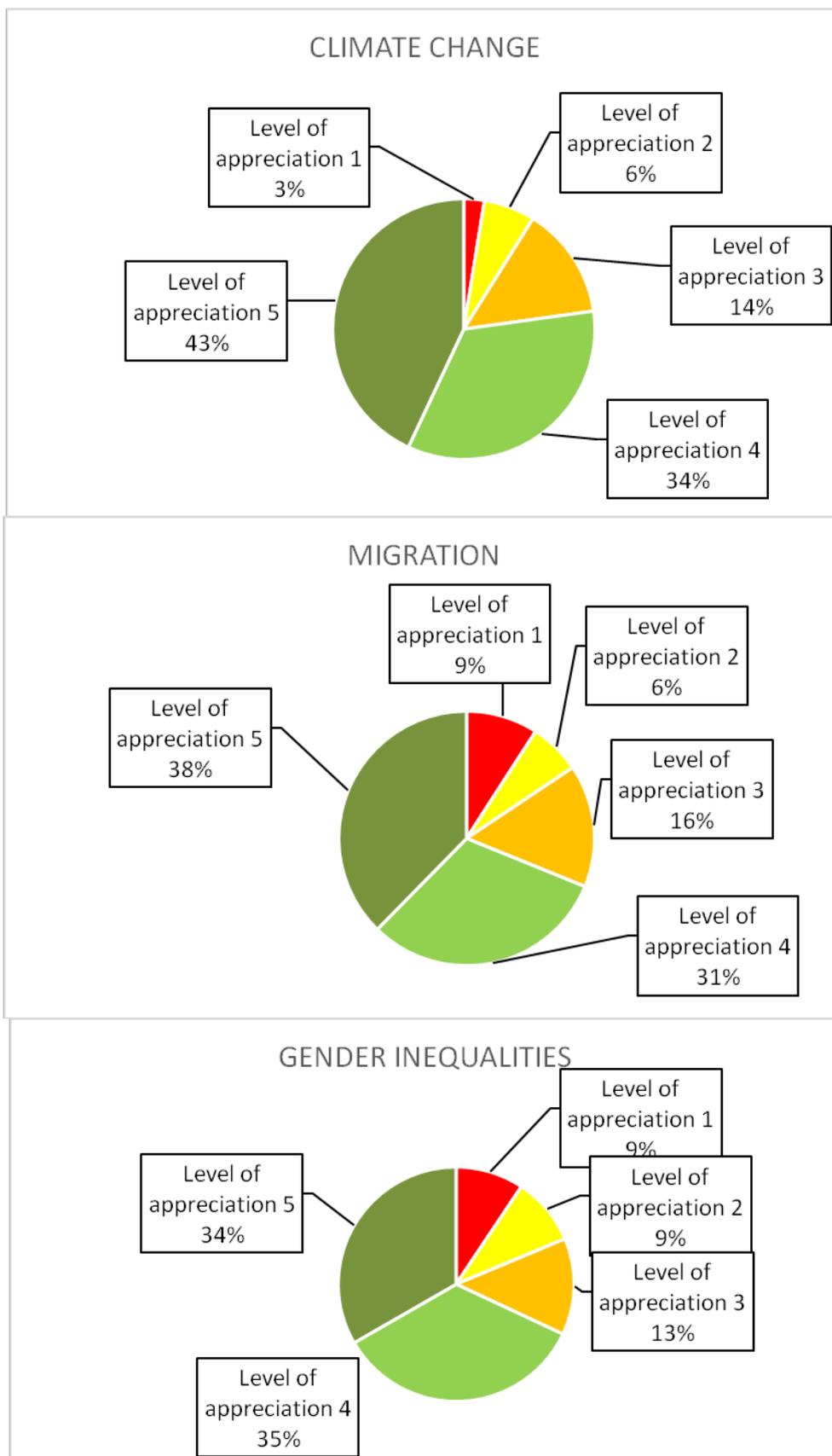
Finally, to complete and integrate this thematic focus, we report some results of a questionnaire administered at the end of the project to a significant sample of teachers from all the countries involved in the project. The aim was to collect the teachers' point of view. The data reported below refer to the following questions:

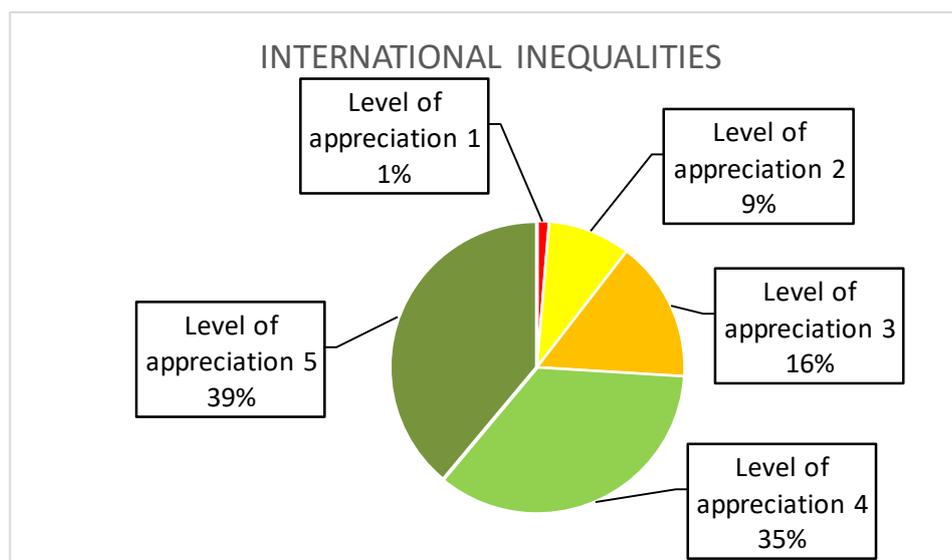
2.2 In your opinion, how much has "Get up and Goals Project" contributed to the growth of knowledge, sensitivity and attention of students on these 4 topics? (IMPACT ON STUDENTS)





2.3 In your opinion, how much "Get up and Goals Project" has contributed to the growth of knowledge, sensitivity and attention of teachers on these 4 topics? (IMPACT ON TEACHERS)





These data (adding up the data from level 5 and 4 of the scale), confirm a wide interest and great sensitivity of teachers on all the proposed topics, with particular attention to climate change, and then to all the others. There were no great differences in levels of attention between students and teachers, and this shows a cross-cutting and intergenerational interest.

The following seem to be the most important actions to sustain the effort of the project after its closure and achieve a greater impact:

- First of all, to **continue to work on and with teachers** as strategic factors and primary drivers for the dissemination of knowledge; without the involvement of teachers, the whole process slows down and in many contexts it will risk a blockage and a loss of opportunity for future generations of students who will be deprived of the use of the educational materials realised in the project;
- to continue to actively work on the **involvement of students** as agents of change; investment in the younger generations is an investment in change to improve their future living conditions and their present level of involvement in school life;
- to **keep communication alive on these issues**, and to formulate requests and solicitations towards the other actors; this is an important component in the communication era, but other and more powerful channels and tools are also available on the Internet to keep alive the debate and feed the information.

C2 - second thematic focus: What will be the continuity of use of teaching and assessment tools made available in the project

Bringing these themes to the school in a systematic way and working to arise awareness and engagement in teachers and students by proposing processes of change in their way of teaching and learning are some of the merits of this project. The thematic focus on teaching and assessment tools is intended to draw attention to all the important work that has been done and will have to continue to be done in order to improve teaching and learning processes.

Working to improve curriculum proposals, the articulation of contents and the preparation of materials, teaching and relations between teachers and students, and finally providing tools to analyse the results are fundamental processes to improve school systems and student education. The project has worked hard on these aspects, also attempting innovative experimentation paths, in particular:

- in the didactic organisation of the proposed contents
- in the introduction of tools to assess the learning organisation of schools as a whole.

With regard to teaching organisation, much work has been done on content delivery methods by using new supports such as the proposals of "Big Ideas", the preparation of the "Teaching and Learning Units (TLUs)" and the supply of teaching materials such as the geo-history manual produced in three volumes and the Guidance for Sustainable and Global Schools and related Benchmark (a Whole School Assessment Tool for schools).

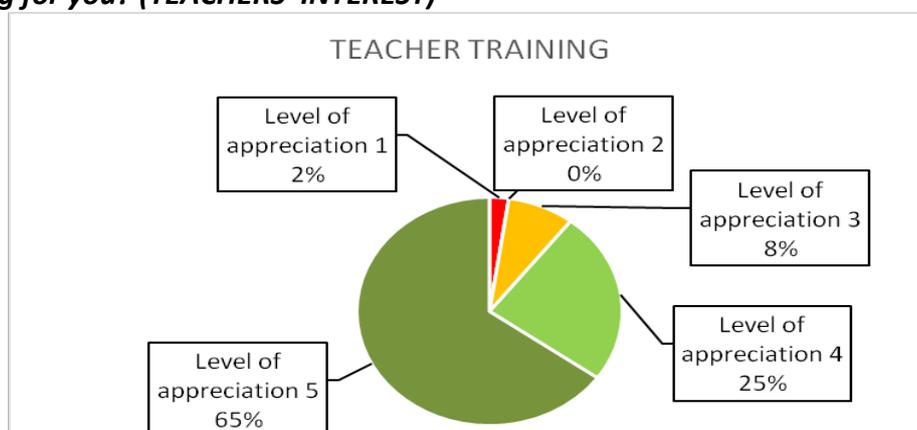
Here are some excerpts from the Leeds Development Education Centre's "Impact Assessment in Global Citizenship Education (GCE) Summary Report for the Get UP and Goals project" which provides a very positive assessment of the quality of these supports. In the Summary Report for the Get UP and Goals project, it is mentioned that:

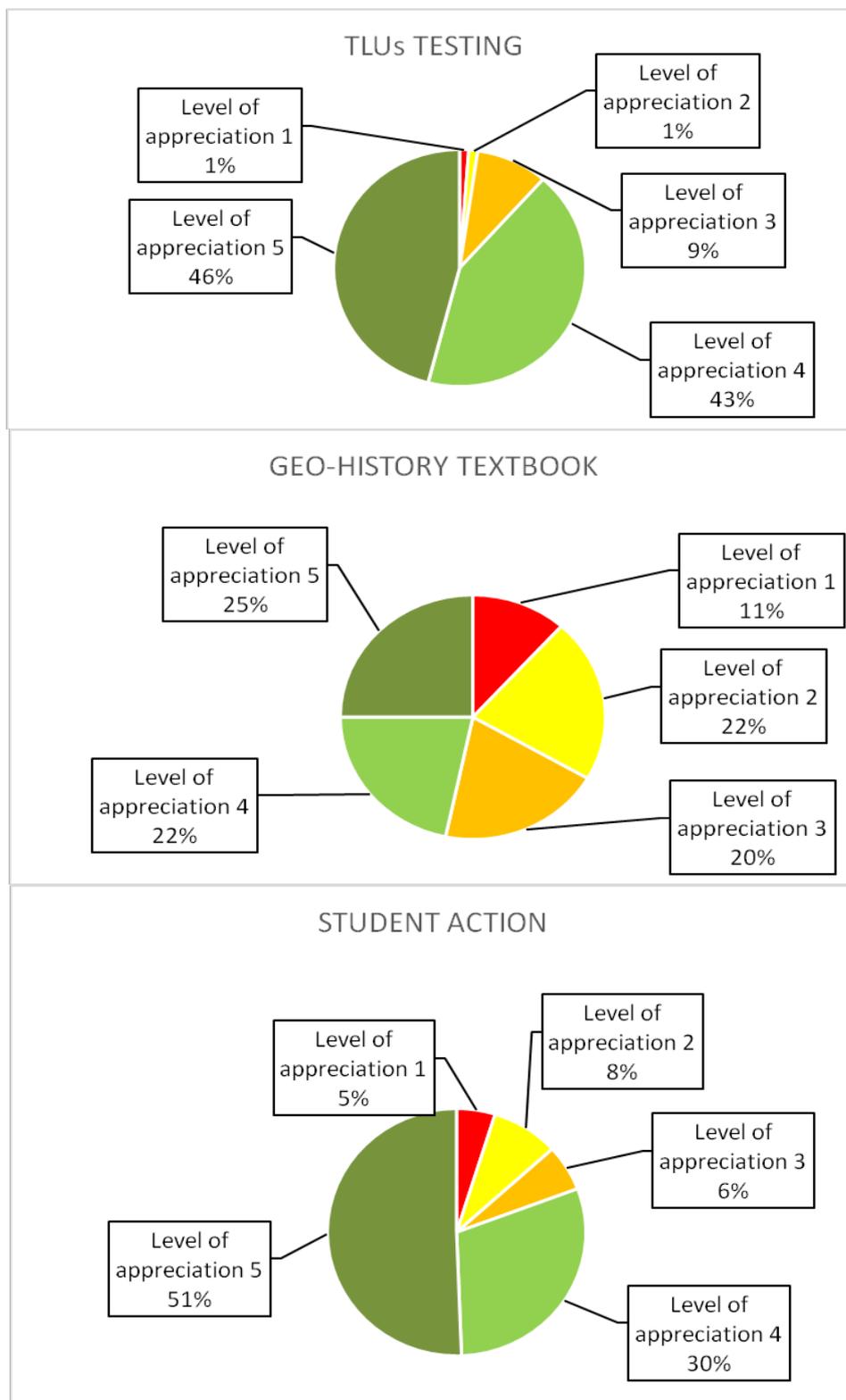
"The Big Ideas provided an overview of each theme and helped teachers select and integrate specific learning outcomes from these into their schemes of work, or 'Teaching and Learning Units'. These learning outcomes were assessed using base and end-line 'student reflection tools' (surveys), enabling us to measure progress on the four key project themes: migration, women and development, international inequalities and climate change.

This report is based on data from 2850 students in 139 classes in 8 countries - Czech, Hungary, Italy, Poland, Portugal, Netherlands, Spain, and the UK. The project partners translated and adapted the Big Ideas, learning outcomes and reflection tools for each of theme. Each partner selected a number of questions from the reflection tool to fit with the TLU's they had developed."

Below are the opinions of a sample of teachers collected at the end of the project through a questionnaire on their appreciation of the contents and tools made available. The question in the questionnaire was:

2.1 How much each of these "Get up and Goals Project" activities/resources have been interesting for you? (TEACHERS' INTEREST)





Data basically show a high appreciation by teachers. A somewhat more controversial judgement has been expressed on the geo-historical textbook. This is quite surprising, and can partly be explained by the fact that some of the teachers interviewed do not teach history and geography but other subjects and therefore this textbook is not of interest to

them. To form a more complete assessment of these materials we note the appreciation the textbook has received by the academic world (several teachers want to adopt it in some degree courses) and by many international actors.

Learning assessment tools have been the other specific point of relevance that needs to be mentioned. An ambitious and innovative working approach was developed in this context, which was also recognised by the independent global education expert Trish Sandbach (a retired GCE expert, with over 40 years' experience working in the field of Global Citizenship Education in the UK, and has written many GCE publications. She is currently a trustee of Leeds DEC.) who expressed great appreciation. Mrs Sandbach commented:

"I think it's a very interesting document; it captures what students have learned about four key elements (themes) of GCE. Nothing else I've read has done that. There's an authenticity and reality to the students' responses because these are issues that they are confronting (at some level) on their lives. So it's very important they examine their knowledge and understanding and their attitudes to these key issues".

The work carried out in this area has been well focused in its objectives and in the construction of the methodology and evaluation process with effective support tools. All this has been done taking into account the differences between the various school systems in the countries involved.

Here are some excerpts from the "Impact Assessment in Global Citizenship Education (GCE) Summary Report for the Get UP and Goals project" by the Leeds Development Education Centre:

"... as a first attempt the results are promising and the project offers a successful prototype, that could be further developed in future work. The project was significant in being the first of its kind - as an international impact assessment methodology for Global Citizenship Education. Major improvements (despite constraints) were evidenced across the four themes in terms of knowledge, skills and dispositions. Recommendations for future projects would be to ensure base and end-line surveys are tailored to the specific learning outcomes that have been taught, that these surveys are focused and therefore time efficient, and, that they are bespoke to the individual country/school context."

"This Impact Assessment shows that where teaching and assessment were matched to a clear focused learning outcome, teaching of the four GCE themes had a significant impact on students' knowledge, skills and disposition to act for change. For example, students in Hungary had a 278% increase in student knowledge on women and gender equality. Italian student's skills/capacities increased by 87%. Changes in disposition varied between 15-37% (the greatest increase being on migration). While these latter figures might appear low, changes in values and behaviour take place over the long term, so this increase is still impressive. Qualitative data supports these statistics - one student from IPVC reported "I'm a better person after these activities" and partners commented on students realising the connections between the past and present, between climate change and migration, and developing more empathy following the activities. Climate change was the most popular theme for the partners that completed the reflection, and was considered to have been the most effective".

The feedback from a wide range of players with different functions, roles and competences on the acknowledged quality of the teaching materials and tools produced suggests that in

the next years they will be used in a number of areas, not only in schools but also in universities and training centres. There are two possible scenarios for their continued use over time:

- the core team that worked on producing these materials shall continue to update and develop them for educational and evaluative use and then continue to make them available for use on various web platforms;
- these materials shall remain available to the public and shall become a common heritage which everyone can draw on, take inspiration from, and rework according to their own specific needs; in this case there will most likely be a proliferation of diversified solutions that could also prove to be a rich plurality of contributions;

3. PART THREE: DATA REPORT ON ACTIVITIES AND OUTPUTS

3.1. Cross Activities

► 0.1 Establishment of a steering committee for overall coordination

DESCRIPTION OF ACTIVITIES CARRIED OUT

The project was guided by a steering committee (SC) where all partners coordinated by CISP were present. Each member of the SC participated in all work phases, from the definition of the entire six-month work plan to each phase of the internal evaluation process of the whole project results.

CISP, as lead applicant, coordinated the preparation of all updating reports with the involvement of all partners and made sure that adjustments were correctly included and implemented by project partners. Following this reporting schedule, partners were allowed to make adjustments to planned activities. The Committee was responsible for guiding the planning; aligning the different levels of expertise of the partners; monitoring the implementation of the activities; facilitating the achievement of the expected results at all relevant levels; evaluating the progress and final results of the action. In addition, the Committee supervised the achievement of results related to the website management by all partners. Each partner was then responsible for the activities carried out in their own country.

Only one initial meeting had been scheduled at the beginning of the project, a meeting in each of the 3 meetings attended by all partners and two meetings with half of the partners in person and half connected via Skype. In addition to these, the following (not planned) meetings were eventually realised:

- a dedicated in-person meeting with all partners in Rome (September 2018),
- a dedicated face-to-face meeting with all partners in Vienna (January 2020)
- and 12 further meetings through online platforms

Work plans, reports, internal evaluation and all operational and general topics were discussed. An Open glossary was created, jointly validated, updated and shared on Gdrive.

Next to the Steering Committee, a smaller Advisory Board was set up, consisting of the most experienced and representative partners from different parts of Europe. The Advisory Board was consulted mainly on methodological and process choices during the creation of the materials and the drafting of project guidelines. The Advisory Board functioned mostly in the first 18 months of the project. The Advisory Board was composed of: APA, Liverpool World Centre, CVM, ARPOK, IPVC.

Finally, it should be noted that after almost two years the Bulgarian partner Expert Support Association /ЧЦ "Експертна Подкрепа"- NGO left the project due to difficulties in carrying out the assigned activities. In the course of the project, in October 2019, this partner was replaced by ARCI (Alliance for regional and civil initiatives). This new partner proved capable of taking charge and carrying out the assigned tasks and manifested a specific capacity for initiative and interaction both with the other partners and above all

with the various Bulgarian actors involved. In particular, ARCI's collaboration with the University of Sofia must be mentioned, which even adopted the materials prepared by the project for its own teaching. It should also be emphasised that the Steering Committee showed itself capable of managing this delicate situation of handing over the responsibility and then providing adequate support to the incoming new partner so that it could take charge of the activities assigned to it. All this confirms the important work carried out by the SC to complete the project in the best possible way.

EVALUATION OF ACTIVITIES CARRIED OUT

The indicators used were:

weight relative importance	Field of Evaluation		type of activity	Target Evaluation		Ex-Post Evaluation	
				Target	value	Evaluation	value
7,00%	0.1 Establishment of a steering committee for the overall coordination		A				
0.1	2,10%	Implementation of an initial meeting, a meeting in each of the 3 meetings attended by all partners and two meetings with half of the partnership in attendance and half connected via skype.					
		0,00% not achieved			-		-
		0,63% partially achieved less than 50% of objectives			-		-
		1,26% partially achieved over 50% of objectives			-		-
		2,10% completely achieved with respect to objectives		1	2,10%		-
		2,52% achieved over and above target objectives			-	1	2,52%
0.1	2,80%	Quality and intensity of relationships and coordination among partners in the conduct of the project					
		0,00% not realized			-		-
		0,84% partially realized with difficulties			-		-
		1,68% completely implemented with difficulties			-		-
		2,80% fully implemented with the involvement of all partners		1	2,80%		-
		3,36% realized in a highly proactive way			-	1	3,36%
0.1	2,10%	Interest and ability of partners to build conditions for continued work on project issues					
		0,00% not realized			-		-
		0,63% partially realized with difficulties			-		-
		1,26% completely implemented with difficulties			-		-
		2,10% fully implemented with the involvement of all partners		1	2,10%		-
		2,52% realized in a highly proactive way			-	1	2,52%

► 0.2 Realization and implementation of a project website

DESCRIPTION OF ACTIVITIES CARRIED OUT

The website has been developed in line with the description in the technical proposal (except point iv). One transnational website in English and 10 national websites (Austria decided to use its own and Ireland decided to work through nationally known platforms and through the European website in English) were realised and each of them was implemented through general guidelines and common graphic and organisational

elements, leaving the partners the flexibility to adapt the country-specific versions to their specific contexts.

The project website also played a central function in 7 processes: i) the dissemination of information about the action; ii) the dissemination of the TLUs and the geo-history textbook (see output 1.3); iii) the implementation of a European-wide awareness-raising campaign for teachers on GCE, in coordination with the use of social media tools (see output 1. 1); iv) the creation of exchanges between students and teachers on the actions they have carried out in their local communities (see output 2.1); v) the capitalization of the GCE debate and resources of each country, at European level vi) accountability of results and output targets; vii) collection of news, teaching materials and the most interesting articles on GCE and SDGs, translated and published by the partners.

The project website was designed in English, user-friendly and accessible on mobile devices; it was developed using game design techniques, with the aim of stimulating visitors to view the various pages, deepening their knowledge and providing opportunities for self-assessment of knowledge change.

The project's central website was linked to each of the partner countries' websites. Partners also uploaded news and materials related to the implementation of the action to their own sites. They also translated and uploaded the best materials from the central site and highlighted other national or international sites of significant interest.

At the end of the action, and for at least another two years, the project website will remain operational, at the expense of the Lead Applicant, as a repository of all the training materials produced (centralised and additional to the national sites), accessible to teachers in 12 countries. This will increase the sustainability and multiplication effect of the action. Finally, the transnational website, managed by the lead partner, keeps track of the most relevant materials, which will be maintained even if one partner should no longer continue its activities.

The transnational website was filled with a large amount of materials conceived as a "resource archive" (94 Learning Units - TLUs, the volumes of the handbook in the 12 languages, a library composed of selected existing international publications and ad hoc written articles) as well as with a news section containing the videos made for the launch of the handbook, and the messages of the communication campaign.

EVALUATION OF ACTIVITIES CARRIED OUT

The indicators used were:

weight relative importance	Field of Evaluation		type of activity	Target Evaluation		Ex-Post Evaluation	
				Target	value	Evaluation	value
5,00%	0.2 Realization and implementation of a project website		A				
0.2	1,00%	Creation of a transnational website in English and country websites					
		0,00% not achieved			-		-
		0,30% partially achieved less than 50% of objectives			-		-
		0,60% partially achieved over 50% of objectives			-		-
		1,00% completely achieved with respect to objectives		1	1,00%	1	1,00%
		1,20% achieved over and above target objectives			-		-
0.2	1,50%	Completeness and number of materials uploaded and downloadable					
		0,00% not achieved			-		-
		0,45% partially achieved less than 50% of objectives			-		-
		0,90% partially achieved over 50% of objectives			-		-
		1,50% completely achieved with respect to objectives		1	1,50%		-
		1,80% achieved over and above target objectives			-	1	1,80%
0.2	1,50%	Number of accesses certified by Google analytics and a Software Control Platform called Sendible.					
		0,00% not achieved			-		-
		0,45% partially achieved less than 50% of objectives			-		-
		0,90% partially achieved over 50% of objectives			-		-
		1,50% completely achieved with respect to objectives		1	1,50%		-
		1,80% achieved over and above target objectives			-	1	1,80%
0.2	1,00%	Opening of social media: facebook; a youtube and instagram channel					
		0,00% not realized			-		-
		0,30% open but not currently used			-		-
		0,60% open and used with low active interaction of teachers and students			-		-
		1,00% open and used with good active interaction of teachers and students according to expectations		1	1,00%	1	1,00%
		1,20% open and used with high active teacher and student interaction beyond expectations			-		-

► **0.3 Visibility action**

DESCRIPTION OF ACTIVITIES CARRIED OUT

The communication campaign was carried out in all 12 countries covered by the project.

The central message proposed and the activities developed emphasised the role of SDGs and GCE as fundamental tools for education in a global world. In addition to disseminating these messages to a wide audience, the campaign was one of the tools used to engage teachers' participation in the activities of this action. The main target groups were teachers, in-service and pre-service teachers and students.

A communication agency (Zerogravity) was contracted to design the coordinated image of the project and the campaign. Each partner entered into a contract with a communication agency that could support the adaptation of the communication campaign in its own context.

The communication manager, an external consultant, produced a communication plan shared by all partners and agencies. The communication plan identified objectives and actions for both external and internal communication (between the different components of the partnership).

EVALUATION OF ACTIVITIES CARRIED OUT

The indicators used were:

weight relative importance	Field of Evaluation		type of activity	Target Evaluation		Ex-Post Evaluation	
				Target	value	Evaluation	value
1,00%	0.3 Visibility action		A				
0.3	1,00%	Compliance with all communication and visibility procedures and actions of the project according to EU references					
		0,00% not achieved			-		-
		0,30% partially achieved less than 50% of countries			-		-
		0,60% partially achieved over 50% of countries			-		-
		1,00% fully achieved in relation to objectives		1	1,00%		-
		1,20% achieved beyond objectives by developing other communication activities (e.g., development of tools for internal communication)			-	1	1,20%

► 0.4 External /internal evaluations

DESCRIPTION OF ACTIVITIES CARRIED OUT

The project proposal had foreseen both an intermediate internal evaluation and two separate external evaluations focused on:

- a process evaluation, regarding the project in general,
- an evaluation of the impact of subject-oriented teaching materials in relation to students' learning commitments. The latter was the subject of a separate evaluation because of the specific nature and importance of TLUs for the whole action.

The interim internal evaluation and the external evaluation were carried out according to the evaluation guidelines developed by the OECD - DAC (relevance, effectiveness, efficiency, sustainability, impact); in the evaluation of subject-oriented learning materials special emphasis was given to relevance and impact.

The interim internal evaluation was completed more than halfway through the project (almost at the end of the second year). Its main results were shared with the partners, also in order to understand how to continue some activities and how to improve coordination.

The internal evaluation was based on:

- The monitoring and evaluation tools presented quite regularly by the partners (Planning and monitoring tool) made it possible to sum up in one file the achievement of the various targets

- The response to a questionnaire by the partners, aimed at detecting their perception of the relevance, effectiveness, efficiency, sustainability and impact of the project and of the coordination.

In order to contribute to the internal evaluation, a participatory Intermediate Action Review was also carried out during a steering committee meeting (half partners in person and half connected via Internet). At an international seminar, information was gathered with the active involvement of the participants (both teachers and project partners) on: the activities actually implemented almost halfway through the project; the stakeholders of reference for project activities.

Regarding the two external evaluations:

- an external professional was selected and commissioned to carry out the external evaluation;
- an evaluation of the materials provided was carried out by preparing some questionnaires and administering them to the teachers involved and to the students to detect their level of learning of the TLUs (teaching and Learning Units); on the basis of the results of the questionnaires administered (to 2850 students of 139 classes) in the partner countries the Leeds Dec elaborated a report (Report on the results of the GCE Impact Assessment process).

EVALUATION OF ACTIVITIES CARRIED OUT

The indicators used were:

weight relative importance	Field of Evaluation		type of activity	Target Evaluation		Ex-Post Evaluation	
				Target	value	Evaluation	value
3,00%	0.4 External /internal evaluations		A				
0.4	0,60%	Activation of partners' internal monitoring and evaluation tools					
		0,00% not achieved			-		-
		0,18% partially achieved less than 50% of objectives			-		-
		0,36% partially achieved over 50% of objectives			-		-
		0,60% completely achieved with respect to objectives		1	0,60%	1	0,60%
		0,72% achieved over and above target objectives			-		-
0.4	0,90%	effectiveness of internal monitoring and evaluation tools and project reporting					
		0,00% not achieved			-		-
		0,27% partially achieved less than 50% of objectives			-		-
		0,54% partially achieved over 50% of objectives			-		-
		0,90% completely achieved with respect to objectives		1	0,90%	1	0,90%
		1,08% achieved over and above target objectives			-		-

0.4	0,75%	Use of the indications of the internal evaluation for internal comparison between partners and improve operational aspects and organization of activities							
		0,00%	not achieved			-			-
		0,23%	partially achieved less than 50% of objectives			-			-
		0,45%	partially achieved over 50% of objectives			-			-
		0,75%	completely achieved with respect to objectives		1	0,75%	1	0,75%	
		0,90%	achieved over and above target objectives			-			-
0.4	0,75%	Participatory process in the implementation of external evaluation							
		0,00%	not achieved			-			-
		0,23%	partially achieved less than 50% of objectives			-			-
		0,45%	partially achieved over 50% of objectives			-			-
		0,75%	completely achieved with respect to objectives		1	0,75%	1	0,75%	
		0,90%	achieved over and above target objectives			-			-

3.2 OP 1.1: A European sensitization campaign to activate teachers on SDGs and GCE.

- **1.1.1. Realization of a European-wide sensitization campaign through the web, social media and YouTube, to build teacher awareness of, and engagement in the SDGs and GCE**

DESCRIPTION OF ACTIVITIES CARRIED OUT

The information and awareness-raising campaign was realised through the following products and actions:

1) Creation of a transnational website in English

Creation of 11 websites (Austria and the UK opened a specific section on their websites), Ireland used the general English one.

The websites host all educational resources produced by the project; visibility and campaigning materials; background articles; resources for GCE in the classroom.

The European website (<https://www.getupandgoals.eu>) was launched on 1 February 2019. Monitoring was conducted using Google analytics and a software monitoring platform called "Sendible". The former to conduct a quantitative analysis; the latter, to conduct a qualitative analysis.

The European website reached a huge number of users, exceeding the planned targets. In almost one year (1 January 2020 - 8 December 2020), there were 13,364 total sessions. Total page views were 42,249. Total users were 9,211 (5,009 in 2019).

2) Opening of social channels: Facebook (one transnational page in English and 11 national pages, except Ireland which used only Twitter); one Youtube channel and Instagram (but only the Polish partner used Instagram).

The European Facebook page (<https://www.facebook.com/getupandgoals/notifications/>) was published for the first time on 1 February 2019. The planned goal was to reach at least 800 followers. By the end of December 2020 the page had reached almost 1,2450 followers across Europe, exceeding the planned target. These were mostly teachers and school

students. Reactions, comments and shared opinions reacted to the launch of the ADV campaign (both national and European).

The European Youtube channel was launched on 1 March 2019, using the first ADV video (<https://www.youtube.com/channel/UC2WRrsLVks8M0WaAYaluU5>). As of December 2020, the Youtube channel contained more than 50 videos created by both the lead partner and many of the European partners. They were a selection of promos, commercials, interviews and documentaries. In total, the channel had more than 700 views.

3) Implementation of information/awareness-raising campaigns

The first awareness-raising campaign launched was "Hey Teacher!" aimed at teachers on the SDGs and in particular on the four themes covered by the project (climate change, migration, international and gender inequalities).

Two more campaigns were launched in 2020. These campaigns have been designed to be adapted also in country-specific versions, according to the different needs and sensitivities of the 14 partners. They were disseminated using social media and were also published on national and European websites. The 2 campaigns were:

- The Testimony Campaign, to raise awareness of the project's objectives and create awareness among students and teachers; it was developed in 2 main phases:
 - a. The first phase, the so-called Recruitment Campaign, to recruit "testimonials" among teachers and students from different countries, and to create engagement, expectation and suspense. A kind of "competition", to find teachers, students, school managers willing to become the "testimonials" of the national and European campaigns.
 - b. The second phase, the so-called Real Testimonial Campaign, to use volunteer testimonials as "faces" of the project, speaking and giving advice related to the general objectives of the project.
- The Textbook Campaign "A Global History of Humanity", which had the role of disseminating information and raising awareness about the 3 textbooks created by GUAG.

In addition, two short promotional videos were produced: an interview with one of the authors of the textbook, Eric Vanhaute, and a video on the self-assessment tool for schools.

EVALUATION OF ACTIVITIES CARRIED OUT

The indicators used were:

weight relative importance	Field of Evaluation		type of activity	Target Evaluation		Ex-Post Evaluation	
				Target	value	Evaluation	value
	1.1.1 Realization of a European-wide sensitization campaign through the web, social media and YouTube, to build teacher awareness of, and committed to the SDGs and GCE		B				
1.1.1	4,80%	Realization of the communication campaign in all 12 countries with coordinated image of the project and the campaign. Each partner was supported by a local communication agency for the adaptations of the communication campaign in their country.					
		0,00% not achieved			-		-
		1,44% partially achieved less than 50% of countries			-		-
		2,88% partially achieved over 50% of countries			-		-
		4,80% fully achieved in relation to objectives		1	4,80%	1	4,80%
		5,76% achieved beyond objectives by developing other communication activities (e.g., development of tools for internal communication)			-		-
1.1.1	3,60%	quality of the teaching tools proposed especially for the target audience (teachers and students)					
		0,00% not achieved			-		-
		1,08% partially achieved less than 50% of objectives			-		-
		2,16% partially achieved over 50% of objectives			-		-
		3,60% completely achieved with respect to objectives		1	3,60%		-
		4,32% achieved over and above target objectives			-	1	4,32%
1.1.1	3,60%	Accesses registered on social media (facebook)					
		0,00% not achieved			-		-
		1,08% partially achieved less than 50% of objectives			-		-
		2,16% partially achieved over 50% of objectives			-		-
		3,60% completely achieved with respect to objectives		1	3,60%		-
		4,32% achieved over and above target objectives			-	1	4,32%

3.3 OP 1.2: 41 training courses and seminars for teachers on the SDGs and their use in class.

- ▶ **1.2.1 National teacher trainings and peer education**
- ▶ **1.2.1.1 - 36 National teacher training sessions with GCE learning objectives, focused on SDG content and the use of TLUs.**

DESCRIPTION OF ACTIVITIES CARRIED OUT

The activity focused on carrying out a total of 36 training sessions on professional development for teachers (three per country). These training sessions were a key tool to engage teachers in classroom experimentation of TLUs (see output 1.3) and to support the active engagement of students (see output 2.1).

The training focused on the function and content of the SDGs; on the use of TLUs; on the use of the Global History textbook (see output 1.3); on learning through action (i.e. moving

students from Global Learning to active engagement). In some cases, and depending on the individual country context, the training courses were included as part of other relevant courses/meetings already existing for teachers.

In the national workshops, the co-applicants took the opportunity to collect data on competences, needs and constraints of school management representatives and class teachers for the design of the GCE self-assessment tool (see activity 3.1.1), through short focus groups.

The estimate was to reach a total of 900 teachers and to have at least 480 of them involved in the testing of the TLUs and in facilitating student support.

EVALUATION OF ACTIVITIES CARRIED OUT

The indicators used were:

weight relative importance	Field of Evaluation		type of activity	Target Evaluation		Ex-Post Evaluation	
				Target	value	Evaluation	value
	1.2.1 National teacher trainings and peer education:						
8,00%	1.2.1.1 - 36 National teacher training sessions with GCE learning objectives, focused on SDG content and the use of TLUs.		B				
1.2.1.1	2,00%	realization of 36 national professional development trainings for teacher (three per country)					
		0,00% not achieved			-		-
		0,60% partially achieved less than 50% of objectives			-		-
		1,20% partially achieved over 50% of objectives			-		-
		2,00% completely achieved with respect to objectives		1	2,00%	1	2,00%
		2,40% achieved over and above target objectives			-		-
1.2.1.1	2,00%	N. teachers total countries involved in the training courses					
		0,00% not achieved			-		-
		0,60% partially achieved less than 50% of objectives			-		-
		1,20% partially achieved over 50% of objectives			-		-
		2,00% completely achieved with respect to objectives		1	2,00%		-
		2,40% achieved over and above target objectives			-	1	2,40%
1.2.1.1	1,44%	testing of TLUs (see output 1.3) and support to students for active engagement (see output 2.1)					
		0,00% not achieved			-		-
		0,43% partially achieved less than 50% of objectives			-		-
		0,86% partially achieved over 50% of objectives			-		-
		1,44% completely achieved with respect to objectives		1	1,44%		-
		1,73% achieved over and above target objectives			-	1	1,73%

1.2.1.1	1,28%	Teachers' average rating on training courses							
		0,00%	not achieved			-			-
		0,38%	partially achieved less than 50% of objectives			-			-
		0,77%	partially achieved over 50% of objectives			-			-
		1,28%	completely achieved with respect to objectives		1	1,28%	1	1,28%	
		1,54%	achieved over and above target objectives			-			-
1.2.1.1	1,28%	Number of teachers who have attended the different trainings and seminars, filled the evaluation and declared their intention to adopt the materials developed by the project							
		0,00%	not achieved			-			-
		0,38%	partially achieved less than 50% of objectives			-			-
		0,77%	partially achieved over 50% of objectives			-			-
		1,28%	completely achieved with respect to objectives		1	1,28%	1	1,28%	
		1,54%	achieved over and above target objectives			-			-

► **1.2.1.2 – 120 peer education activities involving teachers on TLUs usage**

DESCRIPTION OF ACTIVITIES CARRIED OUT

The activity was aimed at carrying out 120 peer education meetings between teachers from the same school and/or regions. The activities were conducted by teachers who adopted the teaching materials on the SDGs.

The trainings were carried out in all countries and served to prepare the teachers for the testing of the TLUs, the related assessment tool and - in the case of history teachers - the handbook; from the beginning, it was understood that not all the trainee teachers would become test-takers, so the partners were asked to involve twice as many of them as they planned to do in the tests.

The courses were carried out with the guidelines and a basic model of a pre and post evaluation questionnaire (the outcomes can be found in folder B 8.2 in Gdrive).

By January 2020 (the training was mainly concentrated in the first two years) a total of 1093 teachers had participated, out of 960 expected, and those who had given their willingness to experiment were 536, out of 480 expected. Teachers were often very satisfied with the learning content on the four main project themes.

The peer education activities were conducted at an international level using reference guidelines, produced ad hoc by CISP, (as well as the format for the report), and were conducted with the utmost flexibility, since it was an activity in which the context of individual schools, not just the national context, was also very important. We do not have the final data yet because it is an activity that in some countries shall continue till the end of the project.

EVALUATION OF ACTIVITIES CARRIED OUT

The indicators used were:

weight relative importance	Field of Evaluation		type of activity	Target Evaluation		Ex-Post Evaluation	
				Target	value	Evaluation	value
4,00%	1.2.1.2 – 120 peer education activities involving teachers on TLUs usage		B				
1.2.1.2	2,00%	Realization of 120 peer education activities between teachers of the same school and /or regions (number teacher)					
		0,00% not achieved			-		-
		0,60% partially achieved less than 50% of objectives			-		-
		1,20% partially achieved over 50% of objectives			-		-
		2,00% completely achieved with respect to objectives		1	2,00%	1	2,00%
		2,40% achieved over and above target objectives			-		-
1.2.1.2	2,00%	activity: peer education condotte a livello internazionale tramite linee guida di riferimento,					
		0,00% not achieved			-		-
		0,60% partially achieved less than 50% of objectives			-		-
		1,20% partially achieved over 50% of objectives			-		-
		2,00% completely achieved with respect to objectives		1	2,00%	1	2,00%
		2,40% achieved over and above target objectives			-		-

- ▶ **1.2.2 – 5 International teacher trainings and seminar sessions on SDGs, GCE good practice exchange.**
- ▶ **1.2.2.1 Realization of 3 international multi-stakeholder seminars on exchange of best practice about teaching SDGs in schools. For NGOs Teachers, SDGs experts, University researchers, Local and Educational authorities**

DESCRIPTION OF ACTIVITIES CARRIED OUT

All planned activities were carried out.

The first multistakeholders seminar was held in Austria, in Vienna, in May 2019, organised by the Austrian partner Suedwind. Each partner brought an average of 3 guests between stakeholders and teachers. Several were the representatives of institutions: a Portuguese local authority, the Dutch Ministry of Interior, the Ministry of Education of Czech Republic and Austria, representatives of Universities, education departments of the various countries. There were about 65 participants in total. European Commission task manager Jady Wang was also present.

The focus of the seminar was on migration. Workshops and seminars were alternated with guided tours to Austrian realities active in the field of integration and reception of migrants.

The second Multistakeholders seminar was held in Senigallia in September 2019, organised by the Italian partner CVM. Title: "Welcoming Schools", with focus on gender inequalities.

Format: morning speeches and afternoon workshops. A couple of workshops in English were dedicated to project activities (especially for the international participants brought by the project), e.g. the workshop on the assessment tool for sustainable and global schools. Most of the participants were Italian teachers (because the international seminar was part of a training seminar that CVM organises every year for Italian teachers). The seminar also hosted a round table discussion among several international stakeholders (managers, scholars, NGOs) who were guests of the project.

The third Multistakeholders seminar was held remotely due to the pandemic, in November 2020. Organised by CISP and the CVM partner (because it was supposed to be held in Italy) "#Buildbackbetter: the imperative of Global Citizenship Education".

There were about 80 participants including teachers, local authorities, ministries, members of the European Commission, youth associations. The aim was to close the project by inviting all stakeholders involved in the project over the years to reflect on the main results obtained and the impact these have had on their work, especially in a future perspective. The seminar was opened by greetings from the Italian Ministry of Education and the European Commission (responsible for the DEAR programme). A pestle analysis of the international post-pandemic context and a swot analysis of GCE in Europe carried out by project partners was presented. Actors from the global south involved by the partners also participated. The seminar was divided into parts: the first one, mainly addressed to teachers, took place in September 2020. It was attended by about 100 teachers, most of whom were Italian. It was organised by the CVM.

EVALUATION OF ACTIVITIES CARRIED OUT

The indicators used were:

weight relative importance	Field of Evaluation		type of activity	Target Evaluation		Ex-Post Evaluation	
				Target	value	Evaluation	value
	1.2.2 – 5 International teacher trainings and seminar sessions on SDGs, GCE good practice exchange.						
4,00%	1.2.2.1 Realization of 3 international multi-stakeholder seminar on exchange of best practice about teaching SDGs in schools. For NGOs Teachers, SDGs experts, University researchers Local and Educational authorities		B				
1.2.2.1	1,60%	number of international multi-stakeholder seminar					
		0,00% not achieved			-		-
		0,48% partially achieved less than 50% of objectives			-		-
		0,96% partially achieved over 50% of objectives			-		-
		1,60% completely achieved with respect to objectives		1	1,60%	1	1,60%
		1,92% achieved over and above target objectives			-		-
1.2.2.1	1,20%	Level of participation of participants compared to those expected					
		0,00% not achieved			-		-
		0,36% partially achieved less than 50% of objectives			-		-
		0,72% partially achieved over 50% of objectives			-		-
		1,20% completely achieved with respect to objectives		1	1,20%	1	1,20%
		1,44% achieved over and above target objectives			-		-

1.2.2.1	1,20%	Level of satisfaction feedback given by participants							
		0,00%	not achieved			-			-
		0,36%	partially achieved less than 50% of objectives			-			-
		0,72%	partially achieved over 50% of objectives			-			-
		1,20%	completely achieved with respect to objectives		1	1,20%	1	1,20%	
		1,44%	achieved over and above target objectives			-			-

► **1.2.2.2 Realization of two international trainings on SDGs and GCE**

DESCRIPTION OF ACTIVITIES CARRIED OUT

The activity included two international seminars for teachers, which took place according to the programme.

The first international seminar was realised in March 2019 in Olomuc, Czech Republic, organised by the Czech partner Arpok. "GLOBAL CHALLENGES IN THE WORLD CHALLENGES IN OUR TEACHING'. Half of the project countries were involved (Bulgaria, Italy, Portugal, Romania, Poland). During the micro teaching sessions, teachers had the opportunity to present their own Learning Units being tested.

The second international seminar was held in Viana do Castelo, Portugal, organised by the Portuguese partner IPVC. Participants: Hungary, Ireland, Netherlands, Spain, Austria. GLOBAL CHALLENGES IN THE WORLD CHALLENGES IN OUR TEACHING. Also in this case each partner brought three teachers.

EVALUATION OF ACTIVITIES CARRIED OUT

The indicators used were:

weight relative importance	Field of Evaluation		type of activity	Target Evaluation		Ex-Post Evaluation	
				Target	value	Evaluation	value
3,00%	1.2.2.2 Realization of two international trainings on SDGs and GCE		B				
1.2.2.2	1,20%	Realization of international trainings on SDGs and GCE					
		0,00%	not achieved			-	-
		0,36%	partially achieved less than 50% of objectives			-	-
		0,72%	partially achieved over 50% of objectives			-	-
		1,20%	completely achieved with respect to objectives		1	1,20%	1 1,20%
		1,44%	achieved over and above target objectives			-	-
1.2.2.2	0,90%	Level of participation of participants compared to those expected					
		0,00%	not achieved			-	-
		0,27%	partially achieved less than 50% of objectives			-	-
		0,54%	partially achieved over 50% of objectives			-	-
		0,90%	completely achieved with respect to objectives		1	0,90%	1 0,90%
		1,08%	achieved over and above target objectives			-	-

1.2.2.2	0,90%	Level of satisfaction feedback given by participants							
		0,00%	not achieved			-			-
		0,27%	partially achieved less than 50% of objectives			-			-
		0,54%	partially achieved over 50% of objectives			-			-
		0,90%	completely achieved with respect to objectives		1	0,90%	1	0,90%	
		1,08%	achieved over and above target objectives			-			-

3.4 OP 1.3: Teachers' supporting material on SDGs published online by adapting existing teaching and learning units (TLUs) and developing a Global Geo History manual based on SDGs

- ▶ 1.3.1 - Collection, classification, adaptation, and testing with students of the best existing TLUs on SDG issues in the 12 partner countries.

DESCRIPTION OF ACTIVITIES CARRIED OUT

The activity foresaw that in each country, partners had to select at least 4 or 5 of the best existing teaching and learning units related to climate change, migration and related SDGs (see table).

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all; Goal 11: Make cities inclusive, safe, resilient and sustainable; Goal 12: Ensure sustainable consumption and production patterns Goal 13: Take urgent action to combat climate change and its impacts;	Climate change
Goal 1: End poverty in all its forms everywhere; Goal 2: Zero hunger; Goal 10: Reduce inequality within and among countries; Goal 13: Take urgent action to combat climate change and its impacts (NB1 there is a significant link with "climate migrations")	Migration
Gender equality (also a SDG) will be a crosscutting issue in treating all the above mentioned goals,	Gender equality

The process could be done using different methodologies: i) collecting the TLUs already available in each country (produced by other NGOs, schools, ministries) and adapting them to the common format chosen by the Steering Committee. (in choosing formats, partners capitalised on what was achieved in the "Critical Review" action - see www.teachtheworld.education) ii) translating TLUs available in other languages and adapting them to the specific school context iii) producing new TLUs if not enough appropriate materials were available. In almost all cases the partners produced new TLUs, almost always designing them for multidisciplinary use.

The TLUs were tested by teachers (see 1.2 output) during the planned curricular hours. Comments on the outcome of these tests were collected by an external evaluator in the final TLU report and shared with the steering committee. The outcome of the process was exchanged among teachers from different European countries (see 1.2 activity 2). The teachers who participated in the tests had to be granted a certificate created ad hoc by the project. But this activity was realised only in some specific national experiences.

In order to encourage the dissemination of TLUs in Europe, the Steering Committee chose the 8 best TLUs (indicatively: one for each of the SDGs listed in the table) and they were translated into English and shared through the project website.

Over the 3 years of the project, a total of 94 TLUs were produced, all of them currently available in the "Resource Archive" part of the transnational website, where they are easily accessible thanks to filters by topic, by country and by language. 8 of these 94 TLUs are previous TLUs, jointly selected and translated into English by the partners.

The TLUs were produced

- by providing the partners with a catalogue of "Big ideas" on each of the 4 main topics-contents the project worked on (in addition to the ones mentioned in the proposal, the one on "international inequalities" was also added), the Big ideas and their related quantitative data, were elaborated with the technical support of the external collaborator "Leeds DEC" and are also available for future use, in an appropriate graphical layout, in the "Resources Archive" part of the transnational website;
- by providing the partners with a tool (SAT) composed of pre- and post-assessment fields (for teachers and students) and pre- and post-assessment fields (for students), produced also in this case with the support of the "Leeds DEC";
- by providing partners with guidelines on how to construct Learning and Teaching Units (TLUs), making them coherent with the Big Ideas and the assessment/self-evaluation tools.

In almost all cases, partners produced TLUs from scratch, almost always designing them for multidisciplinary use. A significant part of the teachers participating in the courses (see att. 1.2.1) tested the TLUs and filled in and had their students fill in the pre- and post-intervention evaluation and self-assessment tool (SAT).

The results (provided by 2850 students from 139 classes, from different countries) were collected and processed in a report by Leeds Dec: Report on the results of the GCE Impact Assessment process.

EVALUATION OF ACTIVITIES CARRIED OUT

The indicators used were:

weight relative importance	Field of Evaluation		type of activity	Target Evaluation		Ex-Post Evaluation	
				Target	value	Evaluation	value
14,00%	1.3.1 - Collection, classification, adaptation, and testing with students, the best existing TLUs on SDG issues in the 12 partner countries.		C				
1.3.1	4,90%	Total number of best Teaching and Learning Units collected					
		0,00% not achieved			-		-
		1,47% partially achieved less than 50% of objectives			-		-
		2,94% partially achieved over 50% of objectives			-		-
		4,90% completely achieved with respect to objectives		1	4,90%		-
		5,88% achieved over and above target objectives			-	1	5,88%
1.3.1	4,20%	Number of countries with teachers identifying an improvement in competencies					
		0,00% not achieved			-		-
		1,26% partially achieved less than 50% of objectives			-		-
		2,52% partially achieved over 50% of objectives			-		-
		4,20% completely achieved with respect to objectives		1	4,20%	1	4,20%
		5,04% achieved over and above target objectives			-		-
1.3.1	4,90%	Number of TLU Tests conducted on student population					
		0,00% not achieved			-		-
		1,47% partially achieved less than 50% of objectives			-		-
		2,94% partially achieved over 50% of objectives			-		-
		4,90% completely achieved with respect to objectives		1	4,90%		-
		5,88% achieved over and above target objectives			-	1	5,88%

- **1.3.2 - Develop, and test with students, a European teaching and learning global geo – history manual based on SDG issues.**

DESCRIPTION OF ACTIVITIES CARRIED OUT

One of the most important activities was the preparation of a global geo-history textbook (in three volumes) for students aged 11 to 16 years old. This is an important activity because this material can continue to be used in schools over the years even by those who did not participate in the project. This text remains a tangible legacy of the project and creates the conditions to have an important impact on improving teaching and learning processes for years to come.

The handbook was produced in three volumes, with the advice of historians Eric Vanhaute of the University of Ghent and Claudia Bernardi of the University of Rome3 - both experts in world history, according to the contents and approach described in the proposal and published on the transnational website in the 12 languages provided. For reasons of potential dissemination, it was decided in the last months of the project not to translate it into Irish Gaelic and to include a French translation instead.

The overall production process was carried out through an initial testing phase - followed by the revision of the contents by: a) 80 teachers selected by the partners in the different countries (initially not foreseen); b) three historians for the English language edition; c) a consultant for each of the national translations - and concluded with the final publication.

The text was produced using participatory methodologies, proposing a non-ethnocentric focus and attentive to the global dimension of today's world challenges. The work had three main innovative features, which are currently lacking in textbooks published in Europe: a) it was developed in accordance with world systems theory (aim: overcoming "Eurocentrism"); b) the same basic text was translated and tested in schools in the 12 partner countries and produced an innovative trans-European geo-history textbook (aim: overcoming nationalism); c) it placed a strong focus on the SDGs, analysing the historical developments that led to the problems from which the SDGs originate. It should be noted that while TLUs can be used to support individual parts of the curriculum, the handbook allows for a complete overhaul of the history curriculum.

In concrete terms, the design of the handbook aimed at achieving some specific didactic goals:

- Telling history to all European and world citizens: for this purpose, the text follows the world history approach offering pages of global history, equal for all inhabitants of the continent (and the planet). The global history narrated focuses on the historical facts and mechanisms that have led over time to the growing interconnections between the peoples of the planet. These historical facts and mechanisms include, for example, the role of Islamic empires and long-distance trade in economic and cultural contacts between Europeans, Africans, Indians and Chinese; the Pax Mongolica and the role it played in facilitating relations between East and West; and globalisation from 1500 to the present day.
- Helping students and teachers to choose the important historical elements: there are many historical facts and widening the view to all continents could run the risk of disproportionately multiplying the pages. On the contrary, the text is concise because it selects only those mechanisms and facts that, according to the current evidence of historical science, are of indispensable importance to understand the formation of the present world and its present problems. This manual therefore presents the most relevant historical phenomena and mechanisms that have favoured the unfolding of the global systems in which humanity lives today.
- Telling history clearly: the text's writing style aims at involving students and offers several geo-historical maps that help reinforce understanding through the fundamental mechanism of visualisation.
- Explaining the big issues of today: as well as offering a global view of human affairs over the last 70,000 years, the text offers a historical reconstruction that looks at the origins and evolution of four major issues that challenge the world today: international economic inequality, the status of women, migration, and climate and environmental problems. These issues are linked to the main Sustainable Development Goals (SDGs) that in 2015 the United Nations included in its resolution on the future of humanity and the planet known as the 2030 Agenda, and voted on by 194 countries.

Both the graphics and icons - which have been carefully designed for students with reading difficulties - and the geo-historical maps have been created ad hoc by Giulia Tagliente, who designed the overall graphic project in accordance with the colours and formats chosen by the communication agency - Zerogravity - responsible for the communication campaign.

The didactic apparatus of each of the three volumes was realised thanks to the collaboration of Anna Favalli (former collaborator of important publishers of school material) and Catia Brunelli (teacher, researcher and expert in global citizenship education).

In order to make the contents of the handbook even more usable, two additional products have been realised:

- a set of 30 geo-historical maps, extracted from the manual, accompanied by ad hoc created didactic activities, framed in a coherent graphic design and transformed into Ppts in English downloadable from the international project website. Some of the partners decided to translate them into their own language and disseminate them.
- 12 TLUs in English, additional to the 94 described above and closely linked to the manual, whose use they suggest to teachers through interactive teaching activities. The TLUs are 12 in total, four (one for each macro-theme) for each of the three volumes. Again, some partners decided to translate them into their own language and disseminate them. As far as the implementation process is concerned, the sudden death of Samir Amin, the great Egyptian scholar who had already expressed his willingness to participate in the project, prevented the collaboration of a historian from the South from becoming a reality.

EVALUATION OF ACTIVITIES CARRIED OUT

The indicators used were:

weight relative importance	Field of Evaluation		type of activity	Target Evaluation		Ex-Post Evaluation	
				Target	value	Evaluation	value
10,00%	1.3.2 - Develop, and test with students, a European teaching and learning global geo – history manual based on SDG issues.		C				
1.3.2	3,50%	Realization of the editorial work: quality of content and graphic and didactic exposition					
		0,00% not achieved			-		-
		1,05% partially achieved less than 50% of objectives			-		-
		2,10% partially achieved over 50% of objectives			-		-
		3,50% completely achieved with respect to objectives		1	3,50%		-
		4,20% achieved over and above target objectives			-	1	4,20%
1.3.2	2,50%	Availability of texts in the language of the countries involved in the project					
		0,00% not achieved			-		-
		0,75% partially achieved less than 50% of objectives			-		-
		1,50% partially achieved over 50% of objectives			-		-
		2,50% completely achieved with respect to objectives		1	2,50%	1	2,50%
		3,00% achieved over and above target objectives			-		-

1.3.2	2,00%	Appreciation and use of gobal geo history manuals by teachers and students						
	0,00%	not achieved				-		-
	0,60%	partially achieved less than 50% of objectives				-		-
	1,20%	partially achieved over 50% of objectives				-		-
	2,00%	completely achieved with respect to objectives			1	2,00%		-
	2,40%	achieved over and above target objectives				-	1	2,40%
1.3.2	2,00%	Appreciation and use of gobal geo history manuals by other stakeholders (Universities, European Commission, industry experts, etc.)						
	0,00%	not achieved				-		-
	0,60%	partially achieved less than 50% of objectives				-		-
	1,20%	partially achieved over 50% of objectives				-		-
	2,00%	completely achieved with respect to objectives			1	2,00%		-
	2,40%	achieved over and above target objectives				-	1	2,40%

3.5 OP 2.1: 10 public awareness activities per country, organized by students, and supported by Las and CSOs

- ▶ 2.1.1 - Student implementation of 120 activities to raise awareness on SDGs issues in their local communities.

DESCRIPTION OF ACTIVITIES CARRIED OUT

At the beginning of the project, a logical chain of activities was foreseen by the leading partner, in agreement with all partners, which included: preparation of teaching materials by the partnership - experimentation of the teaching materials (TLU and/or textbook) in the classes, assessment and self-assessment of the students on what they had learnt - further involvement of the students in activities to disseminate the topics learnt at school in their local communities thanks to the support of communication/theatre agencies.

This last link in the chain, represented by activity 2.1.1, was the one that underwent most significant changes due to the intervention of Covid 19. A minority of the 120 actions had been implemented before the pandemic, but most had to be implemented digitally or in a way different than the one planned.

The partners elaborated effective tools to react to the new situation, most of which were online ways to implement the actions:

- In Poland, a game on migration was produced for male and female students, which could also be proposed online; a guide and a video for young activists, to build citizenship actions both online and offline;
- in Bulgaria an online campaign was created for students: pajama gardeners.

EVALUATION OF ACTIVITIES CARRIED OUT

The indicators used were:

weight relative importance	Field of Evaluation		type of activity	Target Evaluation		Ex-Post Evaluation	
				Target	value	Evaluation	value
12,00%	2.1.1 - Student implementation of 120 activities to raise awareness of SDGs issues in their local communities.		B				
2.1.1	4,80%	Organization of student involvement activities to disseminate the themes learned at school to local communities with the support of communication/theater agencies.					
		0,00% not achieved			-		-
		1,44% partially achieved less than 50% of objectives			-		-
		2,88% partially achieved over 50% of objectives			-		-
		4,80% completely achieved with respect to objectives		1	4,80%	1	4,80%
		5,76% achieved over and above target objectives			-		-
2.1.1	4,80%	Creation of communication materials by students on SDGs issues (e.g. exhibitions, gadgets, movies, etc.).					
		0,00% not achieved			-		-
		1,44% partially achieved less than 50% of objectives			-		-
		2,88% partially achieved over 50% of objectives			-		-
		4,80% completely achieved with respect to objectives		1	4,80%	1	4,80%
		5,76% achieved over and above target objectives			-		-
2.1.1	2,40%	Production of promotional materials, visibility actions for the involvement of young people by partners					
		0,00% not achieved			-		-
		0,72% partially achieved less than 50% of objectives			-		-
		1,44% partially achieved over 50% of objectives			-		-
		2,40% completely achieved with respect to objectives		1	2,40%	1	2,40%
		2,88% achieved over and above target objectives			-		-

3.6 OP 3.1. A European GCE quality self assessment manual for schools and teachers

► 3.1.1: Designing and implementation of 'Global School' self-assessment tools

DESCRIPTION OF ACTIVITIES CARRIED OUT

The activity involved the design of a self-assessment tool to enable schools and teachers to:

- Better plan the delivery of Global Learning in the life of the school;
- Provide teachers and NGOs with tools to measure the impact of their GCE teaching on students.

This was developed through a participatory process, managed by the Steering Committee with the technical support of a consultant chosen among the most qualified in Europe. Both tools were developed with the advice of the Leeds DEC (Leeds Development Education Centre).

The aim of the tool was to facilitate participating teachers' self-assessment of the impact of their involvement on their school (i.e. impact on professional development, overall learning in the classroom through curriculum content and active student engagement).

The development of a self-assessment model started from some relevant considerations shared with the co-candidates during the design of the proposal: the importance of evaluating GCE activities and the awareness of the difficulty of doing so with frameworks from other fields of analysis (development, cooperation, humanitarian aid...); the need to develop new approaches to the evaluation of GCE activities; the need to assess the impact of GCE activities on the school's professional development; the need to assess the impact of GCE activities on the school's overall learning; the need to develop new approaches that could take into account all the specificities of the field (education, behaviours, values and attitudes, beliefs...); referring to GENE studies on evaluation, which show the importance of the topic; GCE evaluation as a hot topic nowadays among researchers in Europe (e.g. The Development Education Research Centre, Institute of Education, London, UK).

The principles of the assessment system were inspired by the UNESCO 2015 text: 'GCE, Topic and learning objective', Global Competency for an inclusive world, and by recent research, e.g. DEEEP 2015, Monitoring Global Education for Global Citizenship.

The evaluation system was divided into a set of operational tools and a user manual. Both aimed at ease of use also outside the schools directly involved in the action.

The implementation phases were as follows: - Phase 1: Design of an agreed set of "Global School" tools. These were designed drawing on the experience of school management teams and classroom teachers, so that they could meet the needs and take into account the constraints faced by practitioners. A cross-country framework for assessing global learning was developed to enable schools to measure institutional delivery of Global Learning and plan for more in-depth and systematic delivery of global learning across the school.

The Leeds DEC, in collaboration with the CISP team, produced a self-evaluation tool for sustainable and global schools. It can be downloaded at:

<https://www.getupandgoals.eu/resources/guide-for-global-schools/guidance-for-schools>

The English test also consists of a guide for schools and a set of indicators and evidence to help schools understand where they stand on global citizenship education and sustainability at school, plan a global curriculum strategy in line with the 2030 Agenda, and systematise existing experiences. The tool specifically addresses 6 dimensions of school life:

- 1 Teaching and learning
- 2 Student involvement and action
- 3 Resources, procurement and recruitment
- 4 Leadership and Management
- 5 Staff Development
- 6 Communication

Each country adapted the tool to its local context. This tool was not tested directly with schools in all contexts, also due to the COVID pandemic.

In contexts where there were already initiatives such as green schools or global schools, partners entered into dialogue with these tools to enrich them.

This activity provided teachers with the tools to measure the impact of their GCE teaching on students, in relation to specific lessons and modules they teach. In this way, an attempt

was made to bridge the gap between the general frameworks for global learning that currently exist, and the needs of teachers to evaluate what they actually teach.

As part of this, a number of subject/theme-specific assessment frameworks were developed along with reflection and assessment tools.

Teachers received training/coaching on GL assessment methodologies linked to these tools. The aim was to enable teachers to measure progress in students' knowledge, understanding, skills, competencies (and, where appropriate, attitudes and values) in relation to the key global learning themes related to SDG4.7. A brief guide to the use of the GL assessment methodologies was also produced, and electronic copies were made available to teachers in the participating countries.

The experimenting teachers administered the entry and exit questionnaires (before and after the experiment, which possibly had to be linked to a citizenship action). On the basis of the results of the questionnaires administered (to 2850 students in 139 classes) in the various countries, the Leeds Dec produced a report (Report on the results of the GCE Impact Assessment process (also mentioned in Activity 0.4 - Evaluation)).

This evaluation tool can be a part of the more general evaluation tool for global and sustainable schools.

EVALUATION OF ACTIVITIES CARRIED OUT

The indicators used were:

weight relative importance	Field of Evaluation		type of activity	Target Evaluation		Ex-Post Evaluation	
				Target	value	Evaluation	value
9,00%	3.1.1: Designing, and implementation of a 'Global School' self-assessment tools		C				
3.1.1	1,80%	Provision of self-assessment tools for students and teachers to detect school learning levels					
	0,00%	not achieved			-		-
	0,54%	partially achieved less than 50% of objectives			-		-
	1,08%	partially achieved over 50% of objectives			-		-
	1,80%	completely achieved with respect to objectives		1	1,80%	1	1,80%
	2,16%	achieved over and above target objectives			-		-
3.1.1	3,60%	Organization and management of the process accompanying teachers for the use of self-assessment tools					
	0,00%	not achieved			-		-
	1,08%	partially achieved less than 50% of objectives			-		-
	2,16%	partially achieved over 50% of objectives			-		-
	3,60%	completely achieved with respect to objectives		1	3,60%	1	3,60%
	4,32%	achieved over and above target objectives			-		-

3.1.1	3,60%	Number of self-assessment tool for resource teachers and NGOs with the tools to measure the impact of their GCE teaching on students						
		0,00%	not achieved			-		-
		1,08%	partially achieved less than 50% of objectives			-		-
		2,16%	partially achieved over 50% of objectives			-		-
		3,60%	completely achieved with respect to objectives		1	3,60%		-
		4,32%	achieved over and above target objectives			-	1	4,32%

- **3.1.2 - Realization of 2 international workshops to discuss and share the country-specific versions of the 'Global School' self-assessment tools.**

DESCRIPTION OF ACTIVITIES CARRIED OUT

The activity foresaw the realisation of 2 international workshops to discuss and share the nationally adapted versions of the 'Global School' self-assessment tools.

The workshops were carried out and partners received training on evaluation methodologies:

the first workshop analysed the implementation of the Whole Schools Framework in each country and the development of country-specific assessment tools. Each partner contributed to the development of the analysis of the key issues (on which the reflection/evaluation tools had to be based) and related them to the opportunities in their national curriculum.

In the second workshop, the evaluation programme was reviewed and a review published and circulated through European and international development education networks.

In each of the international seminars, a workshop with partners and their stakeholders on the tools was dedicated to contribute to a participatory drafting process. The two final products were presented and discussed in a workshop at the closing seminar on 20 November 2020.

A video promoting the tool was produced in English, and some partners are translating it in their languages.

EVALUATION OF ACTIVITIES CARRIED OUT

The indicators used were:

weight relative importance	Field of Evaluation		type of activity	Target Evaluation		Ex-Post Evaluation	
				Target	value	Evaluation	value
3,50%	3.1.2 - Realization of 2 international workshops to discuss and share the nationally adapted versions of the 'Global School' self-assessment tools.		B				
3.1.2	1,75%	Implementation of 'Global School' self-assessment tools					
		0,00% not achieved			-		-
		0,53% partially achieved less than 50% of objectives			-		-
		1,05% partially achieved over 50% of objectives			-		-
		1,75% completely achieved with respect to objectives		1	1,75%	1	1,75%
		2,10% achieved over and above target objectives			-		-
3.1.2	1,75%	Presentation and sharing of "Global School" self-assessment tools to project partners					
		0,00% not achieved			-		-
		0,53% partially achieved less than 50% of objectives			-		-
		1,05% partially achieved over 50% of objectives			-		-
		1,75% completely achieved with respect to objectives		1	1,75%	1	1,75%
		2,10% achieved over and above target objectives			-		-

- **3.1.3- Implementation of the 'Global School' self-assessment tools, by teachers and schools involved in the action, in the 12 partner countries.**

DESCRIPTION OF ACTIVITIES CARRIED OUT

In this activity, the implementation of the 'European Global School' self-assessment tools, by teachers and schools involved in the action, in the 12 partner countries, was carried out. The process was parallel to the deployment of the activities.

The consultant involved offered support and mentoring during this process. Feedback from partners on evaluation tools and methodologies was collected and a short guide on impact evaluation will be produced.

EVALUATION OF ACTIVITIES CARRIED OUT

The indicators used were:

weight relative importance	Field of Evaluation		type of activity	Target Evaluation		Ex-Post Evaluation	
				Target	value	Evaluation	value
4,50%	3.1.3- Implementation of the 'Global School' self-assessment tools, by teachers and schools involved in the action, in the 12 partner countries.		C				
3.1.3	2,25%	Activation of the self-assessment tools "European Global School" according to the objectives					
		0,00%	not achieved		-		-
		0,68%	partially achieved less than 50% of objectives		-		-
		1,35%	partially achieved over 50% of objectives		-		-
		2,25%	completely achieved with respect to objectives	1	2,25%	1	2,25%
		2,70%	achieved over and above target objectives		-		-
3.1.3	2,25%	Preparation of a "European Global School" self-assessment user guide					
		0,00%	not achieved		-		-
		0,68%	partially achieved less than 50% of objectives		-		-
		1,35%	partially achieved over 50% of objectives		-		-
		2,25%	completely achieved with respect to objectives	1	2,25%	1	2,25%
		2,70%	achieved over and above target objectives		-		-

4. ANNEXES

ANNEX 1: Main references and documents consulted for evaluation purposes

The main references and documents consulted were as follows

<https://www.getupandgoals.eu>

<https://www.getupandgoals.it>

viewing and downloading materials on eu and it sites for use by teachers, students and the wider public.

- Annex A2 Full Application CISP
- Copy of DEF. All the datas + BUDGET from the partners LFs-gen21
- CISP Logframe matrix of the project year 2
- GET UP AND GOALS! Presentation-Jan2021
- DEAR_GetUpGoal_ME_Plan_24-July-2018_ver04
- ADRA strategy to achieve overall objective
- APA (IE) GUG strategy_general objective
- ARPOK strategy_general objective
- CISP strategy_general objective_F
- CMO Dutch strategy for the achievement of the general objective B12
- COOPERA_strategy_general_objective_1910
- CVM_strategy_general objective
- IPVC strategy_general objective
- PI Country Strategy to link GCE Na Styku
- GCE_strategy_for_Printing_Final
- Strategy to achieve the general objective_Südwind

- Interim report format_CISP
- Interim report_firts year_GETUP Jan.2019
- CISP interim report year 2
- DEF. All the datas from the partners LFs (January 2020)
- IAR done by CISP at international Seminar in Olomouc 22 Mar 19
- Multistakeholder Seminar CVM 2019 feedback
- Feedback on Multistakeholder Seminar CVM 2019 (Responses)

- CISP_Self Evaluation_GetUp_Sept2019-3nov2020
- final_GUG_Internal_MidTerm_Evaluation_ver_08-06-2020
- ADRA_Template_Self Evalutation_GetUp_Sept2019
- APA_Template_Self Evalutation_GetUp_Sept2019

- ARPOK_Template_Self Evaluation_GetUp_Sept2019
- CISP_Self Evaluation_GetUp_Sept2019
- CMO Template_Self Evaluation_GetUp_Sept2019-CMO
- COOPERA GUG_3_Template_Self Evaluation_1909
- CVM_Self Evaluation_GetUp_Sept2019
- EA Template_Self Evaluation_GetUp_Sept2019 (European Academy)
- IPVC_Self Evaluation_GetUp_Sept2019_IPVC
- Na_Styku_Self Evaluation_GetUp_Sept2019
- Südwind_Self Evaluation_GetUp_Sept2019_cs
- Template_Self Evaluation_GetUp_Sept2019 LWC (UK)

- OJG_Training Package_CISP
- OJG_CVM_interreport_Y1
- GUaG TEsting TLUs for CV (ROMANIA_Responses)
- GUaGs SAT Analysis Report 22.5.2020
- GUAG Communication Report FINAL 2020

- QUESTIONNAIRE for TEACHER Nov 2020
- Questionnaire for teacher-CMO
- GUG QUESTIONNAIRE for TEACHER results COOPERA

- Final Questionnaire for teacher_ARCI - BULGARIA
- Final questionnaire for teacher_ARPOK - CZECH REPUBLIC
- Final questionnaire for teacher_CISP - ITALY
- Final questionnaire for teacher_CMO - NETHERLANDS
- Final questionnaire for teacher_COOPERA - SPAIN
- Final questionnaire for teacher_CVM - ITALY
- Final Questionnaire for teacher_EA - ROMANIA
- Final Questionnaire for teacher_IPVC-PORTUGAL
- Final Questionnaire for teacher_LWC - UK
- Final Questionnaire for teacher_NA STYKU - POLAND
- Final questionnaire for teacher_SUEDWIND TIROL - AUSTRIA
- Final questionnaire teachers 2021 - comparison-elaboration-25mar2021

- WSA Report_DRAFT 250321
- Impact Assessment Report summary_Mar2021

ANNEX 2: ValueProject's methodological and working references

The assessment methodology framework proposed to be used for this project is part of the proprietary assessment system called **ValueProject** developed in 2005 and updated over the years.

The methodological approach of ValueProject is based on tools and materials developed and published by UNDP, EU, OECD - DAC and leading international and national organisations, as well as scholars and experts in evaluation, local development, social and economic analysis.

ValueProject is conceived as an open methodological platform that can be modulated on the specific evaluation needs to be activated. It has been built to correlate the evaluation process in a clear and objective way on the intentions of the actions (strategies and operations), on the activities carried out and on the results (output and outcome) in order to become a support tool for government and management.

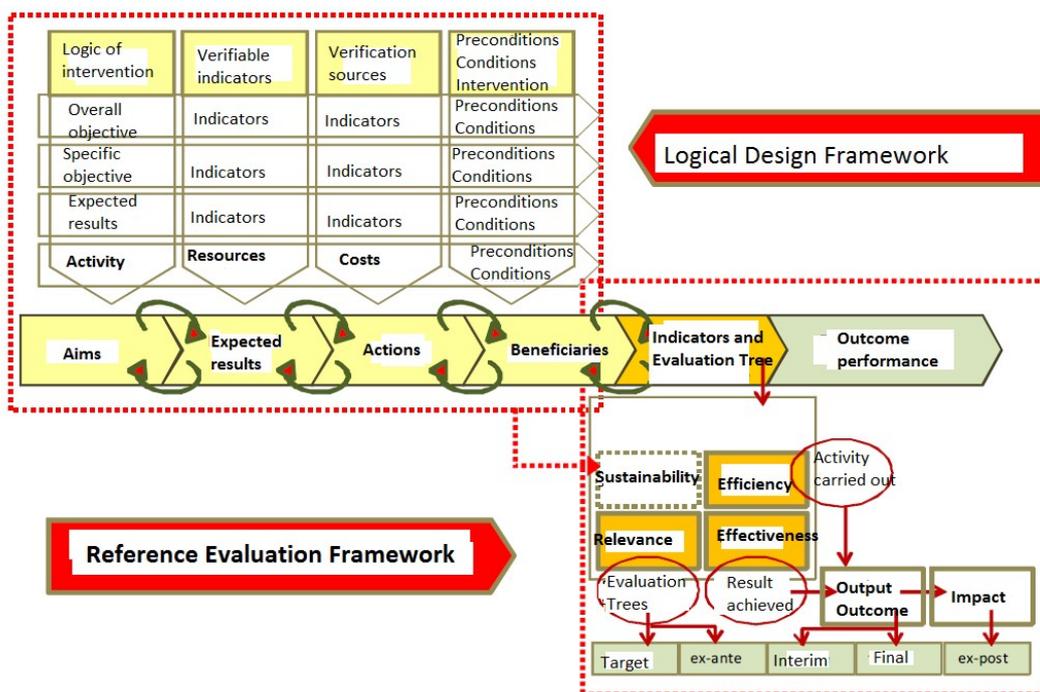
ValueProject is a methodological approach aimed at designing and building **assessment models** by integrating and correlating qualitative and quantitative measurement indicators within a rating system.

The rating system constructed by ValueProject makes it possible, in particular, both to attribute a differentiated importance that activities/objectives may have in a project and to express different levels of achievement of the expected results with respect to the set objectives. These two aspects represent specific qualifying elements of distinctiveness and potentiality of the ValueProject methodological approach within the wide and varied "world of evaluation".

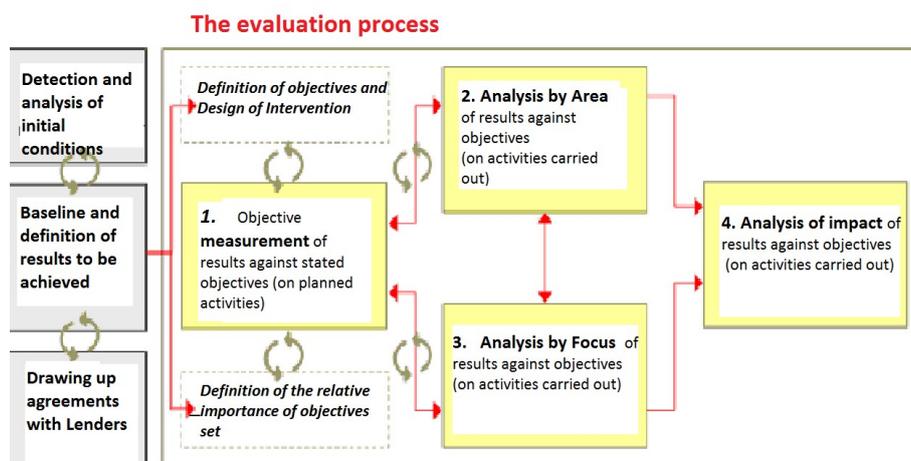
Distinctiveness, because evaluations are normally limited to the identification of indicators and their measurement, whereas in ValueProject an "evaluation tree" is built, i.e. a system is set up that correlates all indicators to measure the various components of a project (providing information both linked to the single indicator and to "families" of indicators, up to a single summary value).

Potentiality, because it allows to involve several stakeholders in the attribution of the relative importance to be given to activities and objectives and to evaluate project results from different points of interest. In the same way, the funder can indicate what is most important to him. The "tree" system also makes it possible to use the same evaluation architecture for several different projects and to carry out comparative and evaluative analyses (with the same metrics) on different situations.

In the following macro diagram, provided as an example, links are made to some of the reference tools used in ValueProject, such as the Logical Design Framework and the key principles widely referred to in the relevant literature such as sustainability, relevance, efficiency and effectiveness.



In the ValueProject approach, the evaluation process starts from the development of an Evaluation Framework according to the following scheme:



This last scheme indicates the presence of a series of structural components that start from the analysis of the initial conditions, passing through a phase of detection, processing and analysis of the results that are being achieved by field of intervention (all the planned activities) and allowing the extrapolation of specific relevant aspects and the possibility to produce an analysis by result focus and finally ending with an impact analysis to detect the effects that have been produced in the territorial system in which we intervened.

The evaluation process takes as a reference point of analysis the whole project by correlating its Declared Purposes, its Expected Results, and Actions activated to elaborate the Performance Analysis. Operationally, the evaluation system is constructed by carrying out:

- **the relevance analysis and the attribution of the relative importance** among the various results to be achieved (classification from the most important to the least important);
- **the construction of the indicators** that can best represent the meaning of the specific result to be achieved;
- the structuring of these **indicators** by "**families**" in order to represent the articulation and the totality of the individual results to be achieved;
- the introduction of a **system of "weights"** for the indicators that profile in this way the different relative importance (relevance) that the results have among them; the whole of the articulation of the weights is recomposed in an "evaluation tree";
- **the construction of the "evaluation tree"** makes it possible to overcome the logic of individual indicators, but proposes an articulated system of indicators capable of representing the overall results that a project can achieve;
- the attribution of the relative importance of the results can also be carried out to **represent several points of view** (e.g. the different objectives of the stakeholders) and result in the construction of several weighting systems; in this case, several "**evaluation trees**" are prepared that "profile" the relative importance that is attributed to the results expected by the different stakeholders;

Finally, thanks to the construction of the evaluation trees, the analysis model gives the possibility to compare the results achieved with respect to the different objectives of the various stakeholders, to use the same evaluation tree for several projects and to compare the performance between different projects which may also have different contents.

ANNEX 3: Gideon and Rosenblatt's Engagement Pyramid Model

The **Gideon and Rosenblatt Engagement Pyramid Model** is based on 6 levels to measure the involvement of direct and indirect beneficiaries achieved by a project. Below is a description of the 6 levels from lowest to highest.

LEVEL 0: Consumer of information about the project or the problems it aims to solve:

- Is exposed to information about the action.
- Contact with the action is casual, e.g. through the media, a public street event, promotional material, an announcement, a lesson or a session at school.

LEVEL 1 - Spectator/awareness:

- Is aware of the action and problem with which he/she interacts.
- Engagement is irregular, e.g. through occasional visits to a project website, blog or Facebook page or through access to a report.

LEVEL 2: Follower/interested party:

- Is interested in the action/problem and keeps or agrees to be kept updated, without further engagement
- Contact is made through direct communication (e.g. email subscription, Twitter follower, Facebook like). However, beyond participation in a free public event (such as a performance, theatre show, public discussion), there is no contribution in terms of energy and commitment.

LEVEL 3: Supporter

- Agrees and expresses support for the action
- Agrees to perform a simple action after getting in touch with the project, e.g. signs a petition, endorses and forwards a message or an electronic link about the project, attends an event that has an entrance fee, takes part in a project discussion meeting, attends a workshop/seminar, or a conference session, changes purchase behaviour related to an item or a range of similar items.

LEVEL 4: Activist

- Engages in action parties
- Participates e.g. in a workshop-seminar series or a conference, helps at a project event, participates in a public project event, tests project ideas or resources, makes a public statement of personal support, changes one's purchasing behaviour with respect to a range of items.

LEVEL 5: Multiplier

- Is committed to action and promotes it with others
- Systematically promotes the issues raised by the project in his/her own social or working environment, e.g. promotes involvement in the project's issues and ideas among friends and acquaintances, people in the local community or in the workplace.

LEVEL 6: Innovator

- Engages in action/problems and develops and implements (new) ideas for its promotion
- Works and reaches out to others to develop and implement new ideas for action; e.g. introduces new approaches in schools, organises creative activities/media events, initiates lobby meetings with decision makers, develops new policy formulations.
- The Engagement Pyramid is only one of many tools that can help us assess the results and impacts of an awareness-raising project. It is very difficult to "measure" something as subjective as change in thinking/behaviour in the target group, but it is increasingly important to use a standard that allows us not only to measure our results, but also to compare them over time with our own initiatives or those of others. Only in this way will it be possible to objectively assess the impacts and "adjust the focus" in future projects.

(source: <https://news.prodosacademy.com/progetti-dear/>)