Scouting our way towards active global citizenship in EYD 2015 and beyond

Final Evaluation Report

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1 Executive Summary

<mark>Hana</mark>

This evaluation report presents the findings of the final external evaluation of project titled "Scouting our way towards active global citizenship in EYD 2015 and beyond". The main objective of the project is to empower scouts (and guides) in 7 EU countries to boost locally and globally responsible lifestyle in their communities, the European Scout movement and the world society. The evaluation is based on a range of methodological tools - desk review of documents, interviews with implementing partners and other stakeholders, focus groups with instructors involved in the project, two online surveys and evaluation activities focused on scouts and guides. The evaluation process was accompanied by numerous methodological limits, mainly related to low response rate and low availability of relevant stakeholders.

Table 1 – Overview of strengths and weaknesses identified

Strengths identified	Weakness identified

Table 2 – Overview of key lessons learnt

Table 3 – Overview of key recommendations

RECOMMENDATION	LEVEL OF PRIORITY

2 Introduction

<mark>Hana</mark>

This evaluation report presents the findings of the final external evaluation of project titled "Scouting our way towards active global citizenship in EYD 2015 and beyond". It is based on a range of methodological tools - desk review of documents, interviews with implementing partners and other stakeholders, focus groups with instructors involved in the project, two online surveys and evaluation activities focused on scouts and guides. The research was carried out from September to November 2017. This report is intended especially for the project donor and for all project implementing partner organisations. The report should be made available to other relevant stakeholders upon request. The report follows DAC and EC Criteria for Evaluating Development Assistance as the determining guidelines and serves accountability, transparency and learning purposes.

3 Project description

<mark>Hana</mark>

The implementation period of the project **Scouting our way towards active global citizenship in EYD 2015 and beyond**, Ref.No.: EuropeAid/134863/C/ACT/MULTI was set to December 2014 - December 2017. The overall budget of the project is 1 630 850 EUR (EC co-financing 94,98%). The project is implemented in seven EU countries: Czech Republic, Germany, Greece, Poland, Slovakia, Slovenia, UK (Scotland). The project partners include NaZemi (Czech Republic, lead agency) ten partner organisations and four project associates (see table on page 4). The project objective and results are described in table 1 below.

Table 4 - Project description

Objectives, results, activities	Indicators
Specific Objective: By 2017, Scouts in 7 EU countries are empowered to boost locally and globally responsible lifestyle in their communities, the European Scout movement and the world society.	- At least 1/3 of all Scouts in the 7 EU countries reached indirectly through the action - At least 1/5 of all Scouts in the 7 EU countries will be directly addressed by the activities of the action - Majority of directly reached Scouts feel more empowered that they can make a contribution to positive change - The global issues are inherent part of national and international Scout events
Result 1: Scout leaders have a deeper understanding of current debates on post-MDGs and global issues such as eradication of poverty, support for justice, equality, human rights and sustainable ways of living in their complexity, they critically reflect their role in these issues and implement innovative, participatory Development Education (DE) programs into activities of Scout groups. (2800 trained Scout leaders reaching up to 52,000 Scouts)	- 1.1 2800 realized DE programs - 1.2 52 000 Scouts directly reached by various educational tools and channels - 1.3 At least 80% of trained Scout leaders evaluate the training has enhanced their competences for DE - 1.4 At 40% of Scout groups involved confirm they changed their practice towards more responsible lifestyle
Result 2: Scout groups take informed actions on global issues related to EYD 2015 and post- 2015 development agenda. (5100 Scouts actively organizing actions reaching up to 5.2 million citizens)	- 2.1 At least 260 informed actions organized by Scout troops on EYD 2015 and post-MDGs agenda - 2.2 At least a half of the informed action is promoted by media.
Result 3: Global associations of Scouts share critical views on post-MDGs agenda and good practice on how to engage with global issues. (2 global associations promoting DE actively, reaching to Scout movements in 28 EU countries)	- 3.1 The key themes of post-MDGs agenda are mainstreamed during at least 60 national and at least 6 international events - 3.2 Both global Scout association engage and promote DE to considerably greater extent

Table 5 - Key Project Stakeholders

Type	Organisation
Donor	EC / DG Devco – main donor
Lead agency	NaZemi (Czech Republic)
Project partners	1. Junak – Czech scouting 2. Scotdec (Scottish Development Education Centre) 3. Fair Trade Hellas (Greece) 4. Zwiazek Harcerstwa Polskiego (Polish Scouting and Guiding Association) 5. Scouts of Greece (Soma Hellinon Proskopon) 6. INKOTA-netzwerk e.V. (Germany) 7. Society for Human Rights and Supportive Actions HUMANITAS (Slovenia)

Type	Organisation
	8. Slovenský skauting (Slovakia) 9. Slovenian Catholic Girl Guides and Boy Scouts Association (ZSKSS) 10. Slovak Centre for Communication and Development
Project associates	➢ The World Association of Girl Guides and Girl (WAGGGS) , Belgium ➢ Bureau Européen du Scoutisme (WOSM), Belgium ➢ Fundacja Kupuj Odpowiedzialnie, (Buy Responsibly Foundation) Poland ➢ 7th Stirling (Beechwood) Scout Group, UK
Target group	- at least 2 800 Scout leaders, rovers and rangers in target countries; equally men and women - 5100 members of Scout groups in target countries, equally boys and girls, who will be stimulated to take at least 260 informed actions
Direct Beneficiaries	- 52 000 (approx..) members of scout organizations in the seven countries
Indirect Beneficiaries	- young people who are Scouts' peers in schools or among friends - adults in contact with the Scouts - parents, teachers, etc. - estimated 5,2 mil people (in)directly reached by the action
Others	- National and local authorities - Media

4   Evaluation Methodology

4.1   Objectives of the evaluation

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The midterm evaluation is being conducted primarily for learning as well as for accountability and transparency purposes. The evaluation covers 36 months of the implementation period and all project components as per the application and logical framework. The evaluation was carried out all the project countries with regards to questions examining levels of scout organizations, GDE experts and scout leaders. Four of the project countries (Czech Republic, Greece, Slovakia, Slovenia) were selected to carry out the evaluation in more depth in cooperation with local evaluators and targeting the level of scouts and rovers.

The **objectives** of the evaluation are as per the TOR:

• Provide an independent assessment of the project's development, progress and performance against targets.
• Determine the relevance and fulfilment of objectives, effectiveness, efficiency, impact and sustainability of the project at both international and national levels.
• Indicate lessons learned to ensure success and to improve likelihood of impact and sustainability for project continuation.
• Provide information and assessment of what has worked well and what has not worked so well and why and offer recommendations for the future.

 The evaluation report will be shared with the European Commission and other relevant institutions (e.g. national donors etc.) well as the national project partners and associates.

4.2   Evaluation Approach and Methodology

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The midterm evaluation has focused on the following parameters of the donor agency - relevance, effectiveness, efficiency and sustainability. The evaluation aimed to combine mixed quantitative as well as qualitative methods. Due to low response rate of evaluation surveys, qualitative data were the predominant source of information for the evaluation. To found credibility of the evaluation findings and provide sufficient grounds to build conclusions and recommendations, information gathered was triangulated (verified from 2 or more sources) when possible. Participatory approach was fostered throughout the entire evaluation process to the maximum degree possible. Focus is placed on learning and utilization of evaluation findings among key stakeholders. The evaluation was carried out in line with international evaluation standards and approaches, including the EC Project Cycle Management Manual and the OECD/DAC evaluation criteria and guidelines. Ethical guidelines of the evaluation as well as its purpose were shared with all evaluation stakeholders so that common understanding and ownership was ensured.

The evaluation questions outlined in the terms of reference have adjusted and expanded following agreement with the implementing partners during a joint project event in Slovakia attended by the lead evaluator. The final evaluation questions are stated below. The evaluation (sub)questions, indicators, sources and methods are included in the evaluation matrix attached to this report. The DAC and EC Criteria for Evaluating Development Assistance are used as the determining guidelines.[1]

Overall

1. **What are the key strengths and weaknesses of the project?**
   1.1. What are the key strengths of the project?
   1.2. What are the main challenges of the project?
   1.3. How can these challenges be dealt with or avoided in future?

2. **What are the main lessons learnt?**

3. **What are the key recommendations a possible continuation?**

Relevance

The extent to which the objectives of the development intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donor's policies.

LEVEL OF SCOUT LEADERS

1. **To what extent was the action relevant to the priorities of the scout leaders and their clubs?**
   1.1. What themes do the scout leaders consider most relevant and applicable? Why?
   1.2. What themes do the scout leaders consider least relevant and applicable? Why?

Effectiveness and impact

The extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.

PROJECT LEVEL

1. **To what extent have the different national contexts influenced the project implementation in the respective countries?**
   1.1. What were the key factors (internal/external) that have influenced the project implementation during the first project phase on national level? (positively, negatively)
   1.2. How have the implementing partners dealt with the challenges encountered?

2. **Was there any added value of cross-country cooperation?**
   2.1. What was the effect of the sharing meetings in terms of experience sharing and learning?

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[1] *See* *http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm*

LEVEL OF GLOBAL EDUCATION TRAINERS

1. **How has their perception and way of thinking about global development changed in the course of the project?**
   1.1. How has their perception and way of thinking evolved over the course of the project?
   1.2. To what extent has the project contributed to the change identified, if any?

2. **Are they able to further carry out education and awareness raising activities within their respective regions/associations?**
   2.1. What kind of new knowledge and competences did they gain?
   2.2. What DE activities are the experts carrying out as required by the project and/or on top of direct project requirements?
   2.3. What support from the implementers did the trainers appreciate most? What support did they miss or perceived as insufficient?

3. **What are the limiting factors they encounter in their respective regions and how can these be overcome?**
   3.1. What factors (if any) are hindering the GE trainers from further commitment and concrete actions in GE? (e.g. cooperation with local scout centers, structure of national scout organisations etc)
   3.2. What supportive actions (if any) should be taken in order to ensure long term and active approach of the trainers in GE?

4. **What is the impact of the GDE experts' activity on the activities and general functioning of the relevant scout groups/organizations?**
   4.1. What has changed within scout groups as a result of working with the GE trainers?
   4.2. What was the participants' feedback to the actions carried out by the trainers?
   4.3. What was the participants' feedback to the tools/materials offered ?

LEVEL OF SCOUT LEADERS

1. **To what extent are the scout leaders able to apply the themes and principles in practice?**
   1.1. What themes/principles do the scout leaders mostly use in their practice? Why?
   1.2. What themes/principles do the scout leader find difficult to implement? Why?

2. **Can they work with the programs effectively?**
   2.1. What programs/learning activities do the scout leaders mostly use in their practice? Why?
   2.2. What programs/learning activities do the scout leaders find difficult to implement? Why?
   2.3. What modes/adaptations of implementing the programs/learning activities in practice do the scout leaders apply?
   2.4. What concrete results does the program implementation yield in the respective scout organizations/groups? (for group life and individuals)

3. **To what extent have the scout leaders acquired core competencies other than content knowledge?**
   3.1. What competences other than content knowledge were targeted in the different training activities on national levels?
   3.2. What competences do the scout leaders feel have improved as a result of these trainings?
   3.3. What do the scout leaders perceive as further learning need in terms of other competencies?

LEVEL OF SCOUTS AND ROVERS

1. **To what extent do children think critically about consequences of their actions?**
    1.1. What are the possibilities of children to reflect upon the actions supported in the program (e.g. follow up sessions, group discussions etc.)
    1.2. To what extent do the children believe that their actions can contribute to change?
    1.3. What consequences do the children perceive their actions may have?
    1.4. To what extent do the children express intention to act further?
    1.5. What development has occurred in their thinking compared to the previous evaluation phase?
    1.6. To what extent does the verbal reflection translate into action?

LEVEL OF WAGGGS AND WOSM

1. **Do the Scout global associations share critical views on post-MDGs agenda and good practices more than prior to the project?**
    1.1. To what extent has the discussion and sharing of relevant practices been strengthened in the course of the project?
    1.2. What activities did WAGGGS and WOSM implement on behalf of the project?

SYSTEMIC LEVEL

1. **To what extent is the position of development education firmly established in the scout education systems?**
    1.1. How has the position of DE in the scout education systems changes in the course of the project implementation?

Efficiency

A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.

GENERAL PROJECT

1. **What outputs produced were the most efficient (invested resources compared to their effectiveness?)**
    1.1. What outputs were produced (on national and joint project level)?
    1.2. What were the target groups the outputs aim at?
    1.3. What resources were invested into producing these outputs? (length of time, number of staff/experts, financial means)
    1.4. What outputs are perceived as most useful and relevant by the target groups?
    1.5. What outputs are perceived as least useful and relevant by the target groups?

2. **To what extent was the project managed efficiently?**
    2.1. To what extent did the project partners respect and execute responsibilities assigned in the project planning?
    2.2. What challenges/obstacles and/or delays were encountered in the course of the project implementation?
    2.3. To what extent were the project partners able to adapt project activities, planning and staff organization in light of encountered delays and/or obstacles?
    2.4. To what extent was the cooperation with volunteers (GE trainers) efficient in a. developing resources and tools and b. planning and leading activities?

3. **To what extent was the project cost-effective?**
    3.1. Have the project partners managed to spend project funds in accordance with the best quality/ price ratio? If not, why?
    3.2. Was the budget well planned? (e.g. were certain outputs over or under budgeted?)

LEVELS OF SCOUT GLOBAL DEVELOPMENT EDUCATION EXPERTS AND SCOUT LEADERS

1. **To what extent has the investment and effort related to attracting and training new active scout leaders been efficient?**
   1.1. What were the different applied modes of attracting and further working with new scout leaders?
   1.2. What were the results of the different modes?
   1.3. Have any of these modes proven more efficient than others? Why?

2. **How efficient were the GDE experts and/or their teams?**
   2.1. What were the different modes of their work?
   2.2. What was the most efficient type of their support and why?
   2.3. What support was not useful and why?

Sustainability

Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable.

LEVELS OF SCOUT GLOBAL DEVELOPMENT EDUCATION EXPERTS AND SCOUT LEADERS

1. **To what extent are the results of the action sustainable?**
   1.1. What activities and themes in GE are the trainers and leaders planning to work on in the future?
   1.2. What further actions related to the project objective are the project partners planning on taking?
   1.3. How can these activities be further enhanced?
   1.4. What factors (internal and external) are hindering above stated stakeholders and target groups and stakeholders from further commitment and concrete actions?
   1.5. What supportive actions can be taken?

4.3   Data collection methods

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 The evaluation was conducted by a team of three national evaluators (Greece, Slovakia, Slovenia) and lead evaluator who developed the overall evaluation methodology and tools applied, and covered the rest of the project countries (Czech Republic, United Kingdom, Poland, Germany). The national evaluators were responsible for translating the tools into the relevant language (if necessary), and collecting as well as analysing data. They were equally responsible for entering the stakeholders` responses into the overall English online questionnaires which were used for overall data analysis.

During the *final research* from September 1st to November 1st 2017 following data collection methods were employed:
- **Document/project outputs review** of documents (Project application, logframe, existing interim reports, relevant project materials such as developed DE competencies, any other relevant national documentation providing information with regards to the questions above, conference outputs, training and meeting minutes, etc.) The list of reviewed documents is available in Attachment 8.2. of this report.

In the period from 1st to November 1st 2017, followed document and project outputs were reviewed:

Slovenian Catholic Girl Guides and Boy Scouts Association:

- Content register review of the Scout organization contained Competences, GE trainers contracts, seminars, tools, promotions, international meetings, informed actions, partner meetings. Many documentations is on computer, organized in content folders, similar as project application. Brochures and material for repeating workshops, for example ecology workshops (zero waste), critical thinking, voices against violence materials. E-version are also archived in archived document "links and scans".

- Portable map that is always taken on seminars: includes all basic and crucial things about GU and the project as: GE tools, project mind map, some articles, info graphics, workshop bits and some promo material

- Finance: Finance are divided due to the budget lines as: financial review, stuff cost travel cost, material cost, office, expenses claim, etc. The finance map has also separated report and audits after reports.

- Reporting map: project review and overview, calendar, contracts, application, and the narrative reports: a lot of is only exclusively in e-version, with the exception of the list of participants.

- Global compass: piloting of the global compass. Measuring global responsibility in local unit. There is 8 areas. The results of piloting were reported back. Global compass in now finished. It is interaction tool, translated in Slovenia and very different form the original piloting.

NGO Humanitas:

- Reporting map: all documentation (contrasts, reports, timesheets, list of expenses, etc.) is very systematically and organized. Financial and content report are stored in e-version.

- Finance: Finance are divided due to the budget lines as: financial review, stuff cost travel cost, material cost, office, expenses claim, etc. The finance map has also separated report and audits after reports.

- Global Compass: there were working version and the final version is on-line.

- Promotional video for the global compass.

- Self-evaluation competence tool.

- GE Publication for children (aged 5-9 nine) is in the formation. The author of publication is Alma Rogina, project coordinator (NGO Humanitas).

- GE manual for GE trainers: it will be written in the Slovene. The manual is in the process of formation, however its publication has not yet been confirmed.

- GE publication in English.

- GIRA - global informed and reflective actions.

- **Semi-structured interviews** with key stakeholders in each project country.
  The interviews were held with:
  <mark>Please state what interviews were held and with who –position only. Names of the interviewees should be stated in the report annex 8.1.</mark>
  - Project team representatives (both NGO and scout organizations where applicable)
  - Representatives of national scout organisations, not implementing the project, if available
  - GE instructors in countries where there is no national evaluator (Germany, Poland, Britain) – however, only one GE instructor from the UK was available for an interview
  - Two representatives of WAGGS, no representative of WOSM was available for an interview
  - External trainers
  - Representatives of other relevant organisations or networks

Alma Rogina – Project coordinator, Humanitas
Tina Trdin – GE educator and partner coordinator, Humanitas
Mateja Kraševec - Office manager , Humanitas
Barbara Tehovnik – Project coordinator, Slovenian catholic Girl Guides and Boy Scouts Association
Žiga Kovačič - Head of the Association, Slovenian catholic Girl Guides and Boy Scouts Association
Tadej Uršič: Program director of the Association, Slovenian catholic Girl Guides and Boy Scouts Association

The following interviews were held in the phase of the final evaluation:

- The interview with the Barbara Tehovnik - project coordinator Slovenian Catholic Girl Guides and Boy Scouts Association was held in September 2017.
- The interviews with Alma Rogina – Project coordinator, Humanitas, Tina Trdin – GE educator and partner coordinator, Humanitas and Mateja Kraševec - Office manager , Humanitas, was held on the beginning of October 2017.
- The group interview with Žiga Kovačič - Head of the Association, Slovenian catholic Girl Guides and Boy Scouts Association and Tadej Uršič: Program director of the Association, Slovenian catholic Girl Guides and Boy Scouts Association was held in the second half of October.

- **Focus groups** for GE instructors in four project countries where there are national evaluators.

Please state what focus groups were held, when and number of participants

The focus group with the GDE experts was held on 6th of October 2017. Out of nine GDE experts, only 2 of them participate on the end, due to other obligations that arise in the last moments. Due to very low response rate the GE trainers were additionally invited to share and express their experiences and reflection: 3 GE trainers respond to the invitation (interview with one GDE trainer was held in the mid October and other 2 GDE trainers submit their answers via e-mail). All together 5 GDE answered on the focus group questionnaire.

- **Two online surveys**

Please state the number of respondents to each survey sent from your country

> **Continuous survey targeting project event and training participants – scout leaders**

Based on experience from the baseline phase, this survey was developed for immediate distribution following each event where scout and guide leaders participate. The expectation was that this immediate distribution would significantly increase the previously low response rate. The survey was composed of a mix of 16 qualitative and quantitative questions. During the project implementation, it became apparent that this evaluation tool will not yield any significant responses. 101 responses in total from event participants were received. The graph below shows the response distribution per country.

Graph 1 - distribution of responses to the survey for event participants per country

The on-line survey had been dispatched in March 2017. Survey was opened from March 2017 until October 2017. Altogether 57 scouts participate in the on-line survey (36 women and 21 male). Among all participants, 34 of them are currently a scout leader or they take part in planning and leading activities of their group.

In the Czech Republic, where no responses were received in the above survey, 212 responses to selected questions, provided in an online survey, carried out by Czech Scouting independently, following a largescale scouting event in December 2016, were considered.

> **Survey for GE (Global Education) instructors**

The online survey for GE instructors was shortened following respondents feedback from the baseline phase. The aim of the survey was to complement data from interviews and focus groups on a more quantitative level. The survey was

composed of 8 mainly quantitative questions and in total 43 responses were received. The graph shows the response distribution per country.

*Graph 2 – distribution of responses to the survey for GE instructors per country*

Survey targeting all GDE experts in Slovenia was disseminated in October 2017. Altogether 6 (out of 11) GDE experts participate in the survey.

- **A set of interactive self- evaluation exercises targeting scouts/guides and rovers**

The evaluation planned to include a set of activities targeting scouts/guides and rovers in four countries - Czech Republic, Slovakia, Slovenia and Greece. Detailed description of the methodology applied is available in attachment 8.3. of this report. In the Czech Republic, it was impossible to identify any scout groups which would be willing to participate. In Slovakia and Greece, only one of the activities – the opinion scale was carried out. In Slovenia, two activities were carried out – the spider web and the opinion scale. Slovenia is thus the only country where the tools that required group work of the scout unit were applied both in baseline as well as midterm, and where evaluation questions targeting the level of scouts and guides could be answered in greater depth. The full set of activities were implemented in only two scout units compared to the five units participating in the baseline phase.

The tools developed aim to encompass the following issues relevant to behavioral and attitudinal change[2]: Detailed description of the tools applied in Slovenia is presented in attachment 8.3. of this report.

Picture 1 – scheme of issues relevant to behavioural and attitudinal change
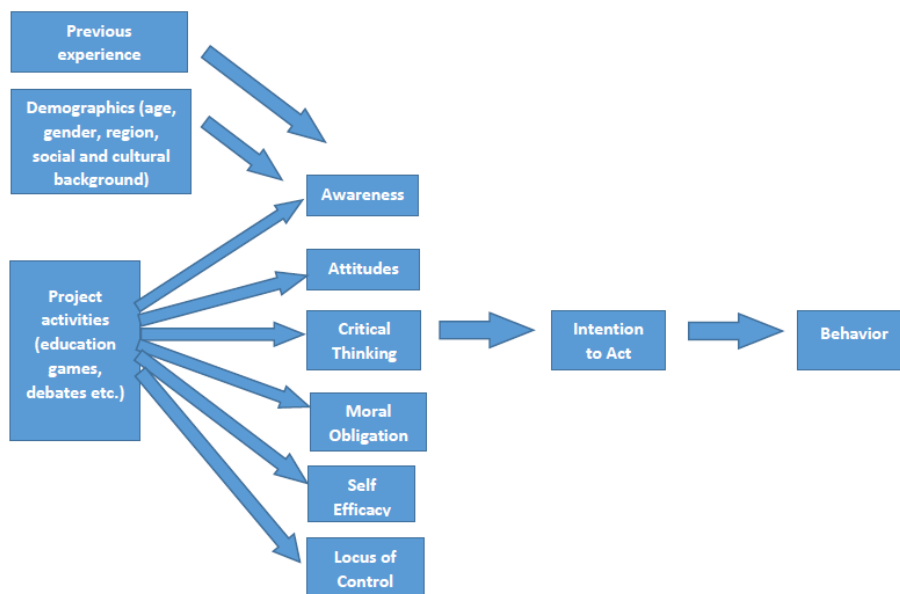
In Slovenia, the GDE expert carried a set of interactive self- evaluation exercises targeting scouts and rovers in September 2017. Only 3 GDE expert implemented the tools with their units (spider web and circle tool was carried only by 2 GDE experts).

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[2] *Attitude = a positive or negative opinion on some or something, usually contains a belief, an emotion or a behavioral tendency*
Self-efficacy = belief or lack thereof in one`s ability to perform a specific action
Locus of control = belief or lack thereof in our ability to change something that concerns us
Intention to Act = a decision to take a specific action

1. Opinion Scale

A total of 176 scouts (93) and guides (83) participated in this evaluation activity in three countries. The graph below shows the distribution of responses per country. The exercise was administered via a written statement sheet with responses following a Likert type scale[3], distributed to the selected scout groups. The filled in sheets were then sent back to the relevant national evaluators, entered in a joint online database and analysed. The statements used for the midterm evaluation exercise reflected the content of the exercise administered in the baseline phase and can be viewed here.

Graph 3 – distribution of responses per country

- ➤ In the **Czech Republic,** no responses were received. This is primarily because Czech GE instructors were unable to identify a scout group that they were working with on a continuous basis as their activities tend to be rather one-off type of events.
- ➤ In **Greece,** the exercise was administered in five scout groups, in total 27 scouts and guides provided responses. 59% of the respondents were male, 41% female.
- ➤ In **Slovakia,** the exercise was administered in ten scout groups, in total 133 children provided responses, 52% male, 48% female.
- ➤ In **Slovenia,** the exercise was administered in three scout groups with a total of 23 children providing their responses. (48% of the respondents were male, 52% female)

4.4. Methodological limits

Slovenia:
- Low availability of GE instructors for focus group and on-line survey.
- Significant limitations when evaluating the level of scouts, guides and rovers: the interactive tools had been implemented only by 3 groups (circle and spider web were implemented only in two groups).

- ➤ **Very low response rates to the survey for participants (only 94 responses received in total).** The evaluation team applied diverse ways aiming to increase the rate (publishing through Facebook, through GE instructors, communication with the Scouting organisations) but it did not yield significant results. The online survey will be reconsidered for the final evaluation phase. The level of scout leaders was thus very difficult to evaluate due to very limited amount of response from scout leaders. Opinions and experiences of GE instructors were considered as well as they not only work with scout leaders but some of them also serve as scout leaders.

- ➤ **Significant limitations when evaluating the level of scouts, guides and rovers.** In the Czech Republic, no scout/guide units participated in the midterm evaluation. In Slovakia, units only participated in the opinion scale exercise. Only 3 out of the 10 in total did so also during the baseline study and development of these results can be compared (39 Scouts). Development of the results of the other 7 groups will be compared during the final evaluation (94 Scouts). Only in Slovenia and Greece, the full set of activities was implemented during midterm evaluation. Furthermore, it was impossible to match opinion scale responses individual per code assigned.

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[3] *A scale used to represent people's attitudes to a topic. The format of a typical five-level Likert item is:*
Strongly disagree – Disagree - Neither agree nor disagree – Agree -Strongly agree

- In Slovenia, only 16 children provided responses to the opinion scale, compared to 50 who participated in the baseline phase. Furthermore, only two scout units carried out the full set of activities compared to five who did so during baseline.

- In Greece, 27 responses to the opinion scale were received compared to the 36 in baseline. The two additional evaluation tools (Circle analysis and Spider Web) were only implemented during midterm and therefore no comparison with baseline can be offered.

  ➢ **Low availability of GE instructors for interviews in the UK, Poland and Germany.** Only one interview with a UK GE instructor was possible to carry out. No UK instructors provided responses to the online survey. In Germany, no GE instructors were yet identified due to implementation issues and therefore no responses could be provided.

5   Findings

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5.1. Relevance

LEVEL OF SCOUT LEADERS

To what extent was the action relevant to the priorities of the scout leaders and their clubs?

What themes do the scout leaders consider most relevant and applicable? Why?	• List of themes and principles viewed as most relevant • Views of the relevant stakeholders
What themes do the scout leaders consider least relevant and applicable? Why?	• List of themes and principles viewed as least relevant • Views of the relevant stakeholders

In the final phase of evaluation, 57 scouts (34 of them are currently a scout leader or they take part in planning and leading activities of their group) participated in the on-line survey regarding the action and event they had attended (short training workshops – 70,9 % of scouts, informed action – 9,09%, scout meetings – 5,45 %, event during international scout exchange program, weekend seminar, etc.).

In the case of Slovenia 42,59 % of scout leaders were very satisfied with the action regarding the content of the event. The same percentage (42,59 %) of scout leaders were completely satisfied with the content of the action. All the others answered that they are rather satisfied (in 11,11 %) and completely dissatisfied (in 3,7 %) with the content of the event. None of them evaluate the event regarding the content as very little satisfied.

Themes that they consider as very important are non-violent communication, the importance of communication, responsible consumption, sustainable development, migrations, media literacy, importance of leadership, critical thinking, creative thinking and importance of cooperation.

The GDE trainers exposed that the following themes are the most relevant and applicable for the scout leaders: ecology, critical thinking, local production, sustainable development and migrations

As least relevant and applicable themes for the scout leaders, only one GDE trainer exposed only roles of women in our society (the did not consider that discrimination is the Slovenian problem). In other case the GDE trainer exposed that the scout leaders had blockade (presence of fear and emotions) when she wanted to discuss certain topic as gender equality and violence. All others did not exposed themes that the scout leaders would find it as least relevant and applicable.

5.2. Effectiveness

PROJECT LEVEL

To what extent have the different national contexts influenced the project implementation in the respective countries?

What were the key factors (internal/external) that have influenced the project implementation during the project on national level? (positively, negatively)	• List of factors
How have the implementing partners dealt with the challenges encountered?	• Examples of dealing with the challenges

Slovenian national context has a positive influence on the project implementation in general. Both partner organizations communicate and cooperate with each other from the beginning until the end of the project. However, there were some challenges that were addresses during the interview with the project team and leadership of both national partners.

The key factors that have positively influenced the project implementation on national level were:
- Openness of both partner organization for cooperation and learning.
- Mutual understanding.
- Open communication (at least most of the time).
- Building of the bridges between two different worlds.
- Cooperation among the management of both organization.
- Pro-activeness of the national coordinator of both partner organization.
- Pro-activeness of some individuals among GE trainer.
- Openness and willingness to learn about GE among GE trainer (at least half of them have reported about their own personal growth).
- The capacity of Scout organization (they are one of the biggest youth organization in Slovenia; therefore the project had a big influence on young people – scouts).
- Expertise of both partner organization.

The key factor that have negatively influenced the project were:
- To convince scouts that GE is something new for the Association. A lot of them saw GE as something that already exist in the context of Scout organization; therefore, they saw no benefit in the project.
  - The challenge was solved with the raise of awareness what GE really is. Scout association have been working a lot to raise the understanding from the level of unconscious incompetence to the level of conscious competence. They have tried to be also creative as much as possible.
- Difference in the organizational structure of both organization. Scout organization is more hierarchical with much defined roles, structure and responsibilities. There is also a big difference in the process of decision making between the Scout Association and NGO Humanitas.
  - The challenged was not solved completely. Both organization tried their best to except the difference and cooperate qualitatively with each other. Both of them also see their cooperation as a success.
- Lack of time was reported from the side of partner organization (especially on the end of the project). Lack of time was reported also from the side of GE trainers
  - The challenge was not solved completely. All stakeholders tried to do their best, however the results were not always seen.
- Lack of interest from the side of GE trainer: some of GE trainer were not very active and interested in the dissemination of GE among their peers and other member of Scout Association.
  - The challenge was not solved completely. Scout coordinator was proactive and support GE trainer throughout the while project.
- Difference in understanding of GE concept: one of the organization have had quite stiffening resolve about some themes and topics (gender equity, identity, sexual orientation, etc.) therefore there was no reflection and communication about above-mentioned topics.
  - The challenge was not solved completely. They all did their best to respect and accept the differences.
- Difference in values among the organization

- o The challenge was not solved completely. They all did their best to respect and accept the differences.
- Feeling of not being accepted, respected and seen: those feeling were present in the case of both organization and GE trainer.
  - o The challenge was not solved completely. They all did their best to respect and accept the differences.

Was there any added value of cross-country cooperation?

What was the effect of the sharing meetings in terms of experience sharing and learning?	• Examples of lessons learned/experience shared a • Opinions of implementing partners

Both partner organizations exposed the added value of cross-country cooperation. Scout coordinator exposed that in general feeling were great. Especially in the first phases of the project, they learn a lot about how to communicate and cooperate with partners. She exposed that research before the project application was also beneficial for the project application. They (NaZemi) hired counsellors for feedback how to complete the application in order to meet the criteria of the proposal. The benefit of cross-country cooperation were also materials developed by the partners. Partners had an opportunity to contribute and share their knowledge, experience and lessons learnt.

Both partners also exposed that sharing meeting were very well time distributed; they were implemented once a year. Partners meetings presented the milestones of the project delivery. They were important motivational factor for many things (to finish the work, tasks, materials, etc.). This meeting were also very important for overcoming the differences between to bubbles – experts from NGO and Scout organizations. Meetings were also opportunities and the place of collaboration; partners hear and saw each other. However, most importantly, meetings were the place of mutual learning and sharing of the experience and knowledge. One of the coordinator also exposed that: "meeting face to face with people you worked with and encouraging motivation with involved scouts, offering them more possibilities to learn from various educators and share their work".

LEVEL OF GLOBAL EDUCATION INSTRUCTORS

How has their perception and way of thinking about global development changed during the project?

How has their perception and way of thinking evolved over the course of the project?	• Examples of evolution, change or lack thereof identified
To what extent has the project contributed to the change identified, if any?	• Proven direct linkages to the project activities as perceived by the GE trainers • Examples of similar actions and/or capacity building activities the trainers were involved in • Degree of involvement and evidence of concrete results of these actions

GDE trainers exposed that the project had an important impact on their perception and way of thinking. On personal level GDE trainers exposed the following examples evolution and change:
- responsible consumption,
- critical thinking,
- recycling,
- raise of awareness regarding the local food production,
- media literacy.

Change and evolution also happened in their activities with the scout leaders:
- opening of new perspectives,
- critical thinking,

- creative thinking,
- sharing of new knowledge,
- reflection of some activities,
- buying of local food (in the case of camps)

Are they able to further carry out education and awareness raising activities within their respective regions/associations?

What kind of new knowledge and competences did they gain?	• (Non) achievement of logframe indicators • Comparison of GE trainers degree of capacity prior to the project, mid-term and at • Increased training and capacity building activity of the GE trainers
What GE activities are the trainers carrying out as required by the project and/or on top of direct project requirements?	• List of activities and their frequency
What support from the implementers did the trainers appreciate most? What support did they miss or perceived as insufficient?	• Examples of specific enhancement • Types of support appreciated/insufficient or missing • Suggestions from stakeholders

GDE trainers assessed that they have used the information and experience they acquired during the trainings in their private life with the average mark 8, 33 (on a scale 1 to 10 where 1 is the lowest score). Furthermore, they assessed that they use the information and experience they acquired during the trainings in their further work with scouts and guides with the average mark 8,17 (on a scale 1 to 10 where 1 is the lowest score). They consider the topics (or some of the topics) global education more important than they did prior to attending the trainng: their average mark was 8,00. In addition they assessed that they have learned a lot of new information with the mark 7,17 (on a scale 1 to 10 where 1 is the lowest score). The category "content of the workshops they attended was very relevant and useful to me" was assesed with the average mark 6,83 (on a scale 1 to 10 where 1 is the lowest score). GDE trainers also assessed that the training activities helped them to improve their training and facilitation skills with the average mark 5,5 (on a scale 1 to 10 where 1 is the lowest score).

GDE trainer expose that they gain crucial thinking, tolerance, awareness of global co-dependence, respecting diversity, different approaches, dealing and confronting with stereotypes and prejudice, knowledge about conflict resolution, out of the box thinking, critical thinking, knowledge about sustainable development and critical consumption, empathy. Two trainers also exposed that the content of the project enable them personal growth. In one case, the GDE trainer even started to work with refuges and asylum seekers.

Due to their personal and professional obligation, GDE trainers were not so active in the last phase of the project. However, they participated in some informed actions like:

- laudato SI' (workshop delivered to around 400 leaders) - gathering of young catholic in Stična, where GDE trainer carry out the workshop about global education,
- summer 2017- zero waste massive camping guidelines,
- presentation of all results materials and everything on General Assembly (November 2017),
- Global education week (November 2017) - comprehensive material for all age sections and preparation of designed badge "my World" for all who will participate,
- preparation of a handbook for children with two animal characters (ants) in the main role,
- BIVAK, gathering of youth NGO organization (GDE trainer carry out the activity »One world« and disseminate some leaflets),
- EMONADA, meeting of all scout units in Ljubljana – Slovene capital (GDE trainer carry out workshop about migration),
- two actions for local scout unit group and two action on the national level about (different themes of global education).

GDE trainers assessed that the follow up support provided to their activities with scouts and guides with the average mark 7,6 83 (on a scale 1 to 10 where 1 is the lowest score).

All GDE trainers exposed that they get or would get the support (they knew that they are welcome even if they did not ask for support) from both partner organization. Most of the GDE trainers appreciate the Humanitas trainings and theoretical knowledge about global education that they gain throughout their trainings. They appreciate also the support, openness and pro-activeness of the scout coordinator (preparing of the materials, support regarding the content of the workshop, support regarding the organization of the event, etc.). In one case GDE trainer exposed that he appreciate the additional training manual about global education that he gained from the Humanitas.

GDE trainers missed or perceived as insufficient the following:
- two GDE trainer exposed that they missed the catholic view about the global education;
- in one case GDE trainer expose that she missed clear goal of the project and she missed some clarity and focus;
- in one case GDE trainer exposed that the international and national trainings were not politically and ideologically neutral (in her opinion there were some judgment about scout perception of global education).

In one case, GDE trainer exposed that certain themes were somehow delicate for his peers, because they provoke catholic values and scout educational program.

What are the limiting factors they encounter in their respective regions and how can these be overcome?

What factors (if any) are hindering the GE trainers from further commitment and concrete actions in GE? (e.g. cooperation with local scout centers, structure of national scout organisations etc)	• List of factors
What supportive actions (if any) should be taken in order to ensure long term and active approach of the trainers in GE?	• Suggestions of concrete future supportive action(s) perceived as needed • Examples of best practices from other projects

Factors that hindering GDE trainers from further commitment and concrete actions are:
- lack of time (personal and professional obligations);
- change of their role in the scout organization (some of them are not so active anymore);
- lack of the interest in the local unit for certain GE topic (for example: migration).

There was only one suggestions regarding supportive actions that might ensure long term and active approach of GE trainer. One of the GDE trainer exposed the importance of networking – establishment of the network of individuals, groups and experts from different organizations that would support and learn from each other about GE.

What is the impact of the GE trainers' activity on the activities and general functioning of the relevant scout groups/organizations?

What has changed within scout groups as a result of working with the GE trainers?	• Examples of intended short term impact • Examples of possible unintended short term impact
What was the participants' feedback to the actions carried out by the trainers?	• Examples of specific activities and themes (content) found as interesting by the participants • Examples of specific activities and themes (content) found as less interesting or irrelevant by the parti
What was the participants' feedback to the tools/materials offered ?	• List of tools and materials reportedly found as useful and interesting by the participants • List of tools and materials reportedly deemed as less relevant and/or interesting by the participants

GDE trainers assessed that the activities related to global education have brought about some changes in attitudes of the scout and guides they have worked with the mark 7,67 (on a scale 1 to 10 where 1 is the lowest score).

The changes /identified for the side of GDE trainers) that occurred in the scout groups as a results of the project activities were:

- raise of awareness regarding the responsible consumption: groups are buying local food for their camps, they also organize ex-change market;
- scout groups become more opened: they gain different perspective, they collaborate with new organizations;
- raise of awareness regarding personal responsibility;
- zero waste philosophy: some unit organized zero waste camps;
- pro-activeness: individuals in some group gain the knowledge how to implement small project.

The participants feedback to the actions carried out by the trainers were in mostly very positive:

- one GDE trainer exposed that some groups were surprised about the topics they talked about, for example critical and creative thinking;
- younger groups were very excited, because the felt that the topics are important and serious. GDE trainer exposed: "they felt that this was not just a game, but that something bigger and deeper is behind".
- in one case GDE trainer exposed that the group was very positive and excited about the topics, but during the workshop he had the feeling that half of the group is not so interested in the topic anymore.

Only one of the trainer exposed that the feedback of the group was not so positive, because the group prefer to have readymade materials.

LEVEL OF SCOUT LEADERS

To what extent are the scout leaders able to apply the themes and principles in practice?

What themes/principles do the scout leaders mostly use in their practice? Why?	• List of themes and principles most applied • Views of the relevant stakeholders
What themes/principles do the scout leader find difficult to implement? Why?	• List of themes and principles • Views of the relevant stakeholders

GDE trainers exposed that the scout leaders mostly use in their practice the following themes/principles: responsible consumption, ecology, critical thinking, local and global food production, sustainable development and migration.

GDE trainers exposed that the scout leaders find difficult to implement the themes as gender and violence.

Can they work with the programs effectively?

What programs/learning activities do the scout leaders mostly use in their practice? Why?	• List of programs/activities most implemented • Views of the relevant stakeholders
What programs/learning activities do the scout leaders find difficult to implement? Why?	• List of programs/activities • Views of the relevant stakeholders
What modes/adaptations of implementing the programs/learning activities in practice do the scout leaders apply?	• Examples of modes and adaptations
What concrete results does the program implementation yield in the respective scout organizations/groups? (for group life and individuals)	• Examples of results • (Non)achievement of indicators

Scout leaders mostly use in their practice following program and activities:

- sustainability - zero waste guidelines, booklet of recipes for homemade cleaning, water resources - being careful and proactive,

- critical and creative thinking techniques and workshop material
- games (bingo, BP World game)

The reason why they had used these programs was probably that they are somehow interactive materials, easy to pick and carry out. These kind of programs and materials were easier to understand and to explain to scouts and guides.

The scout leaders find difficult to implement following program and learning activities:

- activities that take more time for pre-preparation and understanding,
- those who have bigger risk during debate that the leader won't be competent to deliver answers
- LIST: nonviolent communication, human rights activities, SDG activities

The reason why they find it difficult was probably lack of confidence in their knowledge and competences and lack of time and resources to train the trainers.

Scout leaders applies adapting to age section - mostly simplifying as an adaptation of implementation the programs/learning activities in practice:

- EXAMPLE: GE trainers prepared comprehensive program and workshop to deliver the message of sustainability and taking care for environment and delivered it during Europe green capital 2016 yearly activities. However, Scout and guide leaders took the booklet and showed other Scouts how to prepare the cleaning liquid for laundry and deodorant for example - they explained in brief other things only the interactive part was delivered as whole.
- EXAMPLE 2: Scouts and guides leaders take 1 material or 1 method an integrate it into their already planned weekly meeting. For example, 1 instruction for critical and creative thinking included in their preparation of a program for camping.

Results of the program implementation yield in the respective scout organizations/groups are:

- awareness - raising of the impact Scout method and Scout program has in their life
- more things to take, to use, going to integrate,
- bigger range of materials,
- The biggest changes were noticed, as expected, on sustainability topics. Especially those leaders who were drawn into reading Laudato Si' were motivated to make a change. They tried to integrate steps towards bigger sustainability everywhere they could and everywhere they were active as Scouts.So for example, around 20 leaders are now quite effective "zero waste" ambassadors for younger Scouts and guides. Also "zero waste" in terms of relationships and political systems – they trying to be role models for cherishing and nurturing what is valuable and good in persons and systems and not throw it away too quickly.. reusing, reducing, choosing quality before quantity.

To what extent have the scout leaders acquired core competences other than content knowledge?

What competences other than content knowledge were targeted in the different training activities on national levels?	• List of competences
What competences do the scout leaders feel have improved as a result of these trainings?	• List of competences
What do the scout leaders perceive as further learning need in terms of other competences?	• List of perceived learning needs

In the different training activities on the national level, the following competences were targeted: non-violet communication, leadership skills, creative thinking, cultural and racial differences, interconnectedness and critical thinking.

Scout leaders exposed that competences of sustainable, critical, and creative thinking, and acceptance of diversity have improved as a result of these trainings.

Scout leaders did not exposed further learning need in terms of other competences.

LEVEL OF SCOUTS/GUIDES AND ROVERS

To what extent do the scouts and rovers take informed actions?

What actions do the scouts and rovers take in direct relation to the project?	• List of actions
To what extent do the actions fulfill the given criteria? (Nature and level of participation, critical thinking, etc.)	• Degree of participatory planning and decision making • Degree of critical thinking shown
To what extent are these actions initiated and led by the children?	• Reported examples of child-led actions • Level of child participation in planning • Degree of leaders´ presence in planning and execution
What themes-issues do the actions address most/least? Why?	• List of themes and issues • Perceived level of complementarity or lack thereof of the implemented actions to
What were the major factors positively or negatively influencing the implementation or lack thereof of informed actions? (Why did the actions (not) happen?)	• List of factors
What were the limiting factors and how were they overcome? (what influenced the quality of the actions that took place?)	• List of factors, explanation of mitigation measures • Comparison with the original risk analysis in the project application

Scout, guides and rovers took the following action:

- car sharing,
- voluntary work with migrants,
- usage of critical thinking in everyday life,
- workshop about critical and creative thinking,
- ecology awareness actions,
- workshop about expectance of diversity,
- voluntary work on a local farm,
- recycling action,
- buying of local food for the meeting and camps,
- scout unit invite local community population on their 20th anniversary,
- reflection of implemented action.

Scout coordinator estimated that 75% of actions have been initiated and led by the children. The level of participation and leadership depends from the children` age. For example, scout programme of the group is prepared with the children aged 13 and more. In the scout groups, children aged 5-11, scout leaders make a decision about the program. However, young children are included in the process of decision-making. For example in global education, children brainstorm and decide about the action that they are going to do for a "better world".

The themes and issues that action addressed the MOST are environmental issues, sustainable development, critical and creative thinking and responsible consumption.

The themes and issues that action addressed the LEAST are gender and active citizenship.

The major factors positively or negatively influencing the implementation or lack thereof of informed actions are lack of time and interest among the scouts.

The limiting factors might be overcome with the time for reflection and presence of the GDE trainer or leader that would be part of seminars or workshops.

To what extent do children think critically about consequences of their actions?

What are the possibilities of children to reflect upon the actions supported in the program (e.g. follow up sessions, group discussions etc.)	• Examples of possibilities
To what extent do the children believe that their actions can contribute to change?	• Reported examples of shifted locus of control • Personal accounts of children • Overall degree in the shifted locus of control
What consequences do the children perceive their actions may have?	• Examples of perceived consequences of lack thereof
To what extent do the children express intention to act further?	• Reported examples of personal reflection or lack thereof • Abilities and willingness of the children to share their experience
What development has occurred in their thinking compared to the previous evaluation phase?	• Qualitative comparison with the main findings of the previous evaluation phase
To what extent does the verbal reflection translate into action?	• Reported examples of self-initiated actions, in line with locally and globally respo • Proportion of self-initiated actions to those organized by the club/leaders

Out of the set of interactive self-evaluation, tools targeting Scouts and Rovers both three tools (Opinion scale, The Circle Analyses and Spider tool) were implemented. Three scouts groups participate in the implementation of the tools. However, circle analyse was implemented by one group, spider web was implemented by two groups and opinion scale was implemented with 3 groups.

As above-mentioned CIRCLE ANALYZE was implemented in only one group. The CIRCLE ANALYZE showed that children think that they have the biggest impact on their individual level, on the level on the level of family and on the level of the scout group.

Most commonly, the following activities that children ARE DOING were mentioned on above-mentioned levels: buying of eco and local food, using public transport and bike instead of the car, openness and respect to people who think and act differently, recycling, wearing of recycled clothes, debate about GE topic within the family, voluntary work with elders, solidarity with other scout groups, support to the family in risk, responsible consumption

Children also reported about concrete steps that they had made in the period between midterm and final evaluation: car sharing, voluntary work with migrants, practice of critical thinking in everyday life, ecology awareness action, workshop about critical and creative thinking.

In the list of activities that children THINK THEY CAN DO IN THE FUTURE on individual level, on the level of family and on the level of scout groups they often mentioned: openness towards differences in the society, buying of fair trade products, non-violent and emphatic communication, exchange market of used clothes, responsible consumption, reduction of plastic material, responsible usage of heating system, cooperation with the groups at risk (migrants, refugees, etc.)

Children also reported about concrete steps that they had made, on individual level, on the level of family and on the level of scout group, in the period between midterm and final evaluation: car sharing, voluntary work with migrants, usage of critical thinking in everyday life, ecology awareness action, workshop about critical and creative thinking, workshop about expectance of diversity, voluntary work on a local farm, recycling action, buying of local food for the meeting and camps

Analyse also showed that wider we go (level of school, district level, national and international level) the list of actions became poorer and more general. However, changes had occurred in comparison with the midterm evaluation, because children became more active on a level of local community.

Among the activities that children ARE DOING on the above-mentioned levels (level of school, district level, national and international level) were: cleaning of the local environment, rubbish sorting, support to local food production, participating on the elections, submission of the project on the local levels, media promotion, active citizenship, responsible consumption.

In the list of activities that children THINK THEY CAN DO IN THE FUTURE they exposed actions about preservation of the environment, local food consumption, raise of awareness about international convention, organizing of debate about local and global dimension of migrations.

Additional questions showed that the international level present kind of challenge for them: they don`t know what kind of actions are possible on the international level and how this kind of action are connected with them.

All together three-scout groups (23 scouts) participate in the OPINION SCALE. Almost half of them were boys (48%) and 52% of them were women. Most of them (82,6%) live in the rural area.

Generally, the children think that they have an influence on the world around them. Majority of them think that they can personally contribute to a change in their community and more than half of them re actively trying to do good things in their community. Most of them also disagree with the statement that they do not think that their behaviour can help solve the issue of global warming. They also consider themselves as an active citizenship, majority of them strongly disagree with the statement that there is no point in voting; however just half of them participate in school or class election. One third of them were neutral regarding the statement that sometimes it is the best not to play by the rules of the game, however more than half of them disagree with this statement. More than half of them would express their disagreement if they would see that their friend or peer treat somebody else wrong and they would also do something if they would saw that a teacher had been treating someone unfairly.

Children are also very open toward diversity in our society and intercultural learning. Most of them strongly disagree with the statement that women are bot well suited for political role. Majority of them also strongly disagree with the statement that they would not go to a restaurant where someone with a disability serves food. Half of them disagree with the statement that immigrants should go back to where they came from (and one third of them were neutral to the statement). Majority of them also strongly disagree with the statement that African culture is to simple for them to learn something from. Most of them do not live in the area where there are many immigrants and half of them have personal experience with children with disabilities

Generally, they are also support responsible consumption and sustainable economy. Most of them disagree with the statement that it is better to buy packed food, because it is more hygienic and majority of them do not mind eating funny looking vegetables. One third of them agree with the statement that eco-friendly labels are just business, one third was neutral and all the others disagree and strongly disagree with the statement. One third of them strongly disagree and disagree with the statement that it is better to have a lot of cheap clothes rather than less but better quality and one third was neutral to the statement. Majority of them disagree and strongly disagree with the statement that buying cheap eggs from chickens kept in cages is not bad thing. More than half of them strongly disagree and disagree with the statement that there the live in a place where there is no public transport. Majority of them also disagree with and strongly disagree with the statement that there is damaged natural environment in their region.

THE SPIDER WEB TOOL

Similar then in the midterm phase of the project scouts exposed that unity, common goals, belonging to the group, good communication and respect are very important to them. In the last phase of project, they put special attention to the relationships and communication.

LEVEL OF WAGGGS AND WOSM

Hana

SYSTEMIC LEVEL

All

To what extent is the position of development education firmly established in the scout education systems?

How has the position of GE in the scout education systems changes in the course of the project implementation?	- Evidence of increased presence of GE in non-formal curricula, training materials - Evidence of increased awareness, capacity and knowledge of the organization - Evidence of involving GE in strategic planning materials

First change, exposed by scout coordinator, is the position of GE in scout organization, which has changed dramatically. Global education has been incorporated in the scout educational program. This literally means that young generation is going to be "educated" about global education for the period of next ten years. Now scout competence model includes the component of global education. Leaders of Scout Association had also exposed that the project was very beneficial for the Association. They exposed that on the end of the project their Association become imbued with the GE and that on the end of the project they get the real inside about the added value of the project. GE education became one of the eight programme field.

Second change is that the project have a big impact on the sphere of education for peace. During the project, Scout Association had also trainings about non-violent communication and emotional intelligence. The Association has accepted Guidelines for nonviolence: the guidelines were accepted in November 2016 and they presented commitment for the Association towards proactive attitude for nonviolence in the Association, wider community and in the wold. Scout organization supposed to be the only youth with kind of document. The document was designed in collaboration with the Slovene human right ombudsman.

Slovene Scout Association also tried to promote and disseminate GE internationally. In 2015 they went on Academy gathering (Academy 2017 is a unique Scout and Guide event designed to enable participants to get high quality training and networking opportunities around the core priorities of the European Regions of WAGGGS and WOSM) where they presented the project and their vision of incorporation of GE in our scout organization. In 2015, they also announce publications and program of the project.

Scout Association has a wish to gain new project about the GE and to publish the manual about GE.

The partner organization Humanitas exposed that the project surely had the influence. However, they also exposed second thoughts about the level and the depth of the influence. In their opinion Scout organization reduced GE on methods and themes. They do not understand that GE is an holistic approach to your way of life that invites you also in the process of personal growth and transformation. Second doubt expressed from the side of partner organization was that the term GE was sometimes just add to some of the Scout activities without deeper understanding of the concept.

5.3. Efficiency

GENERAL PROJECT LEVEL

What outputs produced were the most efficient (invested resources compared to their effectiveness?)

What outputs were produced (on national and joint project level)?	• List of outputs (manuals, handbooks, etc.)
What were the target groups the outputs aim at?	• List of target groups
What resources were invested into producing these outputs? (length of time, number of staff/trainers, financial means)	• List and description of resources invested
What outputs are perceived as most useful and relevant by the target groups?	• Comparison of frequency of usage by target group • Comparison of perception of relevance and quality by target group
What outputs are perceived as least useful and relevant by the target groups?	• Comparison of frequency of usage by target group • Comparison of perception of relevance and quality by target group

The following outputs were produced:
- Global Compass: there were working version and the final version is on-line (national and joint project level),
- Promotional video for the global compass (national level),
- GE competences (national and joint project level),
- Self-evaluation competence tool (national and joint project level),
- Publication for children aged from 5 to 9 years old (national level),
- GIRA - global informed and reflective actions (national and joint project level)
- International GE publication
- Scout competence model (national)
- GE manual for GE trainer – in the working process (national)
- Children protection policy inside the Scout Association
- Booklet Homemade every day cleaning

List of targets groups that the materials are aim at:
- GE trainer,
- scout leaders and rovers,
- general public,
- Other NGO.

Work in the international group was great. However, their process was sometimes ineffective and they entangle too much. The production process was efficient, although they missed input from some of the partners. They all have the opportunity to express their opinion, knowledge and proposals.

In opinion of Humanities organization, all of the outputs were prepared with care and effort to really make the processes of preparation inclusive. As for Slovenian context, they believe the compass, was not promoted as much as it could be. The GE publication, which is in their opinion a great piece of production, has not been be disseminated widely among Slovenian scouts. They rather opted for a national version which is in the production process.

Outputs perceived as MOST useful and relevant by the target groups are: compass and competence model and GE publication.

Outputs perceived as LEAST useful and relevant by the target groups were not specifically exposed. Some GDE trainer exposed that they did not have time to use all of a material.

To what extent was the project managed efficiently?

To what extent did the project partners respect and execute responsibilities assigned in the project planning?	• Level and nature of project partners` involvement and assigned responsibilities •

What challenges/obstacles and/or delays were encountered in the course of the project implementation?	• Specific examples of challenges, obstacles, delays
To what extent were the project partners able to adapt project activities, planning and staff organization in light of encountered delays and/or obstacles?	• Specific actions taken to adapt
To what extent was the cooperation with volunteers (GE trainers) efficient in a. developing resources and tools and b. planning and leading activities?	• Views of implementing partners • Views of the volunteers (GE trainers)

The project coordinators exposed that in the first half of the project, the responsibilities between the partners were respected and executed quite well, although some partners had more work to do than the others already at that time. Later on, some of the partners didn't want to take the responsibilities for specific tasks, or they said they will do something but they didn't. Some partners were represented in the working groups during all three years of the project, some of them only at the beginning, which was not fair. After the change of leadership, unequal distribution of work became more obvious, and there was a lack of information shared between partners and a lack of problem solving from the project manager as well.

Regarding challenges/obstacles and/or delays were encountered in the course of the project implementation the coordinator exposed that the unclear division of roles among the partners. The leading organization was in charge of everything, which seemed slightly unrealistic. After the change of leadership, there was almost no information sharing about what each of the partners do, how the project is going in specific countries etc. Some people worked a lot, some very little. At each partner meeting, they set the new deadlines, but again they were not respected. International project manager should take care about that.
Additionally coordinator also exposed that the tools timeline and work were not planned properly– if all partners would wait for tools, they wouldn't carry out one action or seminar for year and half.

In the working groups, project partners divided the roles, set the deadlines and tried to follow the plan. However, there were many delays because some members were not absent at working group skype meeting, or did not do their task until the agreed deadline. Besides, it was not clear for some of the tools how they should look like from the beginning, so they spent a lot of time discussing the details and trying to find a common ground. On the national level partner organization somehow managed to explain themselves the logic of the project when there was no agreement on international level (tools, guidelines). This process of adaptation to obstacles was great and efficient on Slovenian level.

Regarding the efficiency of cooperation with volunteers (GE trainers) in developing resources and tools coordinator of Scout Association exposed that they de did the best they could. However, it was quite hard to "keep around" the same volunteers in one task for three years. In her belief they did a good work also in one-to-one mentorship and seizing the opportunities and potentials in individual trainers.

To what extent was the project cost-effective?

Have the project partners managed to spend project funds in accordance with the best quality/ price ratio? If not, why?	• Costs in line with planned budget • Ability to save funds where possible and invest these into betterment/expansio
Was the budget well planned? (e.g. were certain outputs over or under budgeted?)	• Views of implementing partners • Specific examples of over or under budgeted outputs/activities

Both partners also exposed that the budget was well and fairly planned. In their opinion project, funds were also manageable. Coordinator of scout organization exposed only that some categories could fit more in reality, for example they proposed for 300 €/per action and they got only 100 € per action. They managed with that, however they did not stick about the intensity of the action. She also exposed that Scottish partners were only two English speaking and high competent partners, but they were only 20 % employee, whereas others were 100% employee but were not expected to contribute so much.

LEVELS OF SCOUT GLOBAL DEVELOPMENT EDUCATION EXPERTS AND SCOUT LEADERS

To what extent has the investment and effort related to attracting and training new active scout leaders been efficient?

What were the different applied modes of attracting and further working with new scout leaders?	• Lists of different modes use
What were the results of the different modes?	• List of results
Have any of these modes proven more efficient than others? Why?	• Comparison of results in proportion to the time, staff and finance allocated to the mode

The different applied modes of attracting and further working with new scout leaders were:
Seminars: Preparing, promoting and carrying out seminars and smaller events on already existing "bigger events" was definitely main field for attracting new leaders.
Offering space/option to become substitute trainers: Some new leaders really got interested and some got invited to "higher level" and attended also international events, substituting for missing "original GE trainers" from the first year of the project.
From mouth to mouth – some leaders had good experiences and told others that these are good stuffs.

The results of different modes were:
- a lot Actions after seminars carried out by those who were on seminars. More involvement in Global education week actions.
- 6 new "trainers" in the GE trainers team
- 3 bigger self-initiated events that project coordinators just supported and not initiated – summer camps

From the perspective of coordinator of Scout Association the biggest impact was made **when they were able to courageously support something even though it was maybe not planned in project** but initiative came from leader self-initiatively. Ssome ideas risen were awesome and they managed to include them either into GE week or inside seminars. The statement they took was: **global education is all around, it can happen "between" or "unintentionally"**. They put a lot stress on ideas and reflection that followed events and not so much on the framework and "budget lines" when these self-initiated leaders approached.

How efficient were the GE trainers and/or their teams?

What were the different modes of their work?	• Lists of different modes use
What was the most efficient type of their support and why? (e.g. from implementing partners, national scout structures, peer support etc.)	• Examples of useful and efficient support • Views of relevant stakeholders
What support was not useful and why?	• Examples of less useful and efficient support • Views of relevant stakeholders

GE trainers had used different modes as:

- Workshops,

- camps
- movie night,
- discussions with peers,
- writing of article,
- informed actions.

GE trainer gain different kind of support. From the side of Scout Association they gain constant availability, friendly cooperation, counselling, pointing out available materials and frameworks, when leading actives for the first time. All foregoing type off supports were efficient.

NGO Humnaitas offered to GE trainers and leaders materials about GE and support regarding planning of informed action and other events with GE component. When leaders' and trainers sent them, the concept of the event/action Humnaitas coordinator gave them feedback, some concrete suggestion and some guiding questions for reflection. Their support was efficient; however, their potential was not used fully.

The support that was also not used fully was the mentorship and critical friendship from the side of NGO Humanitas. They offer support to GE trainers and scout leaders (personal and via e-mail). There was no real interest from the side of trainers and leaders. The communication with them was not direct, but went through a Scout coordinator. Offers and invitation were declared several times, but there was no real interest. They tried to find new ways to support GE trainers and leaders, therefore both partners organization agreed that the first mentors are going to be the coordinators of Scout organization (regarding the content and finance) and the mentors of NGO Humanitas could offer them additional content support, support for the implementation for GIRA guidelines, etc. However, there was no response from the side of GE trainers and scout leaders.

4. Impacts

It is premature to determine impact at midterm phase – it will be assessed to the maximum degree possible during final evaluation.

Please read item 6, impacts.

5.5. Sustainability

What activities and themes in GE are the trainers and leaders planning to work on in the future?	• List of further developed activities in the field of GE in scout clubs plans • Personal accounts of the trainers
What further actions related to the project objective are the project partners planning on taking?	• Concrete action plans/future intentions of the implementing partners
How can these activities be further enhanced?	• Examples of specific enhancement • Suggestions from stakeholders
What factors (internal and external) are hindering above stated stakeholders and target groups and stakeholders from further commitment and concrete actions?	• Examples of factors
What supportive actions can be taken?	• Suggestions of concrete future supportive action(s) perceived as needed

GE trainers plan on continuing similar activities, as they did in the project, also in the future. The exposed following activities:

- Continuing their work with local unit: to incorporate elements of GE in the future meeting of the local unit (for example: stores for the winter, exchange market within the scout unit, local food consumption, etc.),
- incorporation of the GE in the new study (in the process of emergence),
- writing of articles,
- organizing of the events and workshops,

- implementation of the activities regarding acceptance of diversity, working with stereotyoes (especially regarding the refugees, asylum seekers, etc.),
- raise the awareness about the importance of GE in the conversation with the peers – the power of personal contact.

Scout Association plans to organize yearly trainings for new GE scouts trainers in the following years. All the knowledge and experiences that we gather will be incorporated in our organization at least for 10-15 years (action itself, hopefully it will be repeated 3-4 times). Second action that they plan on taking is also participation (workshops, action) in the week of global education. They are also planning to continue with global popcorn – movie night and discussion and reflection about the content form the side of GE.

NGO Humanitas are planning to continue working with youth groups but in more informal way and offer furthere support, cooperation to Slovenian scouts Association.

5.6. Overall

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Following key strengths of the project were identified

Key strengths of the project that were identified were:
- Both partner organizations exposed the added value of cross-country cooperation. International meeting played an important role for the project and it's dissemination. The benefit of cross-country cooperation was also materials that were developed by all of partners.
- Importance of partnership: the formation of such partnerships as this project has formed (NGOs and scout Association) was an important learning experience for both partners. Both partners learned a lot about different worldview (about "two bubbles", inabilities and ability to look through others eyes etc.).
- Scout Association integrate GE in their educational program. GE became one of eight program field of Scout educational program. Scout Association has included GE also in their own competence model.
- Global education gain new role and position in Scout Association. Scout organization gain new framework for their work, new tools for planning and implementation of the activities.
- Some of GE trainers were active through the project and start to think critically and multidimensional about the world. Some of GE trainer reported also about their personal growth.
- Scout and guides felt the importance of sustainable actions and that they too can contribute to this world with their behaviour and actions.
- Some additional and creative leaflet and materials were developed in the frame of the project (video material, material about critical and critical thinking, book for young children about GE, leaflet about homemade cosmetics, etc.)
- Some new partnership with other NGOs were developed through of the project (in the case of Slovenia this was the NGO Ecology without the borders).
- In Scout Association materials were develop with a lot of creativity and innovation. Content of the projects has been also presented also in the printed articles, for example in internal magazine there was a new section, Global education. This section was specially constructed due to the project in the second half of project.
- NGO Humanitas prepared (in collaboration with Scout Association) book for small children about GE.

Following key weaknesses and ways of tackling these were identified:

Table 6 – Overview of weaknesses identified and potential solutions

Weakness identified	Potential solution

Change of the international coordinator in the last phase was not very beneficial for the project. Both Slovenian partners missed regular monthly meetings, updated information about the project, regular reflection about the project on the national and international level, etc.	The transfer of good practices between old and new international coordinator.
The difference between two national partners was in rare cases to big and some topics and issues were not communicated on the end of the project.	Open and honest communication throughout the whole project.
Low response rate among national partners regarding some task and issues.	Open and honest communication throughout the whole project.
Differences in the way of functioning on organizational level in the national context.	Awareness about the differences and finding the ways to overcome it and to respect different ways of functioning. Both national partners were successful and overcome this weakness.
Differences in understanding of the GE.	Formation of common definition, elements, competences of GE among both national partner. It would of a great benefit to have a consensus about the concept and definition of GE.
Lack of time from the side of GE trainer.	Some other scout tasks and obligations of GE trainers could be postponed or cancelled throughout the project. In this case, they could be more active in the project.
Some of the GDE trainers felt uncomfortable and frustrated regarding some topics and themes.	• Presentation of the topics and content of the project before scout decided for the role of the GE trainer. • To increase the number of the training for GE, so they would have more time for their own process.
Potential of the materials (developed in the project) was not used fully. Some GDE trainers were not very well informed about the national and international material of the project.	Better promotion of the materials within the Scout organization.
It is difficult to estimate the in-depth understanding of GE among different target groups of the project (GE trainers, scout and rovers, coordinators).	Application of some others qualitative methods.
The potential of mentorship and critical friendship from the side of the NGO Humanitas was not used fully.	Openness of Scout Association for in-depth cooperation.

6 Conclusions

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Relevance

In the case of Slovenia, most of the scout leaders were satisfied or very satisfied with the action regarding the content of the event. Themes that they are relevant scout leaders were: sustainable development, local food production, critical and creative thinking, non-violent communication, responsible consumption, migrations, media literacy, the importance of communication, importance of leadership, and importance of cooperation. As least relevant and applicable themes for the scout leaders, only one GDE trainer exposed only roles of women in our society (they did not consider that discrimination is the Slovenian problem).

Effectiveness

The key factors that have positively influenced the project implementation on national level were:

- Openness of both partner organization for cooperation and learning.
- Mutual understanding.
- Open communication (at least most of the time).
- Building of the bridges between two different worlds.
- Cooperation among the management of both organization.
- Pro-activeness of the national coordinator of both partner organization.
- Pro-activeness of some individuals among GE trainer.
- Openness and willingness to learn about GE among GE trainer (at least half of them have reported about their own personal growth).
- The capacity of Scout organization (they are one of the biggest youth organization in Slovenia; therefore the project had a big influence on young people – scouts).
- Expertise of both partner organization.

The key factor that have negatively influenced the project were:
- To convince scouts that GE is something new for the Association. A lot of them saw GE as something that already exist in the context of Scout organization; therefore, they saw no benefit in the project.
  - The challenge was solved with the raise of awareness what GE really is. Scout association have been working a lot to raise the understanding from the level of unconscious incompetence to the level of conscious competence. They have tried to be also creative as much as possible.
- Difference in the organizational structure of both organization. Scout organization is more hierarchical with much defined roles, structure and responsibilities. There is also a big difference in the process of decision making between the Scout Association and NGO Humanitas.
  - The challenged was not solved completely. Both organization tried their best to except the difference and cooperate qualitatively with each other. Both of them also see their cooperation as a success.
- Lack of time was reported from the side of partner organization (especially on the end of the project). Lack of time was reported also from the side of GE trainers
  - The challenge was not solved completely. All stakeholders tried to do their best, however the results were not always seen.
- Lack of interest from the side of GE trainer: some of GE trainer were not very active and interested in the dissemination of GE among their peers and other member of Scout Association.
  - The challenge was not solved completely. Scout coordinator was proactive and support GE trainer throughout the while project.
- Difference in understanding of GE concept: one of the organization have had quite stiffening resolve about some themes and topics (gender equity, identity, sexual orientation, etc.) therefore there was no reflection and communication about above-mentioned topics.
  - The challenge was not solved completely. They all did their best to respect and accept the differences.
- Difference in values among the organization
  - The challenge was not solved completely. They all did their best to respect and accept the differences.
- Feeling of not being accepted, respected and seen: those feeling were present in the case of both organization and GE trainer.
  - The challenge was not solved completely. They all did their best to respect and accept the differences.

Both partners also exposed that sharing meeting were very well time distributed; they were implemented once a year. Partners meetings presented the milestones of the project delivery. They were important motivational factor for many things (to finish the work, tasks, materials, etc.). This meeting were also very important for overcoming the differences between to bubbles – experts from NGO and Scout organizations. Meetings were also opportunities and the place of collaboration; partners hear and saw each other. However, most importantly, meetings were the place of mutual learning and sharing of the experience and knowledge. One of the coordinator also exposed that: "meeting face to face with people you worked with and encouraging motivation with involved scouts, offering them more possibilities to learn from various educators and share their work".

GDE trainer expose that they gain crucial thinking, tolerance, awareness of global co-dependence, respecting diversity, different approaches, dealing and confronting with stereotypes and prejudice, knowledge about conflict resolution, out of the box thinking, critical thinking, knowledge about sustainable development and critical consumption, empathy . Two trainers also that the content of the project enable them personal growth. In one case, the GDE trainer even started to work with refuges and asylum seekers.

GDE trainers exposed that the project had an important impact on their perception and way of thinking. On personal level GDE trainers exposed the following examples evolution and change: responsible consumption,critical thinking, recycling,nraise of awareness regarding the local food production and media literacy.

Change and evolution also happened in their activities with the scout leaders:
- opening of new perspectives,
- critical thinking,
- creative thinking,
- sharing of new knowledge,
- reflection of some activities,
- buying of local food (in the case of camps).

The changes /identified for the side of GDE trainers) that occurred in the scout groups as a results of the project activities were:
- raise of awareness regarding the responsible consumption: groups are buying local food for their camps, they also organize ex-change market;
- scout groups become more opened: they gain different perspective, they collaborate with new organizations;
- raise of awareness regarding personal responsibility;
- zero waste philosophy: some unit organized zero waste camps;
- pro-activeness: individuals in some group gain the knowledge how to implement small project.

The participants feedback to the actions carried out by the trainers were in mostly very positive. In the different training activities on the national level, the following competences were targeted: non-violet communication, leadership skills, creative thinking, cultural and racial differences, interconnectedness and critical thinking.
Scout leaders exposed that competences of sustainable, critical, and creative thinking, and acceptance of diversity have improved as a result of these trainings.

GDE trainers participated in some informed actions like:

- laudato SI' (workshop delivered to around 400 leaders) - gathering of young catholic in Stična, where GDE trainer carry out the workshop about global education,
- summer 2017- zero waste massive camping guidelines,
- presentation of all results materials and everything on General Assembly (November 2017),
- Global education week (November 2017) - comprehensive material for all age sections and preparation of designed badge "my World" for all who will participate,
- preparation of a handbook for children with two animal characters (ants) in the main role,
- BIVAK, gathering of youth NGO organization (GDE trainer carry out the activity »One world« and disseminate some leaflets),
- EMONADA, meeting of all scout units in Ljubljana – Slovene capital (GDE trainer carry out workshop about migration),
- two actions for local scout unit group and two action on the national level about (different themes of global education).

All GDE trainers exposed that they get or would get the support (they knew that they are welcome even if they did not ask for support) from both partner organization. Most of the GDE trainers appreciate the Humanitas trainings and theoretical knowledge about global education that they gain throughout their trainings. They appreciate also the support, openness and pro-activeness of the scout coordinator (preparing of the materials, support regarding the content of the workshop, support regarding the organization of the event, etc.). In one case GDE trainer exposed that he appreciate the additional training manual about global education that he gained from the Humanitas.

Scout, guides and rovers took the following action in the last phase of the project: car sharing, voluntary work with migrants, usage of critical thinking in everyday life, workshop about critical and creative thinking, ecology awareness actions, workshop about expectance of diversity, voluntary work on a local farm, recycling action, buying of local food for the meeting and camps, scout unit invite local community population on their 20th anniversary and reflection of implemented action. The themes and issues that action addressed the MOST are environmental issues, sustainable development, critical and creative thinking and responsible consumption.The themes and issues that action addressed the LEAST are gender and active citizenship.

Out of the set of interactive self-evaluation, tools targeting Scouts and Rovers both three tools (Opinion scale, The Circle Analyses and Spider tool) were implemented. Three scouts groups participate in the implementation of the tools. However, circle analyse was implemented by one group, spider web was implemented by two groups and opinion scale was implemented with 3 groups. The result might be seen under the question *To what extent do the scouts and rovers take informed actions?*

The position of GE in the scout education systems changes in the course of the project implementation has changed dramatically. Global education has been incorporated in the scout educational program. The project had also a big impact on the sphere of education for peace.

Efficiency

The following materials were produced in the project:
- Global Compass: there were working version and the final version is on-line (national and joint project level),
- Promotional video for the global compass (national level),
- GE competences (national and joint project level),
- Self-evaluation competence tool (national and joint project level),
- Publication for children aged from 5 to 9 years old (national level),
- GIRA - global informed and reflective actions (national and joint project level),
- International GE publication,
- Scout competence model (national),
- GE manual for GE trainer – in the working process (national),
- Children protection policy inside the Scout Association,
- Booklet Homemade every day cleaning.

Project partner respect and execute responsibilities assigned in the project planning. International coordination of the project was very organized and efficient on the beginning of the project. Change of the international coordinator was not very beneficial for the project. Budget of the project was in general well planned and there were no big deviation regarding individual categories.

GE trainers had used different modes: workshops, camps, movie night, discussions with peers writing of article, and informed actions. GE trainer and scout leaders gain different kind of support. From the side of Scout Association they gain constant availability, friendly cooperation, counselling, pointing out available materials, offering frameworks, when leading actives for the first time. All foregoing type off supports were efficient. NGO Humanitas offered to GE trainers and leaders materials about GE and support regarding planning of informed action and other events with GE component. Humanitas coordinator gave them feedback, some concrete suggestion and some guiding questions for reflection. Their support was efficient; however, their potential was not fully used.

Impact

The project had definitely strong impact on the scout activities that were carry out in the field of sustainable development and zero waste. The organisation also start to cooperate with NGO Ecology without the border. The estimate of Scout coordinator is that the theme was presented to around 1500 scouts. One third of the organization has the awareness that the project had and important influence to more sustainable actions and scout behaviour as such (as member of the Association and in their private life). First zero waste camp was carry out in May 2017 and in the summer most of scout camps were organize as zero waste camps. Second important impact of the project was breaking up the stereotype and general assumptions about GE in Scout Association. In the opinion of scout coordinator and scout leadership GE is perceived more holistically and multidimensional. The third important impact of the project was critical and creative thinking, which Scout Association gained it and developed in the project.

Sustainability

Scout Association accept and incorporate GE on multiple levels: level of organization, level of their leadership, level of their educational program etc. They perceive the GE as a part of their everyday life, therefore they integrate the GE in their competence model. This means that the GE is incorporated in the Association for the next ten years and that all scouts are going to be educated about GE. Some of GDE trainers plan to continue similar activities (see the item 5.5). Scout Association plans to organize also yearly trainings for new GE scouts trainers in the following years and NGO Humanitas are planning to continue working with youth groups but in more informal way and offer furthere support, cooperation to Slovenian scouts Association.

7   Recommendations

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Main lessons learnt

- It is necessary to take into account and to understand that we have different perspectives and mechanism from which we act and think.

- There was a difference in understanding of the concept of GE. Sometimes national partners had some difficulties to understand each other. They also have quite different way of functioning (on personal and on organizational level), and sometimes this causes misunderstandings between them.

- You cannot predict what you are going to learn from the project and its implementation. It might surprise you completely.

- Good promotion before the beginning of the project: lot of effort was put in the explanation of the main point of the project to all target groups in the first months of the project.

- Establishment of regular rubric about the global education in the internal Scout magazine was a good decision.

- It is important to form such partnerships as this project has formed- and although there have been encountered several obstacles on both sides- NGOs and scouts learned a lot throughout this project- about their bubbles, inabilities to look through others eyes etc. It has not been always pleasant, but learning is never always pleasant. And as for the Slovenian partnership goes, they believe that they worked all in all quite well, and GE is an added value which scouts will continue to implement in their programmes and they believe that more learning about the topic will happen in time.

- Much more time should be given to getting to know our organizations, how they function, discussing on this and embracing our diversities. This would enable us to work better together.

- It is quite challenging to evaluate effectiveness of the project regarding some topics and themes.

- The challenge how to get different targets group to participate actively in the evaluation remained also in the final phase of the evaluation.

- Scout competence model was real surprise for the Association. They did not expect that the project will have such a strong influence on the Association.

- The materials of the project were not disseminated and used as good as they could be.

- It is important to be honest with each other, to listen others perspectives and to build the bridges between two worlds.

Key recommendations

- In order to have a more clear understanding of what partner organizations do and how they function, it would be helpful to have some kind of "an exchange of practice meeting" at the beginning of the project.

- Project coordinator could have prepare a presentation of a bigger project picture (what is going on in all 7 countries, what kind of difficulties do partners face etc.) every few months (something like project newsletter).

- It would be of a great benefit if the Scout Association would start the project with the environmental issues; workshops should be as interactive as they can be, also that they can be set in nature; also witness stories are really powerful (e.g. Greeks and refugees).

- It would be good to know your partner before you decide to cooperate in a project. If differences are too big, it should be clear before the beginning if they can be overcome or not.

- It would be important to clarify the roles on the beginning of the project.

- The national partners could have kind of team building on the beginning of the project.

- It would be necessary to establish the mechanism that Global education guidelines, Global Compass and other materials of the project are really going to be used in the practice.

- It might be better to report by partners, not by county.

- It would of a great benefit to define roles regarding obligations and tasks. Other partners, not only the leading partner NaZemi, could lead some task.

- It would be of a great benefit if the new project coordinator would kept ways of communication and regular reflection of the project.

- It would be of a great benefit to have regular newsletter of the project that would be distributed to all partners and to the wider public.

8 Attachments

8.1. List of key informants

all – I have kept the informants from the midterm evaluation – add or change where neccessary

Steve Morton - World Organization of the Scout Movement (WOSM)
Petra Stipanič - Committee Member, World Association of Girl Guides and Girl Scouts , Europe Region
Manuela Capraro - World Association of Girl Guides and Girl Scouts , Europe Region

Czech Republic

Implementing partners:
Pavla Vyhnankova – Project Manager, NaZemi
Petra Vackova - Project Manager, Czech Scouting

GE instructors – focus group:
Eliška Trnková
Radka Lacinová
Vendula Menšíková
Jan Kyselý
Martin Černý
Gabriela Ptáčková
Anna Hubáčková
Jana Malinová
Markéta Musilová
Magdaléna Troutnarová
Eva Štefková

Slovenia

Implementing partners:
Alma Rogina – Project coordinator, Humanitas

Tina Trdin – GE educator and partner coordinator, Humanitas
Mateja Kraševec - Office manager , Humanitas
Barbara Tehovnik – Project coordinator, Slovenian catholic Girl Guides and Boy Scouts Association
Žiga Kovačič - Head of the Association, Slovenian catholic Girl Guides and Boy Scouts Association
Tadej Uršič: Program director of the Association, Slovenian catholic Girl Guides and Boy Scouts Association

GE instructors – focus group:
Jaka Matičič
Vivian Ganzitti
Rok Pisk
Patricija Slakan Vujasinovič
Eva Rataj

Slovakia

Implementing partners:
Richard Klimes – Project coordinator, Slovenské centrum pre komunikáciu a rozvoj, n.o. (SCCD)
Zuzana Jezerska   - Director / Trainer , SCCD
Juraj Lizak - Director, Scouting Slovakia
Veronika Korcekova - Project Coordinator, Scouting Slovakia
Martin Cerovsky - Scouts' House Zvolenska Slatina , Scouting Slovakia
Martin Macharik - Scouts' House Banska Stiavnica, Scouting Slovakia

External trainers:
Lukas Zajac – People In Need
Dusan Ondrusek   - Partners for Democratic Change, Slovakia

GE instructors – focus group:
Matej Gajdos
Katarína Mertanová
Marián Lezo
Monika Lezová
Jana Jánošíková
Miriama Olosová
Terézia Knorová
Peter Jánošík
Katarína Rausová

Greece

Konstadina Lugizou - Project administrator, Greek Scouting
Alexis Georgalis- Training Advisor, Greek Scouting
Dimitris Kaloupis - GE instructor

Germany

Karoline Kraft – Project coordinator, INKOTA – implementing partner

United Kingdom

Kate Allen – Project coordinator, Scotdec – implementing partner
Laura J Wright - Guiding Development Manager, Girlguiding Scotland
Graham Carrington – GE instructor

Poland

Aleksandra Kacprowicz – Project coordinator, Polish scouting – implementing partner

8.2. Sources reviewed

Project application and log frame
Existing reports
Internal communication and joint google project documents
Global Compass
Internal
Websites of national project partners and global associations
GE competencies
Teaching competencies
Relevant studies / GE materials
Training materials and attendance forms
Articles published in scouting magazines

8.3. Methodology of evaluation tools focused on scouts/guides and rovers

> **Circle Analysis**

The tool uses a visual image of individual children in the middle of seven concentric circles representing various levels (see picture). The key objectives of the activity are to:

- To explore what children <u>are doing</u> to promote a sustainable, responsible and civic way of life (in line with DE principles)
- To explore what children <u>can do</u> to promote these principles
- To explore how children perceive the linkages between the various levels.
- Explore what support children need to order to undertake these activities that they think could be effective

Picture 2 – overview of circle analysis level
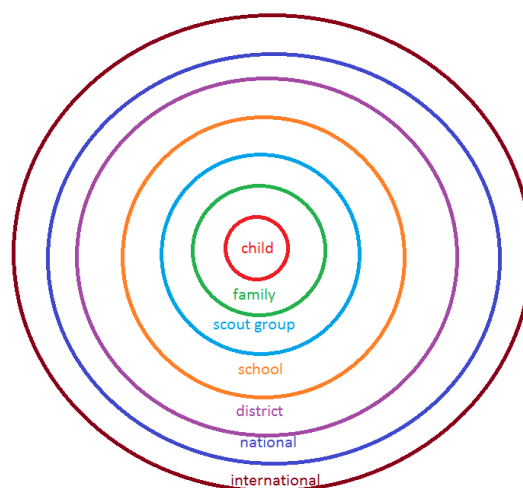
TIME NEEDED FOR ACTIVITY: 40-60 minutes

MATERIALS NEEDED: Flipchart paper, colourful markers, tape

KEY STEPS:

- On flipchart the leaders prepare two sets of the visual tool A: a child is in the middle of 8 concentric circles representing:
  - > the individual child
  - > The family
  - > The scout club
  - > The school
  - > The community
  - > The district
  - > The country
  - > The world
- Groups of children are given two of these concentric circle images.
  - > On the first they discuss and list what <u>they are currently doing </u>to promote responsible life style in line with the principles of global compass at each different level.

- On the second they discuss and list what they could do to promote responsible life style in line with the given principles at each level.
- Group discussion facilitated by the scout leader/rover to identify what support children need to undertake additional activities promoting responsible life style, that they think would be effective.

> **Spider Tool**

The tool is intended to promote reflection, analysis, sharing, dialogue and action within child led organisations and initiatives. The process involves participants working together to assess the strengths of the organisation (in this case scout groups) according to a number of core dimensions – Key Quality Elements (these will be further developed and adapted by each group, using the Global Compass tool as a guide) The results of the assessment are transferred to a spider web diagram that illustrates how the participants see the organisation. It helps to focus the participants on the areas that need to be addressed. The assessment sets ground for organisational change and development. Further instructions are attached to this report in Annex 5.

The objectives of the activity are to:
- Help children and young people to assess children´s initiatives and organisations according to a number of core dimensions (Key Quality Elements)
- Help children and young people to assess what they are trying to achieve, what they feel they are good at and areas they feel should be improved
- Help reflect upon the learning process that children and young people go through as they work together on collective initiatives
- Help children and young people use their assessments to plan changes and action to improve their organisation and collective efforts

TIME NEEDED: it is recommended that sufficient time is allowed for the exercise – ideally a few days, either consecutively or over a series of weekends, to ensure adequate time for longer discussions and analysis in forming the spider tool, as well as action planning based on the analysis.

MATERIALS NEEDED: large space (room, outdoor space, pin board or a large wall, different colored chalks, pens or (at least two for each group), tape, sticks or blue-tack (to mark the scales), flipchart and flipchart pens

KEY STEPS

- Introduce the Tool
- Introduce Quality Thinking

> A first step to explaining the idea of Key Quality Elements can be done by introducing the idea of quality based on examples from everyday life. You can let the children express what they look for when buying a jacket, a bicycle or similar articles they are familiar with and identify these Key Quality Elements (KQEs).
> Apply the same way of thinking to the scout groups. Why do they think some groups are functioning better than others? What criteria do they use? You can write down on the flipchart the KQEs that the children come up with.
> Present the KQEs identified in the Global Compass Tool.
> Ask children to compare and match their list of quality elements with those identified by the Global Compass Tool and see if they want to add any of their own KQEs to the list identified in the Global Compass.
> Decide together what KQEs you want to be the ones guiding the activities of your scout group.

Key Quality Elements identified in the Global Compass:

Key quality element	Criteria
PEOPLE	We are open to new ideas.
	We keep on learning.
	We communicate with respect
	We prevent conflicts and resolve them if they occur.
	We promote personality development as well as confidence building.
	We are aware of various perspectives and global interdependencies.
MANAGEMENT PLANNING AND LEADERSHIP	Every member gets a share in the decision making process.

PUBLIC/EXTERNAL RELATIONS	We communicate with the people around us. We cooperate with the community. We get involved in the activities of superior units.
TRAVELLING	We plan trips in a sustainable way.
FUNDING	We handle money with care. We choose the right partners.
ACQUISITION OF NEW ITEMS	We distinguish between essential and non-essential. We prevent overstocking and hoarding, we reduce waste. We seek alternatives to acquiring things (not buying for example) We are responsible consumers.
ECONOMY, THOUGHTFULNESS AND CARE	We do not produce unnecessary things. We save energy. We diminish the impact of our stay in nature.

Picture 3 – example of an initial spider web

- Introduce the Spider Web
➢ Make a large drawing of the web
➢ Explain the exercise – children build their current spider web (where they are now) and their future spider web (where they plan to be in a specified time-frame – 6 months, one year)
➢ Introduce the idea of the five levels for each KQE. **Stress that it is not necessary to reach level 5. The current and desired assessment should be based on context, resources, priorities etc.**
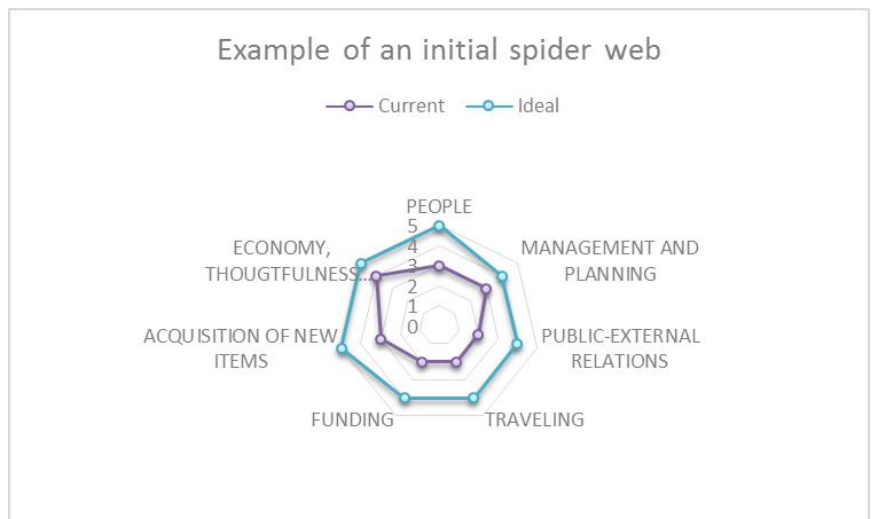
- Introduce Action planning and support needs

Having built their current and future spider webs, scout clubs will have a visual image of their strength and weaknesses. The spider webs developed can be transferred into larger paper versions and can be used to help the scouts and rovers to decide which of the Key Quality Elements they feel are most important to improve and how to develop an action plan.

8.4. Evaluation Matrix

Evaluation sub/questions	Indicators	Key data sources	Data collection methods	Data analysis + when to collect (baseline, mid-term, end-line, all)
Overall				
1. What are the key strengths and weaknesses of the project?				
Proposed sub-questions				
What are the key strengths of the project?	• List of strengths as perceived by the different project stakeholders	Project partners, DE experts, scout leaders, scouts, representatives of other relevant bodies	Interviews, focus groups, online surveys, self-evaluation materials	Qualitative analysis Midterm, Final
What are the main weaknesses of the project?	• List of weaknesses as perceived by the different project partners and stakeholders	Same as above	Interviews, focus groups, online surveys, self-evaluation materials	Qualitative analysis Midterm, Final
How can these weaknesses be dealt with or avoided in future?	• Suggestions from the different project stakeholders • Examples of best practices from similar projects/initiatives	Same as above + Internet	Interviews, focus groups, online surveys, self-evaluation materials, desk review	Qualitative analysis Midterm, Final
2. What are the main lessons learnt?				
Proposed sub-questions				
None at this point	• List of main lessons	Project partners, DE experts, scout leaders, scouts, representatives of other relevant bodies project documentation	Interviews, focus groups, online surveys, self-evaluation materials	Qualitative analysis Midterm, Final
3. What are the key recommendations to a possible continuation?				
Proposed sub-questions				

Evaluation sub/questions	Indicators	Key data sources	Data collection methods	Data analysis + when to collect (baseline, mid-term, end-line, all)
None at this point	• List of main recommendations	Project partners, DE experts, scout leaders, scouts, representatives of other relevant bodies project documentation	Interviews, focus groups, online surveys, self-evaluation materials	Qualitative analysis Midterm, Final

RELEVANCE

LEVEL 2 - SCOUT LEADERS

1. **To what extent was the action relevant to the priorities of the scout leaders and their clubs?**

To what extent do the leaders consider development education relevant to the goals of the scout movement?	• Views of the scouts	Project partners, DE experts, scout leaders, project documents	Interviews, focus groups, online surveys, self-evaluation materials, Desk review	Qualitative and quantitative analysis Baseline, Final
What themes do the scout leaders consider most relevant and applicable? Why?	• List of themes and principles viewed as most relevant • Views of the relevant stakeholders	Project partners, DE experts, scout leaders, project documents	Interviews, focus groups, online surveys, self-evaluation materials, Desk review	Qualitative analysis Midterm, Final
What themes do the scout leaders consider least relevant and applicable? Why?	• List of themes and principles viewed as least relevant • Views of the relevant stakeholders	Project partners, DE experts, scout leaders, project documents	Interviews, focus groups, online surveys, self-evaluation materials, Desk review	Qualitative analysis Midterm, Final

EFFECTIVENESS AND IMPACT

LEVEL 1 - SCOUT GLOBAL DEVELOPMENT EDUCATION EXPERTS

1. **How has their perception and way of thinking about global development changed in the course of the project?**

Proposed sub-questions

| What was their experience and/or degree of contact with global development issues in the beginning of the project? | • (Self)reported examples of prior concrete experience and contact | Project partners, Scout experts | Interviews, focus groups, online surveys | Qualitative analysis Baseline |

Evaluation sub/questions	Indicators	Key data sources	Data collection methods	Data analysis + when to collect (baseline, mid-term, end-line, all)
What was their perception and way of thinking about global development issues in the beginning of the project?	• Examples of personal attitudes in the project beginning	Project partners, Scout experts	Interviews, focus groups, online surveys	Qualitative analysis Baseline
How has their perception and way of thinking evolved over the course of the project?	• Examples of evolution, change or lack thereof identified	Project partners, Scout experts	Interviews, focus groups, online surveys, self-evaluation materials	Qualitative analysis Midterm, Final
To what extent has the project contributed to the change identified, if any?	• Proven direct linkages to the project activities as perceived by the DE experts • Examples of similar actions and/or capacity building activities the experts were involved in • Degree of involvement and evidence of concrete results of these actions	Project partners, Scout experts	Interviews, focus groups, online surveys, self-evaluation materials	Qualitative analysis Midterm, Final
2. **Are they able to further carry out education and awareness raising activities within their respective regions/associations?**				
Proposed sub-questions				
What was the level of relevant skills and capacities (content knowledge, training and facilitation skills, review skills etc.) prior to the project implementation?	• (Self)reported prior experience with training and capacity building • (Self) evaluation of prior skills and knowledge	Project partners, DE experts, scout leaders, scouts, representatives of other relevant bodies Project documents	Interviews, focus groups, online surveys, training feedback forms	Qualitative analysis Baseline
To what extent are the DE experts better equipped to carry out DE training and awareness raising activities?	• (Non) achievement of logframe indicators • Comparison of DE experts degree of capacity prior to the project, mid-term and at the end of the project implementing period • Increased training and capacity building activity of the DE experts	Project partners, DE experts, scout leaders, representatives of other relevant bodies, project documents	Interviews, focus groups, training feedback forms, online surveys	Qualitative analysis Midterm, Final

Evaluation sub/questions	Indicators	Key data sources	Data collection methods	Data analysis + when to collect (baseline, mid-term, end-line, all)
What DE activities are the experts carrying out as required by the project and/or on top of direct project requirements?	• List of activities and their frequency	Project partners, DE experts, scout leaders, representatives of other relevant bodies, project documents	Interviews, focus groups, training feedback forms, online surveys, project documentation	Qualitative analysis Midterm, Final
How can these activities be further enhanced?	• Examples of specific enhancement • Types of support needed • Suggestions from stakeholders	Project partners, DE experts, scout leaders, representatives of other relevant bodies, project documents	Interviews, online surveys, focus group, training feedback forms	Qualitative analysis Midterm, Final
3. What are the limiting factors they encounter in their respective regions and how can these be overcome?				
Proposed sub-questions				
What factors (if any) are hindering the DE experts from further commitment and concrete actions in DE?	• List of factors	Project partners, DE experts, scout leaders, representatives of other relevant bodies, project documents	Interviews, desk review, focus group, online surveys	Qualitative analysis Midterm, Final
What supportive actions (if any) should be taken in order to ensure long term and active approach of the experts in DE?	• Suggestions of concrete future supportive action(s) perceived as needed • Examples of best practices from other projects	Project partners, DE experts, scout leaders, representatives of other relevant bodies, project documents	Interviews, desk review, focus group, online surveys	Qualitative analysis Midterm, Final
4. What is the impact of the DE experts' activity on the activities and general functioning of the relevant scout groups/organizations?				
Proposed sub-questions				
What has happened within scout groups as a result of working with the DE experts?	• Examples of intended short term impact • Examples of possible unintended short term impact	Project partners, DE experts, scout leaders, scouts, representatives of	Interviews, desk review, focus group, online surveys	Qualitative analysis Midterm, Final

Evaluation sub/questions	Indicators	Key data sources	Data collection methods	Data analysis + when to collect (baseline, mid-term, end-line, all)
		other relevant bodies Project documents		
LEVEL 2 - SCOUT LEADERS				
1. To what extent are the scout leaders able to apply the themes and principles in practice?				
Proposed sub-questions				
What was the extent of prior knowledge of the relevant themes and principles of DE issues among the scout leaders?	• (Self)reported prior knowledge/experience with the DE issues	Project partners, DE experts, scout leaders, representatives of other relevant bodies, project documents	Interviews, focus groups, online surveys, Desk review	Qualitative analysis Baseline
Why did the scout leaders join the project and what did they expect? (Motivation and expectations)	• Self-reported examples of motivation and expectations	Scout leaders	Interviews, focus groups, online surveys	Qualitative analysis Baseline
To what extent has the project improved their knowledge of the topic and their skills (core competencies) in working with it further?	• Comparison of scout leaders degree of capacity prior to the project and at the end of the project implementing period	Project partners, DE experts, scout leaders, representatives of other relevant bodies, project documents	Interviews, focus groups, online surveys, self-evaluation materials, Desk review	Qualitative analysis Final
What themes/principles do the scout leaders mostly use in their practice? Why?	• List of themes and principles most applied • Views of the relevant stakeholders	Project partners, DE experts, scout leaders, representatives of other relevant bodies, project documents	Interviews, focus groups, online surveys, self-evaluation materials, Desk review	Qualitative analysis Midterm, Final
What themes/principles do the scout leader find difficult to implement? Why?	• List of themes and principles • Views of the relevant stakeholders	Project partners, DE experts, scout leaders, representatives of other relevant bodies, project documents	Interviews, focus groups, online surveys, self-evaluation materials, desk review	Qualitative analysis Midterm, Final

Evaluation sub/questions	Indicators	Key data sources	Data collection methods	Data analysis + when to collect (baseline, mid-term, end-line, all)
2. Can they work with the programs effectively?				
Proposed sub-questions				
What programs/learning activities do the scout leaders mostly use in their practice? Why?	• List of programs/activities most implemented • Views of the relevant stakeholders	Project partners, DE experts, scout leaders, project documents	Interviews, focus groups, online surveys, self-evaluation materials, Desk review	Qualitative analysis Midterm, Final
What programs/learning activities do the scout leaders find difficult to implement? Why?	• List of programs/activities • Views of the relevant stakeholders	Project partners, DE experts, scout leaders, project documents	Interviews, focus groups, online surveys, self-evaluation materials, desk review	Qualitative analysis Midterm, Final
What modes/adaptations of implementing the programs/learning activities in practice do the scout leaders apply?	• Examples of modes and adaptations	Project partners, DE experts, scout leaders, project documents	Interviews, focus groups, online surveys, self-evaluation materials, desk review	Qualitative analysis Midterm, Final
What concrete results does the program implementation yield in the respective scout organizations/groups? (for group life and individuals)	• Examples of results • (Non)achievement of indicators	Project partners, DE experts, scout leaders, scouts, representatives of other relevant bodies, project documents	Interviews, focus groups, online surveys, self-evaluation materials, desk review	Qualitative and quantitative analysis Final
3. To what extent have the scout leaders acquired core competencies other than content knowledge?				
Proposed sub-questions				
What competencies other than content knowledge were targeted in the different training activities on national levels?	• List of competencies	Project partners, DE experts, project documents	Interviews, focus groups, online surveys, self-evaluation materials, desk review	Qualitative and quantitative analysis Midterm, Final

Evaluation sub/questions	Indicators	Key data sources	Data collection methods	Data analysis + when to collect (baseline, mid-term, end-line, all)
What competencies do the scout leaders feel have improved as a result of these trainings?	• List of competencies	Project partners, DE experts, project documents, scout leaders	Interviews, focus groups, online surveys, self-evaluation materials, desk review	Qualitative and quantitative analysis Midterm, Final
What do the scout leaders perceive as further learning need in terms of other competencies?	• List of perceived learning needs	Project partners, DE experts, project documents	Interviews, focus groups, online surveys, self-evaluation materials, desk review	Qualitative and quantitative analysis Midterm, Final
LEVEL 3 – SCOUTS AND ROVERS				
1. **To what extent do the scouts and rovers take informed actions?**				
Proposed sub-questions				
What actions do the scouts and rovers take in direct relation to the project?	• List of actions	Project partners, DE experts, scout leaders, scouts, representatives of other relevant bodies, project documents	Interviews, focus groups, online surveys, self-evaluation materials, desk review	Qualitative analysis Final
To what extent do the actions fulfill the given criteria? (Nature and level of participation, critical thinking, etc.)	• Degree of participatory planning and decision making • Degree of critical thinking shown	Project partners, DE experts, scout leaders, scouts, representatives of other relevant bodies, project documents	Interviews, focus groups, online surveys, self-evaluation materials,	Qualitative analysis Final
To what extent are these actions initiated and led by the children?	• Reported examples of child-led actions • Level of child participation in planning • Degree of leaders´ presence in planning and execution	Project partners, DE experts, scout leaders, scouts, representatives of other relevant bodies, project documents	Interviews, focus groups, online surveys, self-evaluation materials,	Qualitative analysis Final

Evaluation sub/questions	Indicators	Key data sources	Data collection methods	Data analysis + when to collect (baseline, mid-term, end-line, all)
What themes-issues do the actions address most/least? Why?	• List of themes and issues • Perceived level of complementarity or lack thereof of the implemented actions to the general scout activity	Project partners, DE experts, scout leaders, scouts, representatives of other relevant bodies, project documents	Interviews, focus groups, online surveys, self-evaluation materials, desk review	Qualitative analysis Final
What were the major factors positively or negatively influencing the implementation or lack thereof of informed actions? (Why did the actions (not) happen?)	• List of factors	Project partners, DE experts, scout leaders, scouts, representatives of other relevant bodies Project documents	Desk review, interviews, online surveys, focus group, self-evaluation materials	Qualitative analysis of (non) achievements, Risk Analysis Final
What were the limiting factors and how were they overcome? (what influenced the quality of the actions that took place?)	• List of factors, explanation of mitigation measures • Comparison with the original risk analysis in the project application	Project partners, DE experts, scout leaders, scouts, representatives of other relevant bodies Project documents	Desk review, interviews, online surveys, focus group, self-evaluation materials	Qualitative analysis of (non) achievements, Risk Analysis Final
4. **To what extent do children think critically about consequences of their actions?**				
Proposed sub-questions				
What are the possibilities of children to reflect upon the actions supported in the program (e.g. follow up sessions, group discussions etc.)	• Examples of possibilities	Project partners, DE experts, scout leaders, scouts, Project documents	Desk review, interviews, online surveys, focus group, self-evaluation materials	Qualitative analysis Midterm, Final
To what extent do the children believe that their actions can contribute to change?	• Reported examples of shifted locus of control • Personal accounts of children • Overall degree in the shifted locus of control	DE experts, scout leaders, scouts, project documents,	Desk review, interviews, online surveys, focus group, self-evaluation materials	Qualitative, quantitative analysis Baseline, Midterm, Final

Evaluation sub/questions	Indicators	Key data sources	Data collection methods	Data analysis + when to collect (baseline, mid-term, end-line, all)
What consequences do the children perceive their actions may have?	• Examples of perceived consequences of lack thereof	DE experts, scout leaders, scouts, project documents,	Desk review, interviews, online surveys, focus group, self-evaluation materials	Qualitative analysis Baseline, Midterm, Final
To what extent do the children express intention to act further?	• Reported examples of personal reflection or lack thereof • Abilities and willingness of the children to share their experience	DE experts, scout leaders, scouts, project documents,	Desk review, interviews, online surveys, focus group, self-evaluation materials	Qualitative, quantitative analysis Midterm, Final
What development has occurred in their thinking compared to the previous evaluation phase?	• Qualitative comparison with the main findings of the previous evaluation phase	DE experts, scout leaders, scouts, project documents,	Desk review, interviews, online surveys, focus group, self-evaluation materials	Qualitative Midterm, Final
To what extent does the verbal reflection translate into action?	• Reported examples of self-initiated actions, in line with locally and globally responsible life style • Proportion of self-initiated actions to those organized by the club/leaders	DE experts, scout leaders, scouts, project documents,	Desk review, interviews, online surveys, focus group, self-evaluation materials	Qualitative, quantitative analysis Final
LEVEL 4 - WAGGGS AND WOSM				
1. Do the Scout global associations share critical views on post-MDGs agenda and good practices more than prior to the project?				
Proposed sub-questions				
How was the post-MDG agenda discussed prior to the project implementation?	• Evidence of post-MDG agenda in events, materials	Project partners, scout DE experts and leaders representatives of other relevant bodies, project documents	Desk review, interviews	Qualitative analysis Baseline
To what extent has the discussion and sharing of relevant practices been strengthened in the course of the project?	• Evidence of increased and more regular appearance of post MDG topics in association agendas, international sharing events and association websites • Views of the relevant institutional representatives	Project partners, scout DE experts and leaders representatives of other relevant bodies, project documents	Desk review, interviews	Qualitative analysis Quantitative analysis Midterm, Final

Evaluation sub/questions	Indicators	Key data sources	Data collection methods	Data analysis + when to collect (baseline, mid-term, end-line, all)
What activities did WAGGGS and WOSM implement on behalf of the project?	• Evidence of activities	Project partners, scout DE experts and leaders representatives of other relevant bodies, project documents	Desk review, interviews	Qualitative analysis Midterm, Final

LEVEL 5 – SYSTEMIC

1. **To what extent is the position of development education firmly established in the scout education systems?**

Proposed sub-questions

What was the position of DE in the scout education systems prior to the project implementation?	• Evidence of DE in non-formal curricula, training materials • Level of awareness, capacity and knowledge of the organization	Project partners, scout DE experts and leaders representatives of other relevant bodies, project documents	Desk review, interviews	Qualitative analysis Baseline
How has the position of DE in the scout education systems changes in the course of the project implementation?	• Evidence of increased presence of DE in non-formal curricula, training materials • Evidence of increased awareness, capacity and knowledge of the organization • Evidence of involving DE in strategic planning materials	Project partners, scout DE experts and leaders representatives of other relevant bodies, project documents	Desk review, interviews	Qualitative analysis Midterm, Final

LEVEL 6 – PROJECT

1. To what extent have the different national contexts influenced the project implementation in the respective countries?

Proposed sub-questions

What were the key factors (internal/external) that have influenced the project implementation during the first project phase on national level? (positively, negatively)	• List of factors	Project partners, project documents	Interviews, desk review	Qualitative analysis, Midterm, Final

Evaluation sub/questions	Indicators	Key data sources	Data collection methods	Data analysis + when to collect (baseline, mid-term, end-line, all)
How have the implementing partners dealt with the challenges encountered?	• Examples of dealing with the challenges	Project partners, project documents	Interviews, desk review	Qualitative analysis, Midterm, Final

EFFICIENCY

LEVEL 1 & 2 - SCOUT GLOBAL DEVELOPMENT EDUCATION EXPERTS AND SCOUT LEADERS

1. To what extent has the investment and effort related to attracting and training new active scout leaders been efficient?

Proposed sub-questions

What were the different applied modes of attracting and further working with new scout leaders?	• Lists of different modes use	Project partners, scout DE experts and leaders, project documents	Desk review, interviews, surveys	Qualitative analysis Midterm, Final
What were the results of the different modes?	• List of results	Project partners, scout DE experts and leaders, project documents	Desk review, interviews, surveys,	Qualitative and quantitative analysis Midterm, Final
Have any of these modes proven more efficient than others? Why?	• Comparison of results in proportion to the time, staff and finance allocated to the mode	Project partners, scout DE experts and leaders, project documents	Desk review, interviews, surveys,	Qualitative and quantitative analysis Midterm, Final

2. How efficient were the DE experts and/or their teams?

What were the different modes of their work?	• Lists of different modes use	Project partners, scout DE experts and leaders, project documents	Desk review, interviews, surveys,	Qualitative analysis Midterm, Final
What was the most efficient type of their support and why?	• Examples of useful and efficient support • Views of relevant stakeholders	Project partners, scout DE experts and leaders, project documents	Desk review, interviews, surveys,	Qualitative analysis Midterm, Final
What support was not useful and why?	• Examples of less useful and efficient support • Views of relevant stakeholders	Project partners, scout DE experts and leaders, project documents	Desk review, interviews, surveys,	Qualitative analysis Midterm, Final

PROJECT LEVEL

1. What outputs produced were the most efficient (invested resources compared to their effectiveness?)

Proposed sub-questions

Evaluation sub/questions	Indicators	Key data sources	Data collection methods	Data analysis + when to collect (baseline, mid-term, end-line, all)
What outputs were produced (on national and joint project level)?	• List of outputs (manuals, handbooks, etc.)	Project partners, project documents	Desk review, interviews, surveys,	Qualitative analysis Midterm, Final
What were the target groups the outputs aim at?	• List of target groups	Project partners, project documents	Desk review, interviews, surveys,	Qualitative analysis Midterm, Final
What resources were invested into producing these outputs? (length of time, number of staff/experts, financial means)	• List and description of resources invested	Project partners, project documents	Desk review, interviews, surveys,	Qualitative and quantitative analysis Midterm, Final
What outputs are perceived as most useful and relevant by the target groups?	• Comparison of frequency of usage by target group • Comparison of perception of relevance and quality by target group	Project partners, scout DE experts and leaders, project documents	Desk review, interviews, surveys,	Qualitative analysis Midterm, Final
What outputs are perceived as least useful and relevant by the target groups?	• Comparison of frequency of usage by target group • Comparison of perception of relevance and quality by target group	Project partners, scout DE experts and leaders, project documents	Desk review, interviews, surveys,	Qualitative analysis Midterm, Final
2. To what extent was the project managed efficiently?				
Proposed sub-questions				
To what extent did the project partners respect and execute responsibilities assigned in the project planning?	• Level and nature of project partners` involvement and assigned responsibilities •	Project partners, project proposals, project interim reports	Interviews, desk review, budget and management structure review	Qualitative analysis. Midterm, Final
What challenges/obstacles and/or delays were encountered in the course of the project implementation?	• Specific examples of challenges, obstacles, delays	Project partners, project interim reports	Desk review, interviews	Qualitative analysis. Midterm, Final
To what extent were the project partners able to adapt project activities, planning and staff organization in light of encountered delays and/or obstacles?	• Specific actions taken to adapt	Project partners, project proposals, project interim reports	Interviews, desk review,	Qualitative analysis. Midterm, Final

Evaluation sub/questions	Indicators	Key data sources	Data collection methods	Data analysis + when to collect (baseline, mid-term, end-line, all)

SUSTAINABILITY				
LEVEL 1 & 2 - SCOUT GLOBAL DEVELOPMENT EDUCATION EXPERTS AND SCOUT LEADERS				
1. **To what extent are the results of the action sustainable?**				
Proposed sub-questions				
What activities and themes/issues in DE are the experts and leaders planning on continuing in the future?	• List of further developed activities in the field of DE in scout clubs plans •	Project partners, DE experts, scout leaders, representatives of other relevant bodies, project documents	Interviews, focus groups, online surveys, self-evaluation materials, Desk review, training feedback forms	Qualitative analysis Midterm, Final
How can these activities be further enhanced?	• Examples of specific enhancement • Suggestions from stakeholders	Project partners, DE experts, scout leaders, representatives of other relevant bodies, project documents	Interviews, focus groups, online surveys, self-evaluation materials, Desk review, training feedback forms	Qualitative analysis Midterm, Final
What factors (internal and external) are hindering the experts and scout leaders from further commitment and concrete actions in DE?	• Examples of factors	Project partners, DE experts, scout leaders, representatives of other relevant bodies, project documents	Interviews, focus groups, online surveys, self-evaluation materials, Desk review, training feedback forms	Qualitative analysis Midterm, Final
What supportive actions can be taken?	• Suggestions of concrete future supportive action(s) perceived as needed	Project partners, DE experts, scout leaders, representatives of other relevant bodies, project documents	Interviews, focus groups, online surveys, self-evaluation materials, Desk review, training feedback forms	Qualitative analysis Midterm, Final