Global Campus

Development, the MDGs and Beyond 2015: A European Programme for Global Citizenship for University Students

Final Evaluation Report

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Global Campus – Final Evaluation Report

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1. EXECUTIVE SUMMARY

This is the external evaluation of the project "Development, the MDGs[1] and Beyond 2015: A European Programme for Global Citizenship for University Students" (also known as "Global Campus"). The specific objective of the project was:

> *"To increase the awareness, critical understanding and informed, constructive action for development of over 36,000 students and other key stakeholders in 13 University locations in Austria, Cyprus, Ireland and Malta."*

The project has been implemented by four Partners, Suas Educational Development in Ireland (the lead Partner), KOPIN in Malta, Südwind in Austria and CARDET in Cyprus. Between January 2013 and December 2015 they have delivered a range of activities and events to engage students under the headings of, 'Inspire' - awareness-raising events such as film festivals and exhibitions; 'Educate' – courses and workshop series providing a broad introduction to the MDGs and to international development from a global learning perspective; 'Engage' – action-learning programmes giving students the chance to get personally involved in social and environmental change projects. In addition, Global Campus aimed to build capacity in the 13 locations so that more and better global learning could be offered at tertiary level on a sustained basis.

FINDINGS

1. **Global Campus has been very relevant** in terms of addressing EU policy objectives and by complementing the work of Partners and many other stakeholders such as academics, university authorities and student societies and in terms of meeting a clear demand from students.
2. **Partners successfully consulted a wide range of stakeholders** and recruited student coordinators and volunteers along with well qualified facilitators to deliver the programme.
3. **Partners successfully delivered a range of 'Inspire awareness-raising activities** including development weeks, film festivals, photo exhibitions and related events such as discussions and seminars. The vast majority of these achieved a real presence, reaching large numbers and being very well received.
4. The **'Educate' courses were well planned, curriculum and materials were of high quality and the facilitators were well qualified and highly motivated**. Sessions were engaging and were well attended and the feedback from participants was overwhelmingly positive. The format and content of courses were adapted to local contexts, taking advantage of formal or informal opportunities to integrate them into the overall offering to students and to cover topical and locally relevant issues such as migration.
5. **Partners delivered a range of imaginative 'Engage' action-learning programmes** involving participants in a range of projects with a social or environmental impact, including field trips to a classic development project, residential workshops, campaign street actions and a programme to create and enhance social change projects. Some powerful learning experiences were generated for participants and some lasting impacts achieved for individuals and potentially more widely.
6. **A lack of clarity around objectives and activities for Result 4** to advocate for and create greater capacity to deliver global learning at tertiary level, plus the heavy workload in delivering other elements of the project **led to more limited achievements**. Partners and stakeholders successfully advocated for Global Campus activities across all locations, raised the profile of global learning, created new networks and opened a dialogue with university authorities. There has been limited advocacy at national / European level.

[1] Millennium Development Goals

7. **Global Campus has been very well managed**. Suas provided very strong leadership and collaboration between Partners has been outstanding. Overall, **the programme has represented very good value for money**, exceeding its ambitious target of 36,000 by reaching 49,000 people overall and with some elements providing an exceptional return on investment.
8. **Global Campus has had significant impact through raising the profile of Global Learning and** of Partners in 13 university locations as well as **creating 'capital' in terms of relationships, networks and knowledge**. It has had a clear impact on stakeholders involved and on participants.
9. Surveys and interviews in all four countries show that **Global Campus has raised awareness of global interdependence and the role of individual citizens** through a wide range of high-quality 'Inspire' events reaching significantly more people (48,000) than originally targeted (35,000).
10. Surveys and interviews with course participants, coordinators and facilitators show that **Global Campus 'Educate' courses have engaged more than the intended 900 students, increased their knowledge on global learning topics and helped them to think critically, challenge attitudes and consider their own behaviour.**
11. The **'Engage' action-learning programmes have truly 'engaged' more than the target of 200 participants, enabling them to interact with peers and local communities in social change projects** impacting on them and in some cases more widely. Many of the **participants have reported being motivated or even inspired**. The **Ideas Collective in Ireland has been particularly effective**, giving rise to a number of impressive projects.
12. Concrete **impact in the area of advocacy and capacity building is more difficult to demonstrate. There has been success in including global learning in the curriculum, in raising profile and in creating an opportunity for dialogue with university authorities.** This relative lack of impact reflects the fact that this is hard to achieve, that Partners were less clear in their thinking here and that they priorities other elements.
13. The only real benefits of Global Campus being implemented at European level have been in the **exchange of experience between Partners** and in the creation of **relationships which could lead to international exchanges** in the future.

RECOMMENDATIONS TO FUNDERS

1. **Consider continuation funding.** Global Campus has worked extremely well and has delivered on the objectives of both Partners and funders. There is often a desire to have something new and innovative, but the continuation of funding for successful well represent much better value for money.
2. **Two stage funding awards.** The initial award of 'seed funding' based on a short statement of a project's aims and content would give partners properly funded time to create a full project proposal and high quality project management tools (including budget, logical framework, allocation of tasks, monitoring and evaluation tools and procedures) ***before*** they have to start the implementation of project activities. Full funding awarded on the basis of such preparation would be more likely to lead to effective projects and would have avoided the problems exemplified by Result 4 in the Global Campus project.
3. **Encourage use of M&E capacity building and early involvement of external evaluators.** I was engaged to work on both capacity building on monitoring and evaluation and on the external evaluation. This has worked very well. The early involvement of external evaluators means that they are more likely to make an effective contribution to the delivery of the project and to produce a robust and useful external evaluation.

RECOMMENDATIONS TO PARTNERS

1. **Partners should build on achievements.** There have been some really strong achievements, creating significant 'capital', in raising the profile of global learning, in developing relationships and networks and in terms of collaboration with Partners and other organisations. Partners will need to take proactive steps to exploit this capital, such as:
    - identify key organisations and individuals emerging from Global Campus of strategic importance and decide how to invest in those relationships
    - actively seek funding to work in collaboration again since the chemistry has worked very well and there is lots of evidence of outcomes and impact to point to
    - Suas should consider taking the lead again in bidding for and managing partnership projects funded by the EU and other funders
2. **Focus on pan-European element in future projects.** Partners should capitalise on the large pool of interest, resources and expertise created through Global Campus to ensure future projects include a truly pan-European element such as exchange visits a joint conference or a joint advocacy campaign
3. **Secure the capacity building, sharing learning within organisations.** All the Partners have learned from the experience of Global Campus in a number of areas including programme delivery, relationship building, leading an EU-funded partnership, monitoring and evaluation of DEAR and an effort should be made to capture and share that learning with colleagues through workshops and systematic archiving of Global Campus outputs, contacts, narrative reports, this evaluation etc.
4. **Develop the dialogue with universities:** Global Campus has raised the profile of global learning in all 13 locations and partners can show that there is a real demand for it among students. It has also enabled Partners to build stronger relationships with university authorities. There is an opportunity now to pursue a dialogue with universities which makes clear the role that Partners can have in helping universities to include global learning in their overall offering to students and to explore further collaboration, including the possibility of international exchange: .

    "I would love to have the chance to meet with staff in other universities to explore opportunities for collaboration around global learning." **– Member of university administrative staff, Ireland**

    "It would be great if Global Campus could be linked into existing courses and to relevant student societies so that students and academics feel that they are part of something bigger." **– Course facilitator, Ireland**

2. INTRODUCTION

This report presents the external evaluation of the project "Development, the MDGs and Beyond 2015: A European Programme for Global Citizenship for University Students" (hereafter referred to as "Global Campus"). The project has been principally funded by the European Union through EuropeAid (Grant Contract number DCI NSA-ED/2012/280-188) with a financial contribution of just over €780,000. The total cost of the project has been ~€1,150,000. Other funders have included Irish Aid, the Austrian Development Agency, the Austrian Ministry of Life, the Voices Foundation and the Maltese Ministry for Social Dialogue, Consumer Affairs and Civil Liberties. The project ran from January 2013 to December 2015.

Rationale, objectives and activities

The rationale behind Global Campus is based on the belief that:

> *"The critical engagement and support of European citizens is crucial to meeting development challenges and international commitments to development. Development Education / Education for Global Citizenship plays a key role in building that engagement and support by empowering people to become active citizens with the skills, knowledge, attitudes to effect change for a more just and equal world".*[2]

The project has aimed to address the relative lack of integrated Education for Global Citizenship at tertiary level (compared to primary and secondary levels) by providing university students in four EU countries with a range of opportunities to engage with global issues. The specific objective of the project as stated in the Logical Framework was:

> *"To increase the awareness, critical understanding and informed, constructive action for development of over 36,000 students and other key stakeholders in 13 University locations in Austria, Cyprus, Ireland and Malta."*

The approach has been to take a non-formal, global learning, experiential approach that has aimed to:

> *"empower [students] with knowledge, skills, values and attitudes desirable for world citizens to face global problems...to become active social agents."*[3]

This has translated into the provision of three tiers of engagement opportunities which the project has referred to as 'Inspire', 'Educate' and 'Engage'. The 'Inspire' element has been targeted at a broad audience of students in *"the 'interested majority' (i.e. students from a wide range of disciplines who are not formally studying development but are interested and want to engage)."*[4] It has consisted of a variety of awareness-raising events and activities such as film festivals, photo exhibitions and development weeks and the main purpose has been to raise awareness, to inform and to motivate students to continue to engage with global issues.

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[2] Global Campus Project Resource, 2013

[3] Global Education Guidelines: A Handbook for Educators to Understand and Implement Global Education (2010), Developed by the Global Education Week Network with the North-South Centre of the Council of Europe (as quoted in the "Global Campus Project Resource, 2013").

[4] Global Campus Project Resource, 2013

The 'Educate' element was intended to offer those students who are interested and motivated the opportunity to engage with global issues in more detail through a "course" or series of seminars or workshops.

Those students who wished to get personally involved in taking action were able to take part in one of the activities offered in the 'Engage' element of the project. These were action learning programmes designed to give students the opportunity to really get involved, to engage with other young people and with their community to make a difference in a social or environmental project. They ranged from a literacy support programme, to street campaigns, field-study visits to development projects and the facilitation and development of social change initiatives.

A further aim of Global Campus was to build capacity in the 13 locations such that global learning could be offered at tertiary level on a sustained basis. The three-tier 'Inspire', 'Educate', 'Engage' model and the capacity building aim were captured through the following Results[5] in the project's Logical Framework:

Result 1: Raising Awareness *('Inspire')*	At least 35,000 University students have experienced high profile, media-based, awareness-raising activities designed to prompt reflection on global interdependence and development and their role as global citizens.
Result 2: Building Critical Understanding *('Educate')*	A minimum of 900 University students have built critical understanding of global interdependence and development and reflected on their values, attitudes, roles and responsibilities in relation to a globalised society.
Result 3: Supporting Informed Creative Engagement *('Engage')*	At least 200 University students have been supported to take informed, constructive action for development in their locations, engaging with peers and local communities on projects to reduce poverty and promote justice, human rights and sustainable ways of living.
Result 4: Building Capacity for Global Learning at Tertiary Level	Improved advocacy capacity of 15 on-campus stakeholder groups involved in this Action to increase the quality and coverage of global learning activities at Tertiary Level.

The Partners

Suas Educational Development, Ireland
Suas was founded in 2002 by a group of Irish students inspired by their experiences travelling in India and since then has grown into an established NGO with a successful overseas volunteering programme aimed at Irish students, a range of global citizenship work in Ireland and education programmes in Ireland, India and Africa. This was Suas' first EU-funded project and also its first time leading an international consortium. In addition to the Programme Manager (60%) there were two staff members dedicating significant time to Global Campus, a project manager (65%) and a project officer (65%) along with support from interns, finance manager and a senior programme manager.

[5] The logical framework includes a fifth Result related to the management of the project (co-ordination, administration, monitoring, evaluation and financial control)

KOPIN, Malta

KOPIN is a small NGO working in the field of North-South cooperation and global education. Founded in 2000 with an initial focus on advocacy and NGO networking, it was involved in creating the national Maltese NGO platform and regulatory framework and influenced the creation of Maltese overseas development policy during the process of EU accession. As well as global education work KOPIN has supported projects in Ethiopia and works to support refugees in Malta. It had previously received EU funding for DEAR[6] projects and worked in collaboration with CARDET. Two main staff members worked on Global Campus, a project coordinator (40%) and two activity coordinators (20% each) supported by the CEO, an administrator and interns.

CARDET, Cyprus

Created in 2004, CARDET describes itself as a "research and development" NGO. It works primarily in the field of education with particular focus on the use of technology, migration, integration, social justice and development education. CARDET has collaborated with a wide range of organisations in Asia, Europe and North America and been involved in various EU-funded DEAR projects. One main member of staff was dedicated to Global Campus (25%) plus several others making varying contributions during the programme.

Südwind, Austria

Südwind is larger than the other Partners with around fifty staff, and longer established, being nearly forty years old. It is the leading global learning organisation in Austria with a wide range of projects aimed primarily at schools, teachers and pupils and is also engaged in campaigning and advocacy. Südwind already had experience of EU-funded projects and although it had previously cooperated with some universities, Global Campus represented the first direct engagement with students. There were four project staff working part-time on Global Campus (25-28% each) and other members of the Suedwind team supported as appropriate.

Other key stakeholders

Apart from the Partners and the student participants there have been some other stakeholders who have been critical to the success of Global Campus. In all four countries this has included academics, to both champion the programme and to deliver particular elements, as well as some key student volunteers who have acted as coordinators and administrators. In Ireland the support of the university administrations has been important (President, Vice President etc) as has the involvement of the Students Unions and a range of student societies. In Malta the DegreePlus office, the Student Council and the Department of International Relations have played an important role. In Austria a large group of student volunteers supported by Südwind staff and a number of University Departments have been crucial while in Cyprus a core group of committed academics have been the most significant stakeholders.

Context

There are important differences in the national contexts in which the four partners have been operating. In Austria and Ireland there is a longer and stronger tradition of development education. In both countries numerous organisations are involved in delivering development education. There is a visible DE sector and an ongoing discourse with policy makers and practitioners in education and international development and a national strategy for development education. This is also true of international development more generally; both countries have a tradition of overseas development and a mature international development sector.

[6] Development education and awareness raising

In contrast, in Malta and Cyprus there is no such tradition of either development education or international development policy and practice. The development of national policy in these areas is recent and the sector is young. This is also reflected in low levels of public awareness around issues of poverty and global interdependence. A similar broad distinction can be made between Austria and Ireland on the one hand and Cyprus and Malta on the other in terms of population size and the number of students and third level institutions. In the former two countries there are numerous institutions, more widely spread geographically whereas in Malta there is just one university and in Cyprus just a handful. Accordingly, in Ireland and Austria Global Campus has delivered more activities in multiple locations. In Ireland and Austria the informal space at tertiary level is more well-developed with a wider offering of extra-curricular activities. In Cyprus and Malta these activities tend to be more focused on mainstream academic or career topics, leaving little space for DEAR, and students will also be looking for some form of official recognition of their extra-curricular activities.

It is also worth noting a specific contextual factor in Ireland, namely that 2013 saw a significant downturn in public support for charities in general in the wake of two well-publicised pay scandals with over 60% of people asked saying that their trust in charities had been damaged[7].

It is impossible to overlook the fact that, in particular during the final year of Global Campus, the refugee crisis triggered by the civil war in Syria and other conflicts in Afghanistan, Iraq, Libya and Eritrea has dominated the news agenda in all EU countries. While Ireland and Cyprus have experienced little direct impact, large numbers of refugees have arrived in Malta and Austria. In Malta in particular there has been a lot of negative media coverage and public opinion has been characterised by anti-migrant sentiments. On the other hand, Ireland and Cyprus are among the EU countries most affected by the global financial crisis, with Cyprus for example experiencing 40% youth unemployment and the need for spending of €20 million per year on food banks – leading to an environment where education around international development issues must be handled very carefully and a media environment which tends to think that "charity begins at home" and where in both countries there has been a tendency towards more insularity in recent years.

The Global Campus Partners' approach has been to try and accommodate these contextual differences within the overall design of the programme. So, for example, the 'Educate' course element in Ireland has remained very much an extra-curricular activity, whereas in Cyprus and Malta there has been considerable effort to give it more formal status. And although the broad content and themes of all Global Campus elements have been similar in the four countries there has been no attempt to make them uniform, but rather to take local context, opportunities and expertise into account.

[7] http://www.broadsheet.ie/tag/charities/

3. METHODOLOGY

DP Evaluation was appointed in March 2014, with a brief to carry out the external evaluation of Global Campus and also to, "supply targeted M&E (monitoring & evaluation) capacity building workshops in 2014 and 2015 to make for a more useful final evaluation"[8]. From my perspective, this way of working has proven to be very successful. The main benefit for me has been that I have had a significant amount of contact with the project as a whole. This has been spread out over two years and has allowed me to get to know all the Partners well and also to meet a range of stakeholders and observe a range of activities. It has also presented a challenge, namely that I have been playing a dual role – both that of advisor and external evaluator. I have therefore become quite involved in the project and have had to be conscious of the need to remain objective in carrying out the evaluation. Partners have also reported that they found this way of working very helpful.

In order to combine the two roles as efficiently as possible it was decided that the main methodological approach would be to carry out a series of three or four day evaluation visits coinciding with the Partners' face to face meetings which would allow me to hold M&E workshop sessions with Partners, observe and input into the Partnership meetings and also to interview stakeholders and observe project activities. These were preceded by an inception meeting in Dublin with key staff at lead Partner Suas and an initial review of documents and data.

3.1. Capacity Building

The capacity building element was intended to support the project's monitoring and reporting, enable the gathering of data to feed into the final evaluation, target specific topics identified by Partners and offer ongoing feedback from a "critical friend".

Visit	Main focus of M&E capacity building sessions
May 2014, Cyprus	• Review Partners' existing M&E tools and procedures • Discuss evaluation criteria and questions • Changes to indicators and sources in the project's logical framework • Explore tools and procedures for collecting and storing quantitative and qualitative data
October 2014, Malta	• Presentation of M&E framework/overview for Global Campus[9] • Introduction of Living Logframe, Anecdotal Evidence Record and Media & Comms Tracker • Participatory M&E methods
April 2015, Ireland	• Theory of Change as a tool for planning and evaluation • Review of Living Logframe data
November 2015, Austria	• Global Campus Retrospective (achievements, challenges, learning) • Evaluation of and learning from Austrian Global Campus 'Educate' courses • Evaluation report

In addition to the above I also delivered the following extra capacity development workshops:

- Suas staff in Dublin, April 2015 on Creative Evaluation Methods & Dealing with Qualitative Data
- Südwind staff in Vienna, November 2015 on M&E of Development Education and Awareness Raising

[8] Terms of Reference - Global Campus Project Evaluation and ME Support - FINAL 18 02 14

[9] See Appendix for M&E framework/overview

3.2. Evaluation Methodology

Around the first evaluation visit / capacity development workshop in Cyprus it was agreed that the following principles would be applied to the M&E of Global Campus:

1. to use Partners' existing M&E tools and procedures as much as possible
2. to facilitate sharing or adaptation of tools between Partners
3. to ensure tools include appropriate questions and appropriate formulations to gather evidence for indicators in logframe
4. to keep M&E tools and processes as simple as possible, to take account of country contexts and to suggest participatory/interactive methods where appropriate

It was also agreed that some work was needed on some elements of the project's logical framework, particularly to clarify and sharpen some of the indicators, data definitions and descriptions of data sources. This work was carried out by DP Evaluation in collaboration with Suas and Partners and the EC was informed and approved the changes. At the same time the main M&E data storage tools were created in the shape of the Living Logframe, the Anecdotal Evidence Record and the Media and Communications Tracker.

Data gathered by Partners

In accordance with the principles above it was agreed that Partners should continue to use their own data gathering tools. These varied from Partner to Partner and activity to activity and were amended in line with the revised logframe to ensure an appropriate balance between providing the data required (i.e. in the right formats, to answer the right questions) and acknowledging both the practical constraints (for example in gathering feedback at some of the 'Inspire', awareness-raising events) and the different contexts in the four countries.

The Living Logframe was developed by DP Evaluation as the primary tool for storing quantitative data. It is a detailed spreadsheet based precisely on the amended logframe, providing clear definitions of data required and a place for each Partner to record numerical data for each activity in each semester. In addition to this a Media and Communications Tracker was developed by KOPIN as a tool for Partners to record both their communications outputs and the media coverage achieved over the course of the project and, finally, DP Evaluation produced an Anecdotal Evidence Record as a tool for Partners to record anecdotal, qualitative data which might otherwise be lost.

Partners have used these tools throughout the project to record M&E data and I have been able to carry out ongoing reviews of the Living Logframe, Anecdotal Evidence Record and Media and Communications Tracker, both during the evaluation visits and also remotely, in particular with the Programme Manager.

At each of the evaluation visits Partners have presented project materials, events and other outputs and helped me to spot check the basis for data recorded in the main storage tools. I have also had access to the annual narrative reports to the EC and the supporting documentation (such as course syllabus and materials, attendance records, post-activity survey data, photos, videos etc) and have been copied into some of the Partnership email dialogue, for example ahead of Partner meetings and in connection with planning and development work around Result 4.

Data gathered by the Evaluator

To complement the mostly quantitative data gathered by Partners, I have also gathered a range of qualitative data from numerous stakeholders, using the following methods and tools:

- Partner interviews: at each evaluation visit, an in-depth interview with each Partner, focusing on recent progress, challenges and learning
- Semi-structured interviews / focus groups: with a large number of stakeholders, mostly face to face and some by phone/skype. On average, 30 – 40 minutes long, using a semi-structured guide and tools such as spider diagrams, SWOT analysis, etc. In addition, some further interviews were carried out by telephone/skype towards the end of the programme[10]. A full list of the informants to this evaluation is given in the Appendix.
- Observation of project activities: during evaluation visits I observed large portions of the Partnership meetings, the session on Campaigning for Social Change as part of the 2014 'Educate' course at the University of Malta, the session on Open Space methodology as an approach to large scale community engagement as part of the Global Campus Workshop Series, 2015 at the University of Vienna and finally the showcase event for the Ideas Collective, which was the action learning or 'Engage' element of Global Campus offered in Ireland in the summer of 2015.

3.3. Limitations & Reliability of Findings

This has been a three year project with many activities in thirteen locations across four countries and it has not been possible to cover all locations and activities in four evaluation visits; for example, I was not able to witness any of the 'Inspire' awareness-raising events in person. However, I have had a lot of contact with the partners spread over two years of capacity building and evaluation and have been updated regularly on progress with M&E data, materials, media coverage and photo and video evidence. Working with Partners we were able to put in place robust monitoring and evaluation processes and tools and I am confident that the data gathered by Partners is reliable. I have met a wide range of stakeholders including some of the key people involved in the delivery of Global Campus in all four countries. I have also observed project activities in three countries. Notwithstanding the differences in the four national contexts, a consistent picture has emerged from this wide and mixed range of sources. So while the evaluation is not based on comprehensive coverage of all elements I am confident that the findings are accurate and reliable.

[10] Some were conducted by my colleague Dörte Pommerening, briefed by myself and the Programme Manager

4. FINDINGS

4.1. Relevance

Finding One Global Campus has been very relevant, in a range of ways; in terms of addressing EU policy objectives, by fitting extremely well with the ongoing work of Partners and many other stakeholders such as academics, university authorities and student societies and in terms of meeting a clear demand from the main target group, university students.

4.1.1. Relevance for EU Policy Coherence and Complementarity

The EU's strategy paper[11] for the thematic programme 'Non-State Actors and Local Authorities in Development', under which Global Campus has been financed, states that:

> *"this programme is one of the few instruments available to the Commission to support this type of activity and it must be retained so that we can continue to educate citizens on development issues in order to mobilise public opinion to make European governments uphold their commitments on official development assistance".*

The design of Global Campus is directly relevant to this broad aim. The project targets university students in four EU countries who are not actually studying international development yet who will potentially go on to have positions of influence in society and exposes them to a wide range of development-related topics and media. It has also directly addressed a number of topics which were identified as priorities in the same strategy paper, such as, *"the Millennium Development Goals … migration … fair trade, micro-credits, security, human rights, the social dimension of globalisation and decent work".* The strategy also emphasises the importance of, "*integration of development issues into formal and non-formal education systems …, ensuring inclusion of the development dimension in global agendas such as democracy, active citizenship, intercultural understanding, etc".* Due to the flexibility with which Global Campus has been interpreted in the four countries it has been integrated into both the informal and formal spaces in tertiary education and through the 'Engage' element has also provided numerous opportunities for engagement in the area of active citizenship.

There are other instances of how Global Campus has been relevant to the broader policy context, for example 2015 was the European Year for Development and KOPIN was able to feed into the consultation by Meusac[12] on the implementation of EYD in Malta and felt that Global Campus was an important tool to help *"prepare an important audience of academics and students".* In Cyprus, CARDET has taken advantage of its strong relationships with Local Authorities to bring, through Global Campus, a global learning and international development perspective into EU Democracy Week.

4.1.2. Relevance to Partners and Other Key Stakeholders

Global Campus has been relevant for the Partners in different ways. For instance, KOPIN generally wants to engage at all levels of education and saw Global Campus as an opportunity to build its support from, and engagement with, university students and academics. Similarly, although Südwind had previously cooperated with universities at the institutional level it had not had much direct engagement with students or lecturers and

[11] Non-state Actors and Local Authorities in Development, 2011-2013 Strategy Paper

[12] Malta - EU Steering and Action Committee

also saw Global Campus as an important chance to interact with these audiences. Suas, on the other hand was originally created for students by students and was already operating with university audiences – however, based on research[13] that the organisation carried out in 2012 Suas knew that students felt powerless to affect development issues internationally, nationally or even locally and wanted to use Global Campus as a vehicle to address this and to help build confidence and offer opportunities for engagement.

KOPIN also saw Global Campus as an opportunity to influence the Maltese discourse on international development with a particular emphasis on challenging stereotypes (particularly in relation to migrants) and moving from a 'charity' model to a way of looking at development cooperation based on human rights and structural change. This was particularly important since there has been no real framework for development education in Malta, it has not been included in the curriculum at any level and therefore delivering Global Campus with a group of like-minded academics from a range of departments offered an opportunity to begin to address this gap.

All Partners saw a good strategic fit between their organisation's vision and mission and the Global Campus project and all wanted to benefit from Global Campus in terms of building new relationships, with third level institutions, local authorities and/or key academics. CARDET says that the *"multiplier effect was an important part of the project logic, enabling us to create an outward-looking, grass-roots network and to empower students to both engage with the issues and to further spread their learning outwards".*

Global Campus has involved a very wide range of stakeholders across the four countries and there is a good deal of evidence to show that it has been extremely relevant to them and their work. Here are just a few selected examples:

- Malta

In Malta, one of the 'Inspire' activities in 2015 was the "Isle Landers" exhibition in the University library. Having visited the exhibition a representative of the Youth section of the Green Party in Malta (ADZ) invited KOPIN to host a workshop as part of an NGO living library event for youth in Malta in July 2015 which allowed staff to talk about KOPIN's work and about social justice and sustainability.

One of the key academics involved in the delivery of Global Campus in Malta is Professor Ronald Sultana and he has invited KOPIN to host a summer school session on migration and education in Malta in June 2016, as part of an international MA programme[14] in Education Policies for Global Development which has been jointly developed by Universities in Malta, Spain (Barcelona), the Netherlands (Amsterdam) and Norway (Oslo). The summer school will be attended by students from 18 different countries, the majority from the Global South, who will have the possibility of requesting an internship with KOPIN as part of their MA.

- Ireland

Inspired by the idea of Global Campus the Societies Office of NUIG[15] proposed and developed a Global Week focusing on environment, global citizenship and diversity/inter-culturalism which took place in October 2014. The

[13] Amárach Research and Suas Educational Development, National Survey of Third Level Students on Global Development, 2012. Available here: http://www.suas.ie/reports/

[14] http://globed.eu/

[15] National University of Ireland, Galway

Global Campus 8x8 film festival formed a key part of the week[16] and the NUIG Societies Office and student societies ran additional events.

Similarly, as a result of a meeting about Global Campus, UCDVO[17] proposed collaborating with Suas and others to run a conference on overseas volunteering and development education targeting third level students. Suas successfully partnered with UCDVO and others to deliver the conference[18] on 29th November 2014.

- Austria

Südwind staff and two members of the Global Campus global learning working group were involved in discussions and preparation for the development of a new curriculum[19] at four Austrian teacher-training institutions (Pädagogische Hochschule Kärnten, Kirchliche Pädagogische Hochschule Graz, Pädagogische Hochschule Steiermark, and Pädagogische Hochschule Burgenland) in 2014. They made a significant contribution to the drafting of a list of competencies related to global citizenship to be fulfilled by students based on the idea that Global Citizenship Education should be seen as a cross-cutting educational approach applicable to a range of subjects. As a result, as of 2015, all teacher trainees studying in teacher-training institutions in the regions of Styria, Carinthia and Burgenland will have to acquire these competencies over the course of their training.

- Cyprus

One of the driving forces for the delivery of Global Campus in Cyprus has been Dr. Alexander Apostolides, a lecturer at the European University of Cyprus. In discussions with him and two of his colleagues they made it very clear to me how important they felt Global Campus was. They explained that there has been a lack of infrastructure in Cyprus in the field of international development, with relatively few specialists and some Cypriot official development assistance (ODA) being channelled through the national agencies of other countries (such as Irish Aid) due to a lack of domestic capacity. They saw Global Campus as a potential catalyst, as one way to try and address this lack of infrastructure. The creation of repeatable modules focussing on sustainable development could potentially contribute to courses in economics, history and social work and to the development of cooperation between universities and NGOs. Dr Apostolides said:

> *"We were able to present Global Campus to other colleagues today and their feedback was also very important. We are excited to be part of this, and the Ministry of Foreign Affairs has committed to working with us during the 2015 year of sustainable development."*

[16] http://www.nuigalway.ie/about-us/news-and-events/news-archive/2014/october2014/8x8-festival-brings-global-perspectives-to-irish-campuses.html

[17] University College, Dublin, Volunteers Overseas

[18] http://www.ucdvo.org/events/conference/

[19] The changes to the curriculum were part of the so-called "PädagogInnenbildung Neu" legislation https://www.bmbf.gv.at/schulen/lehr/labneu/index.html . As a result these four institutions not only offer courses called "Global Citizenship Education" or "Global Learning", but within all their educational offers Global Citizenship is now a cross-cutting core competence. See Bachelors curriculum:
http://www.kphgraz.at/fileadmin/Ausbildung/Lehramt_RL/Curricula/20150604_Bachelorstudium_Endversion.pdf
See Masters curriculum:
http://www.kphgraz.at/fileadmin/Ausbildung/Lehramt_RL/Curricula/20150610_Masterstudium_Endversion.pdf

4.1.3. Relevance to Target Groups and Beneficiaries

In order to see that Global Campus has been relevant to the audience it was aimed at, one only need look at participation figures for the various activities which have generally been very impressive (as discussed in more detail in the following section). Both participation and feedback at all levels ('Inspire', 'Educate' and 'Engage') have been very positive. The following quotes from students who took part in evaluation interviews or focus groups serve to illustrate the extent to which they have found Global Campus relevant, worthwhile and informative:

> *"The ['Educate'] course made me look at things in context and helped me realize that small steps count."*
>
> *"Global Campus events had the highest profile on campus of any extra-curricular activities and I think everybody learned something new."*
>
> *"We live in a globalised world, our actions are part of it; we have an impact. Even though processes are complex you can change something, especially through information and communication – university is a great place to start this."*

Finally, it is important to note that Global Campus has been relevant to the student target audience in the sense that it has offered perspectives on a number of highly topical issues. The programme was concurrent with the last three years of the Millennium Development Goals (MDGs) and the process to establish the new Sustainable Development Goals and the fact that it very consciously aimed to cover a wide range of MDG topics and to look at the connections between them is an aspect which all Partners agreed has been a particular strength. This breadth meant that there were areas of interest for everyone and that facilitators were able to make connections to local or topical themes. And of course the ongoing refugee crisis has provided an all too immediate and uncomfortable illustration of how relevant the Global Campus topics are to all EU citizens – it has brought many of the questions and challenges right on to our doorstep in a way that has not really occurred before.

4.2. Effectiveness

Drawing on a wide range of sources, I have no hesitation in saying that Global Campus has been delivered very effectively. It has been one of the best managed projects I have encountered. The project comprised a large number of different activities and it is not useful to describe and assess these exhaustively in this report. Instead, I have identified those activities which were particularly successful and, where relevant, the small number which could have gone better and in this section present some of the evidence and consider some of the reasons for both. First, I discuss cross-cutting activities before considering activities contributing to each of the four main Results. Result 5 which relates to the management of the project is discussed separately in section 4.3 on Efficiency, while in Section 4.4 below I discuss the wider impact of the project.

4.2.1. CROSS-CUTTING ACTIVITIES

Finding Two Partners were very successful in consulting with a wide range of key stakeholders across all locations and in recruiting and supporting student coordinators and volunteers to help deliver the programme. They also managed to recruit a well qualified and highly motivated group of facilitators in all countries to deliver the 'Educate' and 'Engage' elements.

i. Consulting key stakeholders in each location ACHIEVED: 16 CONSULTATIONS (TARGET: 10)

This was an essential aspect of the preparation of the project and related to all three elements of the programme, 'Inspire', 'Educate' and 'Engage'. All four Partners are clearly strong in this area, developing a wide range of key relationships core to the delivery of the programme and there is a variety of evidence relating to their performance:

- Reach: The context and therefore the list of stakeholders varied from country to country but it is clear from the stakeholder map[20] that Partners managed to achieve an impressive reach across a number of fields, including academics (and other facilitators), student volunteers, university authorities, student bodies, NGOs/CSOs, local authorities and some government departments. The timing and method of consultation varied from country to country; in some cases there was just one consultation in others it was repeated and some involved group meetings, others focussed on presentations and feedback or individual contacts. Overall, Partners reached well over the target of 250 people.
- Collaboration: It is clear that Partners' collaboration with a range of stakeholders (academics, student bodies, university authorities etc) was very productive since it translated into the effective delivery of activities (for example through securing good locations for 'Inspire' activities, or putting together strong curricula and facilitators for the 'Educate' and 'Engage' elements, hosting or organising joint events etc). For example in Ireland Suas collaborated with a variety of organisations on campus to deliver activities:

  "We worked with Suas as their 'internal partner', liaising with college authorities and promoting events. There is a great appetite for international development topics amongst students but there is no departmental home for them. So something like Global Campus is very important. It brings events to campus that we could not run on our own. We want to collaborate with Suas again. Global Campus will leave quite a gap here if it does not continue." - **Dawn Quinn, Global Campus multi-stakeholder programme board member and Trinity College Dublin International Development Initiative**

- Multi-stakeholder programme boards: In most of the locations Partners were successful in creating and working with multi-stakeholder programme boards to scope and plan the programme. These are discussed in more detail below in section 4.2.5 on Result 4 Activities.

ii. Recruiting, training and liaising with volunteers/coordinators ACHIEVED: 'Inspire' 106, 'Educate' 52, 'Engage' 27 (TARGETS: 75, 26, 13)

Partners were very successful in recruiting and supporting student volunteers and coordinators. The target was to recruit a total of 114 volunteers across the three elements of the programme and in fact 185 were recruited. The course facilitators we spoke to were generally very positive about the quality of the volunteers and the support which they gave them, with the following comment being typical:

[20] See Stakeholder Map in Appendix

"The volunteer coordinators are all very good, they give just the right information at the right time, they have a nice manner and are always open to questions and always pleasant." **– Course facilitator, Ireland.**

Altogether, (including face to face interviews/focus groups and telephone interviews) we spoke to 17 student volunteer coordinators. From these interviews it was clear that they were genuinely inspired by the experience of being involved in running Global Campus and that they felt very well supported by Partners in this role. The following remarks from interviews and feedback surveys illustrate this:

"I found Suas extremely helpful. I felt I could contact them at any point. They also arranged a huge amount of the logistics, making it a fantastic event." **- 8x8 Volunteer coordinator, Ireland**

"KOPIN were always there and although there was no formal training[21] *I felt well supported and even though I had doubts about my ability at the start I grew through the experience and felt well equipped to carry out the role".* **- Volunteer coordinator, Malta**

"We were very well supported by Südwind, they guided us but also gave us time and space to develop our own interests so that we contributed to the design of the course, researched potential speakers, recruited participants and so on." **- Volunteer coordinator, Austria**

There were of course a few negative comments as well but these were mainly restricted to one-off logistical problems such as the late delivery of some promotional materials or the lack of storage space in some locations (for photo exhibitions) or the fact that some volunteers dropped out leaving more work for others. One of the course facilitators also commented on the fact that the volunteers were *"all likeminded people, and we also need to reach out to others",* which I feel is a little harsh given that it is unlikely that anyone not already interested in the issues will commit their time to being a volunteer.

iii. Recruiting and liaising with facilitators ACHIEVED: 55 facilitators per year (TARGET: 25 per year)

In total we met or interviewed 15 facilitators across the four countries and I observed two of them delivering sessions for the 'Educate' course. A number of things were very clear from our observations and interviews. Partners were very successful in recruiting an impressive cohort of well-qualified, high calibre specialists to deliver the courses and action learning projects. Many of them had not only academic expertise but also experience as practitioners in international development, for example Marie Briguglio and Ronald Sultana in Malta have worked with the Maltese Government, UN bodies and the EU. It was noticeable how committed and passionate the facilitators were – they really believed in the importance of global education and saw Global Campus as a real opportunity to engage with a wider range of students. They also felt well supported by Partners and by volunteers. These points are illustrated by the following comments:

"The Global Campus course is something I always look forward to each term. It is the most enjoyable aspect of my teaching. The students really engage and I always feel motivated after sessions. The support from Suas and the volunteer coordinators has been absolutely excellent. The most rewarding thing about being a

[21] It was originally envisaged that there would be a one-day training event for course coordinators in all countries. However, given the different locations of the coordinators in Ireland and Austria and the relatively small numbers in each location in Cyprus and Malta, it was agreed that it made sense for project staff to support the coordinators in their locations and to offer ongoing training and/or coaching through meetings, phone calls and emails in the run up to, during and after activities.

facilitator is when you see students have that light-bulb moment." **– Siobhan O'Sullivan, course facilitator, Ireland**

"KOPIN have been extremely well organised, to a fault and overall this has been very positive and I am very happy to deliver my session again." **- Course facilitator, Malta**

"Facilitators' get-togethers are really valuable even though they are difficult for some to get to. They are useful for new ideas and inspiration, so that facilitation does not get stale." **- Course facilitator, Ireland**

4.2.2. INSPIRE ACTIVITIES

Finding Three Partners successfully delivered a range of awareness-raising activities including development weeks, film festivals, photo exhibitions and related events such as discussions and seminars. The vast majority of these achieved a real presence for Global Campus on the relevant campuses, reaching large numbers and being very well received. The multi-media competitions and the year one film festival in Malta, although delivered properly by Partners, did not attract large numbers.

iv. Film festivals ACHIEVED: 13 (TARGET: 14, revised to 12)

Example from Ireland

In Ireland Suas planned to test a range of awareness-raising activities over the course of the project – film festivals in year 1, photo exhibitions in year 2 and development weeks in year 3. Suas put on the 8x8 Documentary Film Festival in five locations in 2013, including ten film screenings, panel discussions and workshops involving some of the film-makers. Because this was very successful, Suas decided to retain the 8x8 branding in 2014, this time with fewer films but with the addition of a major photo exhibition examining the impact of consumerism, the vulnerability of the poor, innovative solutions to development challenges, the role of education and the topics of human rights and people's participation in democracy. In 2015 the 8x8 development weeks built on the activities in previous years and combined a photo exhibition, film screenings and speaker events.

The festivals were well organised and attended and drew lots of positive feedback, such as:

"It is obvious that Suas know exactly what they are doing. I really like the fact that different media were brought together, the photo exhibition, the films and the discussions, and that these were so well integrated" **- 8x8 working group volunteer, Ireland**

"I have a clear sense that Suas is very strategic, that they are well organised and very professional." - **Walt Kilroy, 8x8 working group 2014/15, lecturer in International Development, University College Dublin**

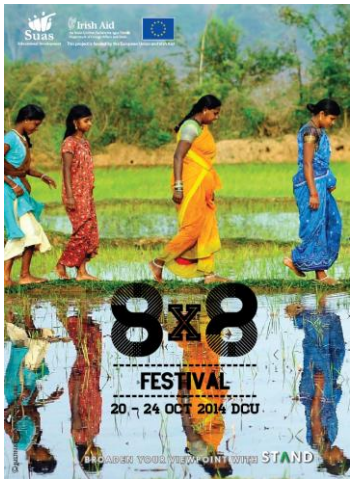
"I heard very positive feedback from everyone who attended events or engaged with the exhibition on campus e.g. great choice of topical documentaries, great guest speakers (Jolynn Minnar), beautiful, engaging and thought-provoking exhibition." **- 8x8 working group volunteer, Ireland**

In 2013 a total of 2,684 people attended the festival. Of the 405 people who answered the question in the post event survey, 390 (96%) agreed or agreed strongly with the statement: *"This film/event/exhibition was informative."* Of 401 people who answered the question, 291 (73%) agreed or agreed strongly that: *"Seeing this film/event/exhibition makes me want to take action."* In 2014 the numbers were equally impressive. An

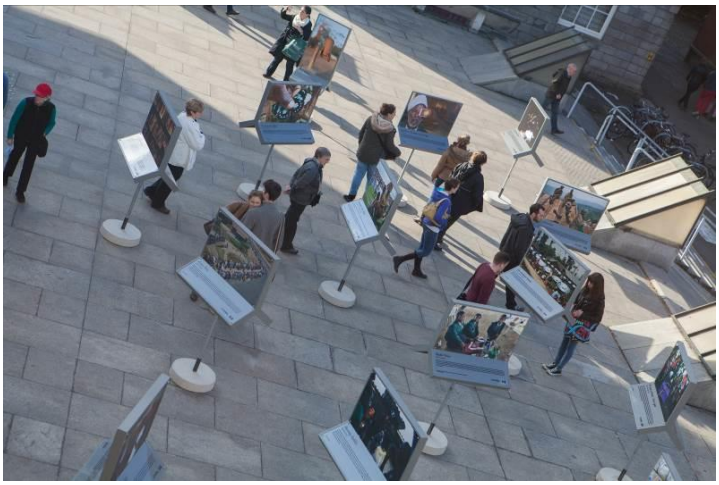
estimated[22] 8,900 people attended the festival. Out of 108 respondents, 106 (98%) agreed or agreed strongly that the festival was informative and out of 105, 83 (79%) agreed or agreed strongly that the festival made them want to take action. In 2015, an estimated 9566 people attended the festival with broadly similar feedback.

In interviews Suas staff identified the following success factors:

- seeking advice from, and learning from the experience of, other festivals in advance (especially the Sheffield documentary festival in the UK)
- strong branding, including professionally created promotional materials
- setting up working groups with two coordinators per location plus other volunteers
- having a partner organisation on campus, such as the Students Union or another student society
- inviting film-makers to attend screenings and participate in discussions
- asking participants to register online for tickets, gathering contact details which were used for surveying
- investing a lot of staff time, including a dedicated member of staff on site during the week prior to the festival and during festival week



Front of 2014 8x8 programme



8x8 photo exhibition, Berkeley Library, Trinity College Dublin, 2014

v. Photo exhibitions ACHIEVED: 17 (TARGET: 13)

Example from Malta

KOPIN arranged for the exhibition in the library foyer of the University of Malta in May and June 2015 of a selection of images from the "Isle Landers"[23] photographic project by award-winning photojournalist Darrin Zammit Lupi. The exhibition documents the lives of asylum seekers and migrants through and after their journey across the Mediterranean Sea beginning with their rescues far out at sea, to their arrival on the island and life in the detention camps through to the open centres where they go to live once released from detention, and life in the community. KOPIN estimated[24] that a very impressive total of over 8,000 visited the exhibition during the four week run on campus. 95% of just under 200 people who responded to simple feedback questions about KOPIN's 'Inspire' events (the Isle Landers exhibition and a World Café event) that semester said that they found them informative and 65% said that as a result they were motivated to take action.

[22] Based on robust process of head counts at events, & combination of head counts & extrapolation for the exhibition

[23] https://islelanders.com/

[24] Based on a robust process of head counts at various times and extrapolation across the entire four weeks

Isle Landers Photo Exhibition, University of Malta, 2015

Example from Austria

As part of Global Campus in Austria, Südwind staff and volunteers organised two photo exhibitions in 2014. The photo exhibition "A Matter of Work" in Graz included material sourced by student volunteers as well as Südwind material and focussed on the different realities of work in a globalised world. The photo exhibition "Amazonia" accompanied by a series of discussions was organised in collaboration with the Society for Threatened People and examined the impact of the oil industry on indigenous people in Ecuador and was put on in Graz, Innsbruck and Vienna. Südwind estimated that well over 2,500 people visited the two exhibitions and as a result of the exposure through Global Campus the Amazonia exhibition was able to go on and tour several German venues, including Berlin, Hamburg and Göttingen and led to a number of opportunities to lobby politicians including Austrian MPs Petra Baier (Social Democrats) and Christiane Brunner (Greens), Martina Schröck (vice-mayor of Graz), the ambassadors of Ecuador in Austria and Germany and the human rights spokesperson in the German parliament.

A Matter of Work photo exhibition, Graz 2014

vi. Development weeks ACHIEVED: 8 (TARGET: 8)

Example from Cyprus

The 2013 Development Week in Cyprus was run with the support of the University of Nicosia, the European University of Cyprus and the Open University of Cyprus in parallel with a Photo Exhibition featuring photos from World Vision displayed in the cafeteria of the University of Nicosia. Alongside the photographs, CARDET ran an information booth staffed by volunteers – who told me they had a "good response" from students. CARDET staff and some academics took part in informal cafeteria discussions with students. A workshop on international development entitled "Students discuss development" was held with guest speakers from NGOs, presentations from Masters students in International Development and a series of discussions. A seminar was held with the title "Sustainable Development: Policy and practice, from local to global", with contributions from representatives of the Ministry of Foreign Affairs, Ministry of Education and the Commissioner of Volunteering in Civil Society – CARDET staff reported that the presentations were followed by a "heated debate". Overall, an estimated 450 students participated in the Development Week, plus an estimated 1,600 who saw the photo exhibition.

Global Campus Development Week, Cyprus 2013 – Seminar "Sustainable Development: Policy and practice, from local to global"

vii. 'Inspire' activities which could have gone better

Early activities in Malta

One of the year one 'Inspire' events in Malta attracted disappointingly low numbers, namely the film festival. Despite thorough preparation, only 69 people attended the two film days which included 21 screenings. KOPIN identified location and the timing of the screenings as well as poor support from student associations as some of the reasons for this.

Another activity in year one was KOPIN's presence at the freshers' fair. Although successful in terms of overall attendance and response, there was one specific exercise which highlights the importance of context and makes it clear that KOPIN were working in a challenging environment. At the Global Campus information stand students were asked to write down what they would take with them if they became a refugee, pictures of students with their statements would then be posted on social media with a vote for the best statement – the poor response to this specific invitation may be due to the fact that people do not want to be seen to be "supporting illegal immigrants", which is how they feared they would be perceived in what has been a fairly toxic atmosphere around the issue of migration in Malta. I also heard from other interviewees that the extra-curricular space in Malta is dominated either by the Student Council (which can offer students experience and contacts that could be

useful in their careers) or by "fun and flashy" societies offering free gifts and parties and that it is therefore very difficult to pitch something of a serious, social welfare nature, such as Global Campus.

To KOPIN's credit, they did learn from this experience and worked with the Programme Manager to amend the plans for years two and three, obtaining approval for the changes from the EC. KOPIN ran a range of 'Inspire' activities in years two and three including a World Café event with short activities such as ten-minute discussions and quizzes. They got much a better response to these events and the lesson seems to have been to take the events to where the students were anyway, in the case of the world cafe event - the university cafeteria, and to keep things simple.

Multi-media competitions

The project plan envisaged multi-media competitions in Cyprus and Malta, reaching at least 2,250 students. This was the only 'Inspire' activity which can be said to have failed. It is worth taking a quick look at the experience in Malta to try and understand what happened. The competition there was to create a two minute video inspired by the Millennium Development Goals. KOPIN put in a great deal of work to design the competition (with rules, judges, prizes etc) and promoted it widely across campus using a range of media. The prizes seemed very attractive – first prize was a trip to Ethiopia to visit projects supported by KOPIN. Despite all this and despite re-running the competition with an extended deadline, KOPIN only received one valid entry. This was deeply disappointing and frustrating. I was present during discussions at a partnership meeting to try and analyse and address this problem and I feel that KOPIN made every effort to rectify the very poor response (through extending the deadline and re-launching the competition) and everyone was at a loss to explain the overall performance. It seems that either the subject matter was not appealing or was deemed too controversial in the Maltese context (dominated by the anti-migrant sentiments mentioned above) or that the task was seen as too demanding. KOPIN tried to make the most of the situation by screening the entry received and posting it on-line which resulted in a total of 855 views. The experience in Cyprus was similar, with a total of just 16 participants submitting a total of seven valid entries, generating a total of 1488 views. A final thought on this was offered by KOPIN, namely that although the activity failed it was nevertheless a valuable learning experience for them as an organisation and they will avoid repeating this mistake in the future.

4.2.3. EDUCATE ACTIVITIES

ACHIEVED: 45 courses (TARGET: 45)

Finding Four The 'Educate' courses were well planned and delivered in each of the four countries. The curriculum and materials were of high quality, the facilitators were well qualified and highly motivated. Sessions were engaging and were well attended and the feedback from participants was overwhelmingly positive. Partners adapted the format and content of courses to take account of local contexts, taking advantage of formal or informal opportunities to integrate them into the overall offering to students and also to cover topical and locally relevant issues such as migration.

The 'Educate' element of Global Campus took the shape of a "course" or a series of seminars providing an introduction to international development. It was realised differently in each of the four countries but had certain characteristics in common:

- broad coverage of many of the themes covered by the Millennium Development Goals
- focus on global citizenship and the connections between the local and the global
- experiential and interactive in nature with a focus on critical thinking and ethics

- relating the theory to participants' own experience and their role as consumers and citizens

Suas developed a high quality course descriptor which indicated the broad content and the learning objectives in the areas of environment, trade and livelihoods, education, health and debt as well as identifying a number of cross-cutting themes such as human rights, inequality, power & participation, the role of systems & structures and local-global connections. This was shared with other Partners.

There were variations in the exact syllabus that was delivered in each country and each year to take account of local contexts, the particular interests of facilitators and so on. For example in Cyprus the course was promoted as a summer course which students could take between semesters but for which they could obtain two ECT[25] credits – as this was seen as an important factor in attracting students. Materials were developed or adapted for each course to reflect these differences. I was able to observe sessions in Malta and Austria – these were effectively selected at random since they were the sessions which happened to be being run during the evaluation visits.

As mentioned above, we met or interviewed 15 facilitators altogether and it was clear that they were not only high calibre and well qualified but also very committed to Global Campus. The materials developed by Partners and by facilitators varied from country to country and session to session but were of high quality[26] and included reference to a host of other resources and materials including reading lists, websites, videos etc.

The sessions I observed were lively and engaging and packed full of content. They were well attended and the students were happy to participate and engage with the topics and to discuss with the facilitators and each other. The facilitators were clearly experts in their fields and both the content and their approach to facilitation was of a high standard – participants were encouraged and enabled to engage in discussions and exercises and to reflect on the issues and their own attitudes and roles.

Open Space workshop session in Vienna

Facilitators talked about the challenge of trying to deal with such a large topic in one short session and how to do the topic justice without becoming too theoretical:

[25] European Credit Transfer system

[26] See Appendix for excerpts from materials in Malta and Cyprus

"It is important to give the participants challenging and memorable facts and examples. It is hard to get the balance right between 'lecturing' and interaction." **Course facilitator, Ireland**

The feedback from participants across the board has been generally very positive, in terms of the facilitators, the overall approach and the fact that the course has not only increased their knowledge but also made them think about their behaviour:

"The facilitators have been very good and are clearly experts who can deal with varying levels of knowledge. The mixed methodologies including interaction, lots of questions and lots of participation have really engaged participants – it is never quiet!" **– Volunteer coordinator, Austria**

"The course has made me think about the things I buy every day and I am teaching my kids to use less water." **- Course participant, Ireland**

Example from Malta

In Malta the course was organised in conjunction with the University of Malta's DegreePlus programme. This programme offers a range of additional learning outside the formal curriculum. Courses are not accredited but they are sanctioned by the University and appear on students' final transcripts. This was the only way for KOPIN to be able to deliver the 'Educate' element and be present on campus and it meant they had to work closely with the DegreePlus office and comply with certain requirements such as number and length of sessions.

The 2014 course[27] included sessions on concepts in development, social campaigning, migration, education, climate change, gender & human rights, aid, institutions and the management of international development projects. It was delivered by KOPIN and a number of academic specialists from several departments in the University and was accompanied by a detailed course outline providing descriptions of each session, recommended reading and a range of other sources, such as websites, online games and case studies.

'Educate' participants in Malta using flash cards to give feedback

Thirty students participated in the course and of the 20 who completed the post-course survey 18 (90%) agreed or agreed strongly with the statement: *"As a result of this course I have a deeper understanding of global development."*

[27] See Appendix for Course Programme

The students I interviewed were able to describe in detail what they had covered on the course and to discuss with me some key issues and examples, such as the disparate voting powers of countries at the UN, the environmental impact of industrialised agriculture, gender equality and rights in Malta, etc:

> *"The ['Educate'] course was excellent, the lecturers really knew what they were talking about, tackling contemporary issues relevant to development issues now – I really have no complaints."* – **Abigail Mizzi, course participant, Malta.**

Course facilitators remarked on the fact that Global Campus had been well promoted in Malta and that they had noticed that participants were not just those studying international relations but were from across the board. All of the course facilitators I interviewed made comments along the following lines:

> *"The course and indeed the whole Global Campus programme are very well run and the clearest indication I can give is that I want to stay involved and contribute again next year."* **Course facilitator, Malta**

Participants from all four countries provided overwhelmingly positive feedback on what they had gained from the course. The following details are from Ireland where Suas were able to gather the most detailed feedback through the use of online surveys. The statistics and quotes relate to all five locations in Ireland in autumn 2014 and represent an extremely strong assessment. There were very few negative ratings and comments. The selected comments below showing how much students felt they learned from their participation were repeated time and again by a large majority of participants.

As a result of my participation I:	**All responses**	**Agree / agree strongly**	**%**
have a deeper understanding of global development	102	95	93
have a deeper understanding of my values and attitudes in relation to a globalized society	102	92	90
have a deeper understanding of my roles & responsibilities in relation to a globalized society	102	84	82
I know about effective ways to support the Millennium Development Goals	95	49	52
I am motivated to take action on development issues	95	84	88

> *"The course has broadened my knowledge of global issues by using real-life examples and case studies to allow me to identify on a personal level with the issues affecting many people across the globe. I now understand much more intricately the issues that face the world."*

> *"I feel now that my knowledge was extremely limited, and it opened my eyes to issues I had never thought of in relation to aid."*

> *"I would recommend it to anyone who would like a greater understanding of what is going on in the world around us."*

There were some suggestions for improvements, two of which were repeated by a quite a large number of participants. These related to the inclusion of a specific session on gender and gender equality and the desire to have more concrete information at the end of each session on how participants can get involved locally to take action on issues covered in the session. Facilitators were generally in agreement that they observed a shift in attitudes among participants, with the following comment being typical:

It's about giving people the opportunity to think differently – by the end of the session they will all have understood something about a rights based approach to health and will have started to think about what rights are. One or two out of ten[28] participants leave the course thinking differently and with an intention to do something different." **– Course facilitator, Ireland**

4.2.4. ENGAGE ACTIVITIES

ACHIEVED: 10 action learning programmes (TARGET: 14, revised to 10)

Finding Five Partners designed and delivered a range of imaginative and engaging action-learning programmes, which were popular and well-received by participants. These programmes offered students a chance to be directly involved in projects designed to have a social or environmental impact. They included field trips to a classic development project, residential workshops, campaign street actions and a catalytic development programme to create and enhance social change projects. Some powerful learning experiences were generated for participants and some lasting impacts achieved for individuals and potentially more widely.

viii. Examples of successful 'Engage' activities

Example from Cyprus

Pitsilia Field Trip, Cyprus, December 2014

CARDET and two of the key academics acting as facilitators to deliver Global Campus in Cyprus, Dr. Alexander Apostolides and Dr. Nicos Sozos, took advantage of the fact that Cyprus was a recipient of overseas development aid in the relatively recent past. This status meant that they were able to identify an international development project in the Troodos Mountains in Cyprus, co-funded by the World Bank and delivered between 1978 and 1983 and arrange a field trip for students as the 'Engage' element of Global Campus.

The day long field trip was to the village of Agros in the Pitsilia region. Agros was part of a development project designed by Cypriot Civil Servants with the aid and support of foreign experts. It cost a total of $21 million, of which the World Bank provided $10 million. Cyprus had been unable to support the region financially because of the 1974 war. The project intended to increase agricultural income, to reverse the trend of labour flight and create viable agriculture livelihoods by expanding water resources, extending agriculture access, researching higher yield crops and upgrading educational and health services. This was a typical "wrap-around" development project of the period and was conceived and implemented with little consultation with the local population.

The field trip was intended to give students a rare opportunity to talk directly to members of the community to see how they felt about the project, whether they had been genuinely involved and whether it has been successful. The 31 student participants were provided with background information in a workshop before the field trip and were helped on the day with introductions to members of the community, along with the following prompt questions for them to investigate themselves:

"How far is agriculture important in the lives and incomes of the people in the village today?
Is tourism important for the area today?

[28] It should be noted that facilitators in general reported that most or all students would make a shift in their understanding and attitudes. This facilitator was referring to the two out of ten students who might experience a more radical change and be determined to take action.

Do young people have incentives to stay in the village? Where do young people work?
To what extent are the needs of the community covered by one of the project objectives?
What was the community involvement for the planning, implementation and follow up of the project?"

The CARDET Global Campus Coordinator said that he and the facilitators were delighted by how well the field trip went and the good levels of engagement between students and some residents:

"It was very productive and revealing for the students. Most of them were not even aware of the existence of this project even though it is in their own country. It was great for them to be able to put some of their learning into a practical application rather than just having the theory. To say thank you to the residents, the students planted some trees before they left." **– Sotiris Themistokleous, Global Campus Coordinator, CARDET.**

Dr. Apostolides and students during Pitsilia field trip

This was a great example of action learning, where the opportunity was researched, prepared and provided but where the participants were ultimately responsible themselves for what and how much they learned. Of the 26 students who responded to the following question in the post-event evaluation, *"As a result of this project I feel more able to take informed, constructive action for development"*, 22 (85%) agreed with the statement. The value of the trip can clearly be seen from the following responses in the post-event evaluation:

"I have learned many things about my country that I never knew and I am really impressed."

"This field trip was awesome and increased my awareness and stimulated some creative thinking. Keep it up!"

"I will make an effort to learn more and become more aware of sustainable development and to let other people know about it."

Example from Austria

In Austria Südwind offered an action learning programme centred around the Südwind Academy each year as the 'Engage' element of Global Campus. The Südwind Academy is an intensive four day residential workshop, taking a particular topic such as the clothing industry or food and looking at it from a global learning perspective. This involves a range of inputs (from Südwind and external experts) and activities including games, discussions, videos etc and includes a practical planning element to enable students to think about how they can take action. The action learning programme also includes follow-up actions such as street campaigns (with placards, information stands, petitions etc) which the students can help to plan and take part in. After each campaign action there is

then a further session to debrief and analyse what was achieved. The feedback from participants in the Südwind Academy has been very positive, suggesting that this has been a very strong learning experience for those students who were committed to getting personally involved, as the following selection[29] shows.

In 2013 there were 25 participants. All those (16) who responded to the post-event survey rated the expert speakers as good or very good, all said that the programme content was *"(very) thought provoking"* and 13 said they *"had gained new ideas about how to take action"*. Some specific comments were:

> *"It was a great time with a super group of participants. A lot of work and effort had clearly gone into the Academy and that should really be recognised."*
>
> *"You organised the workshop really well. It was obvious that you put a lot of thought and preparation into it."*

In 2014 all 28 participants agreed or agreed strongly with the statement, *"I am motivated to take action for sustainable development and global justice".* Of the 26 who answered the following question 24 (92%) agreed or agreed strongly with the statement: *"As a result of this project I feel more able to take informed, constructive action for development."* In 2015, of 18 participants, 16 answered this same question and 14 (88%) agreed or agreed strongly.

Follow-up street campaign actions to Südwind Academy 2013 (left) and 2014 in Austria

Example from Ireland

The 'Engage' project in Ireland in 2015 was the Ideas Collective. The basic concept behind the Ideas Collective is to provide participants with a space and targeted support to develop and realise a social or environmental change project (linked to one of the Sustainable Development Goals). Students or recent graduates whose applications are successful receive a number of inputs as a group over a period of 100 days. These include an introductory session, followed by three weekends of workshops and master-classes on topics such as how change happens, personal learning styles, project development, communication etc, facilitated by Suas staff and external experts. Participants also work together to support and develop each others' projects. The programme ends with a showcase event where participants present their projects, some of which may be completed (e.g. one off events or products) and some which may be set to develop further.

In 2015 there were 20 participants with 8 projects. I attended the showcase event in September to meet and interview participants. All of the projects which were presented were very impressive, with clear outcomes and all of the participants were passionate about wanting to make a difference. Projects included a short documentary

[29] Feedback was not gathered in the same way each year so it is not possible to present responses to the same question for all years

film on the relationship between Irish agriculture and climate change, a forum to bring students together to develop technology-based solutions to social problems, a community letter-writing initiative and an online platform to provide young people in Ireland with easy access to policy-making and civic engagement. It is not possible to describe all the projects here but the following two will serve to illustrate the thinking and the impact of the Ideas Collective.

Nu.: Developed by two recent graduates, the purpose behind 'Nu.' was to create a completely ethical clothing business to challenge the environmental and social cost of the fast fashion industry. Aisling and Ali's idea is to get (young) people to value the clothes they buy and to get them to swap and share with others. In a recent article[30] on a Suas website they described their progress:

> *"If you had told me this time last year about 'Nu.' I wouldn't have believed you! We have set up monthly swapshop events and … have pitched for Bank of Ireland Startup [and various other entrepreneurial] awards … We've made a website[31] and blog, have run 'upcycling' tutorials and are currently getting an app developed which facilitates clothes sharing and swapping and down the line, we want to create a rental wardrobe full of the best ethical brands. We really couldn't have done it without Suas, all the members of the Ideas Collective and the rest of the 'Nu.' team who have volunteered many hours of their time to help with the project."*

Vocalism: This is the project of Dónal Kearney and it aims to *"to develop a network of community groups, charities, schools, artists, human rights defenders and social entrepreneurs"* by encouraging them to use their voice to discuss social and cultural issues, by developing their own voice, telling their own story and collaborating with others. Dónal, who is a trained singer, does this by putting on events and workshops aimed at, *"schoolchildren, teachers, civil society professionals, students, human rights defenders, community groups, and private businesses"* to help people develop their own voice and become more confident in using it to tell the story they want to tell. He has already taken part in or led numerous events and workshops as can be seen from the blog pages of his website[32]. The following participant comments are typical:

> *"I found VOCALISM to be an incredibly empowering experience. Dónal's emphasis on breath and remaining calm while speaking in front of others proved invaluable... We worked on public speaking factors which I had never really considered prior to the workshop, such as posture and stance."* **- Meaghan Carmody, Director/Producer of No Snowflake**
>
> *"I could see this workshop working really well to build a sense of community with groups who are new to each other and for team building with groups who already know each other."* **– Deirdre Kelly, Suas**

Ideas Collective participants identified a number of factors which they felt marked the programme out as something special and which contributed towards its success:

- The nature of the proposition – the fact that the offer was "if you have the right idea, we will help you make it happen" is unusual and very appealing
- Creating the space – this was perhaps the simplest but most important factor. I asked a number of the participants why they had not been able to do their projects on their own, given that they all clearly had

[30] http://www.stand.ie/ideas-collective-ali-aisling/

[31] http://www.nuethical.com/

[32] http://www.donalkearney.com/

ideas and motivation. They all said that it was having the forum, the framework of the Ideas Collective which had enabled them and that without it their projects simply would not have had happened

- Time limited – the fact that the whole programme was limited to 100 days, meant that momentum was created and that the initial commitment felt manageable
- Application process and entry fee – this meant that there was a perceived value in the project proposal, not everything would be accepted and also the participants had to put (a small amount, €50, of) their money in
- The "collective" element – all participants felt that they were part of a group and that the whole group was aiming to make a difference, not just through their individual project but through all the projects combined. The group dynamic, the responsibility to one another and the support of other participants made a big difference in terms of motivation
- The facilitation, the speakers, the venue – these were all of a very high quality, so although the inputs were fairly light touch, they really made an impact – and it was not just hard information that participants gained but also a lot of soft skills such as identifying their own learning styles, communication, teamwork etc

My overall impression of the Ideas Collective is that it has been one of the jewels in the crown of Global Campus. Participants all spoke of it in glowing terms (despite having some suggestions for improvements, such as more focus on practical skills) and I was really impressed with the quality and the sense of purpose of the projects. The following comments from participants sum this up well:

"I learned that if you want to change anything then you just have to start. I met so many like-minded people which was really important. Realistically we would never have even started this project without the Ideas Collective."

"It was a very positive experience. It was tough to juggle work and the Ideas Collective but I am glad that I made the time and space to develop a strategy, make decisions and take action."

Two of the projects presented at the showcase event for the Ideas Collective in Dublin

ix. 'Engage' activities which could have gone better

Literacy support programme in Ireland, 2013

It would be unfair to categorise this project as unsuccessful. The difficulty lay more in the ability to monitor and assess the project rather than its delivery. The project aimed to enable students to support school pupils from two secondary schools in disadvantaged areas of Dublin with their reading skills and their awareness and understanding of human rights. 26 students were paired with pupils and gave regular support using reading material from Amnesty International leading to the pupils making presentations on their favourite stories. It proved difficult to capture the impact on the pupils' literacy, knowledge, and confidence levels on an ongoing basis due to the practical constraints on students' time (after reading sessions in school they usually had to leave immediately to get back for their own lectures). However, students, pupils and school staff did all provide positive feedback at the end of the project and many of the students said that they felt inspired to volunteer again in the future.

4.2.5. RESULT 4 ACTIVITIES

Finding Six There has been a lack of clarity around the objectives for Result 4 and the activities to deliver them. Because of this and due to the heavy workload needed to deliver the other very concrete elements of the project, Partners have not invested as much time and effort as they have in other Results. Nevertheless, Partners have been successful in their advocacy for Global Learning at the local level and have had a good response from university authorities. Capacity to deliver Global Learning has also been enhanced through the creation of new networks and raised profile. However it is unlikely there will be a lasting legacy in this regard unless Partners proactively build on the progress so far – although this is something which Partners have identified and are considering how to address. There has been limited advocacy at national / European level.

This is the most difficult area of the project to assess. This stems in part from the fact that there was a lack of clarity from the outset (i.e. from the application stage) as to what the objectives under Result 4 were and what activities would be delivered in order to try and achieve them. It is nevertheless clear that Partners have done quite a lot of work in this area and that certain things have been achieved. Partners themselves acknowledged that this was the main area of weakness in the project. One Partner mentioned:

> *"a lack of clarity within the partnership as to who should be doing what, when and the objectives and targets were not well enough defined."*

As a result and because the other Results were better defined and more concrete, and also due to the sheer volume of work that Partners had to invest in delivering all the other activities, they ended up prioritising the 'Inspire', 'Educate' and 'Engage' elements of the project. Result 4 is described as *"Building Capacity for Global Learning at Tertiary Level"* in the original application and in the logframe (Logical Framework). However, the fuller version of the description restricts this to developing the capacity of *"stakeholder groups"* to *"advocate"* for more and better global learning, which is something different:

> *"Improved advocacy capacity of 15 on-campus stakeholder groups[33] involved in this Action to increase the quality and coverage of global learning activities at Tertiary Level."*

[33] The 15 on-campus stakeholder groups comprise ten multi-stakeholder programme boards (one per location in Austria and Ireland and one each in Cyprus and Malta) and five working groups (two in Austria and three in Ireland, although Suas actually ended up with five, one in each university location).

So there is already some confusion in the language being used at this fundamental level in the project's documentation. At the level of the project's specific objective the following indicator relates directly to Result 4:

> *"By the end of the implementation period, at least 15,000 signatures among the main stakeholders have been collected for a petition to educational authorities and universities' directorates advocating for increased Global Learning at Tertiary Level."*

Yet there is no activity in the logframe which specifies how the collection of signatures should be achieved, which is a further weakness in the original project conception. There are two indicators at the Result level, the first of which refers to global learning projects but does not define what these are:

> *"By the end of the project, at least 10 Global Learning Projects have been supported and implemented with University Working Groups in 5 of the 13 locations."*

The second indicator, which was added to the logframe by Partners in 2014, is clear but complicated as it has a different interpretation in each country as follows:

- *"IE - support for Global Learning approach in extra-curricular space in at least two locations.*
- *MT & CY - Inclusion of Global Learning in curriculum in at least one university per country & development of the discourse and infrastructure around development.*
- *AT- Inclusion of Global Learning in curriculum in at least one tertiary education institution."*

So it is not clear whether partners should be doing advocacy work themselves or whether they should be building the capacity of other stakeholders to do this. It is not clear how the petition signatures should be gathered and it is not clear what the global learning projects are. At the activity level there is further lack of clarity. Although the following activity makes sense as a step in building relationships, it is nevertheless not clear whether it should actually lead to advocacy and if so what that advocacy would look like and who should carry it out:

> *"A4.1. Undertake a stakeholder mapping exercise to identify targets for Advocacy for Global Learning at Tertiary Level in each Action location and at national and European levels."*

There are references in other activities to *"multi-stakeholder programme boards"* in all locations and *"working groups"* in five locations but it is not clear whether either of these should be involved in advocacy and if so how Partners would support them in this. The former are intended to *"participate in the design and delivery of Global Campus"* and the latter are meant to *"undertake global learning projects"*.

It has thus been difficult to unpick exactly what Partners should have achieved and to assess what they have actually achieved against this. In order to come to some useful conclusions I have therefore interpreted the purpose of Result 4 as follows:

1. to raise the profile of global learning with decision-makers
2. to create or increase the capacity of various stakeholders to advocate for and/or deliver more and better global learning at tertiary level
3. to advocate at local, national and European levels for more and better tertiary global learning

Against these criteria, Partners have had some success. In interviews with the Programme Manager it has become clear that the original thinking had been that, *"by engaging staff and others directly in Global Campus via the multi-stakeholder programme boards, the working groups and the facilitator and volunteer roles, we would build their capacity (and motivation) to advocate for global learning on campus."* So it was about working with others to achieve more demand and more delivery capacity – and it is fair to say that Partners were successful in that staff and students have played a key role in successfully 'advocating' for Global Campus activities on campus. It is absolutely clear that they managed to raise the profile of global learning with university authorities, with relevant academics and with special university/student bodies (such as the DegreePlus office in Malta, or the NUIG[34] Societies Office and the DCU[35] Office for Student Life in Ireland). They did this in a number of ways, through successful stakeholder mapping, consultation and relationship building and through the 'Inspire' activities on campus.

Through the same process of stakeholder mapping, consultation and relationship building and also through the various multi-stakeholder programme boards and working groups which resulted, Partners have also been able to give some 'shape' to the various sources of support for global learning in many of the locations. This has been done by bringing people together, by demonstrating that there is a demand from the student audience and by developing a pool of motivated people who now have some experience of global learning programmes. In broad terms this can be said to have 'created or increased the capacity of various stakeholders to advocate for and/or deliver more and better global learning at tertiary level' although it is not possible to quantify this and it is doubtful that this extra capacity will endure for any significant period beyond the life of Global Campus unless Partners take proactive steps to build on the achievements to date. I understand that Partners are aware of this issue and are already considering how to address it. This is discussed further below in section 4.3 on Impact and section 5 Conclusions & Recommendations.

In terms of direct advocacy, Partners have had success at local level, managing to get support from the university authorities, in the shape of support for Global Campus activities or even inclusion in the syllabus. However, there may be some doubt as to whether this support will continue in concrete terms beyond the life of the project, although in Ireland the new strategies of three of the Global Campus universities do include a commitment to promoting global citizenship. The key to this will be the extent to which Partners are able to follow up and build on the opportunity and relationships that Global Campus has created.

At national and European levels there has been limited advocacy work although Partners have been able to engage with various stakeholders and audiences through Global Campus. For example, in Ireland Suas have

[34] National University of Ireland, Galway

[35] Dublin City University

discussed the project and wider issues of global learning at tertiary level with Irish Aid, IDEA[36], Dochas[37] and the Irish Coalition for the Global Campaign for Education. Global Campus has been presented at a wide range of events and conferences, for example by CARDET at the 2014 HORIZONT3000 International Conference in Vienna on "Educational Institutions for Development – down to earth and close to the people" and by Südwind at the 2013 Austrian Education Fair "Interpädagogica". It was also covered in a range of journals and publications, for example in an article[38] by Suas staff in the development education online journal Policy & Practice with 55,000 (international) readers. KOPIN arranged for Partners to contribute to a brochure produced by FINEP in late 2014 aiming to support German higher education institutions to have a greater focus on global sustainability. There are many other similar examples which between them constitute effective promotion of Global Campus and of the importance of global learning at tertiary level to a wide and varied European audience. It would however be an overstatement to claim that Partners have conducted a coordinated advocacy campaign with discernible impact on national or European policy or practice in global education.

Successful Result 4 activities

- Networking: Even though this was not specified as an activity per se in the logframe it is clear that Partners have been very successful in networking with a wide range of stakeholders, both through formal consultations and informal relationship building and that this activity has led to many examples of collaboration and support for Global Campus.
- Multi-stakeholder programme boards: In most locations, Partners were successful in creating and maintaining these advisory boards to help plan and promote the programme. In Cyprus and Malta there was only one board each and in some locations in Cyprus, Ireland and Austria it proved easier to work with several individuals rather than having group meetings.
- Working groups: There were two types of working group. In Austria there were two 'global learning working groups', comprising mostly academics with some students, which organised a range of extra events such as a Global Learning Conference in Graz and fed into revisions of the curriculum at teacher-training institutions. In addition, in both Austria and Ireland there were practical working groups which were involved specifically in the planning and delivery of Global Campus activities. In Ireland Suas were able to create successful 8x8 groups in most locations to deliver the film festivals, although they also struggled for staff involvement in some locations. In Austria Südwind also had success with small working groups to plan and manage the 'Inspire' events and the 'Educate' courses in conjunction with Südwind staff and facilitators. The volunteers told me that they felt very well supported by Südwind and that:

  > *"We really liked the fact that on this project we really felt involved and had a lot of opportunities to bring in our own ideas and interests."* **- Jasmin Unger and Vera Drach, Volunteer coordinators, Austria**

- Global learning projects: ACHIEVED: 7+ groups, 10+ projects (TARGET: 5 groups, 10 projects)
  The working groups were established in 7 locations (5 in Ireland and two in Austria) as mentioned above, plus there were numerous other ad hoc working groups to organise Global Campus events in Austria. Because of the way the groups developed it is quite difficult to count how many discreet 'projects' they delivered. Groups in both Ireland and Austria were involved in running numerous 'Inspire' and 'Educate' events,

[36] Irish Development Education Association

[37] The Irish Association of Non-Governmental Development Organisations

[38] http://www.developmenteducationreview.com/issue19-perspectives3?page=show

certainly well in excess of 10. In addition to this there were further events run by these groups such as a "Reading Circle on Post growth society" and a "Alternative City walk - Critical Consumption" in Austria in 2014 and a spin-off film event in Trinity College, Dublin in 2013. On top of this, one of the groups in Austria was successful in influencing curriculum changes at teacher-training institutions as described elsewhere.

- Develop a resource which details the overall approach and experience of Global Campus: An excellent document[39] has been published which describes what the project has delivered, gives case studies and captures some of the most important lessons and tips drawn from Partners' experience.

- Advocacy to build capacity for Global Learning: As mentioned above one of the indicators for this translated differently in each country. In terms of enhancing the status of global learning in each location Partners can claim to have had reasonable success as described below but whether this has will lead to a sustained increase in capacity is much less certain.
    - IE - support for Global Learning approach in extra-curricular space in at least two locations: Suas had meetings with senior university staff in all locations and obtained statements of support which translated into increased support for Global Campus activities in years two and three. They also received support from specific offices and staff to develop and run events, some of which went beyond the Global Campus activities.
    - MT & CY - Inclusion of Global Learning in curriculum in at least one university per country & development of the discourse and infrastructure around development: In Malta, KOPIN were successful in integrating Global Campus into the wider curriculum through their cooperation with the DegreePlus office. At the time of writing, the DegreePlus office is keen to continue offering the course in their programme and they and KOPIN are exploring possible funding options to try and make this happen. In Cyprus, the Global Campus summer school achieved formal status at the European University of Cyprus carrying 2 ECT credits. Global Campus was used as a case study in the course on Pedagogical Approaches for Teaching of Environment & Science at the University of Nicosia and Global Campus seminars formed part of a course on the History of Economics at the European University of Cyprus. The testimony of Partners and academics in both countries was that Global Campus has made a contribution towards the nascent growth of discourse and infrastructure around international development.
    - AT- Inclusion of Global Learning in curriculum in at least one tertiary education institution: Südwind supported a working group to feed into the development of a new curriculum at Austrian teacher-training institutions in the regions of Styria, Carinthia and Burgenland which included Global Citizenship Education as a cross-cutting educational approach applicable to a range of subjects.
- Conference: Suas organised a conference entitled, "Global Citizenship in Higher education – Towards a global campus" in February 2016. Although this was after the end of the Global Campus project and therefore not financed from the EU grant, Global Campus was nevertheless presented at the conference and several of the Global Campus facilitators from Ireland and Cyprus were involved. The conference was attended by over 100 people and included a keynote presentation from leading development education academic Dr. Doug Bourn[40], a follow up panel discussion, facilitated conversations and five workshops on a range of themes including developing skills and attitudes, evaluating impact, raising awareness on campus, supporting staff

[39] Global Campus Project Resource 2016, which will be available on the website: www.global-campus.eu/

[40] Institute of Education in University College London

and student collaboration and resourcing global citizenship projects. 95% of participants (based on 19 responses to a post conference survey) rated the workshops positively.

- Media coverage: ACHIEVED: 45 articles (TARGET: 6)
  Partners generated 47 items of media coverage (excluding their own promotional materials) in relation to Global Campus. Many of these were articles about events and activities in university newspapers, for example an editorial in the University Observer[41] in Ireland, but also included one or two articles in national media (such as an article on the palm oil industry in Austria) and the radio broadcast of several sessions from the 'Educate' course in Austria.

- Conference presentations: ACHIEVED 12+ presentations (TARGET 12 presentations & 1 paper)
  Partners presented Global Campus at a range of conferences and events, well in excess of 12 (although it is hard to put a final figure on this due to issues around defining what constitutes a presentation) including the Austrian Education Fair "Interpädagogica" (2013), HORIZONT3000 International Conference (2014), the EC's DEAR Fair in Brussels (October 2015) and the Global Learning Conference in Graz (November 2015). No conference paper was produced as such but Global Campus was presented as a case study at Suas' conference "Global Citizenship in Higher education – Towards a global campus" in February 2016.

Result 4 activities which could have gone better

- Petition: 3,555 signatures have been collected for a petition to advocate for Global Learning at tertiary level. This is well short of the target of 15,000. This poor showing is probably due to three main factors. Firstly, Partners had a lot of work to deliver the other activities and some of the advocacy work, such as the petition, was not see as a top priority. Secondly, apart from Südwind, the Partners do not have a track record in campaigning and thirdly, there was no campaign as such which students could be asked to support – the 'ask' in the petition was very general in nature. Partners are planning to hand over signatures to university authorities later this year.

- Advocacy for Global Learning at Tertiary Level at national and European levels: Activity A4.1. implies that advocacy will be undertaken *"in each Action location and at national and European levels."* As discussed above, I feel that Partners have been quite effective in their advocacy at local level, to obtain cooperation in the delivery of Global Campus and more general statements of support for Global Learning. However, as discussed above there have only been isolated examples of advocacy at national and European levels along with a good deal of promotion and profile-raising. Perhaps this was never the intention, or perhaps there was just a lack of clarity at the application stage, reflected in the logframe. Either way, I do not think it would have been realistic to expect Partners to conduct any additional advocacy initiatives given the scale of the project which they had to deliver.

- Website: A Global Campus website[42] has been created but it only has minimal content. Partners decided that it was more important to exploit their own existing websites and communication channels to promote Global Campus and this was probably a wise decision. CARDET led on producing the design and structure for the website but there seem to have been different expectations among Partners as to the roles and responsibilities involved in populating the website with material. The Programme Manager is still planning to upload a range of materials, such as the Global Campus Resource and some of the other supporting documentation once final reporting to the EC has been completed.

[41] https://issuu.com/universityobserver/docs/xxii-broadsheet-issue_2_020de1aed59e08 (p17, Editorial)

[42] www.global-campus.eu/

4.3. Efficiency

Finding Seven Global Campus has been very well managed. The leadership from Suas has been of a very high quality and the collaboration between Partners has been the most productive I have ever seen. Overall, the programme has represented very good value for money, achieving its ambitious targets for overall reach and with some elements providing an exceptional return on investment.

4.3.1. Project Management and Leadership

The project manager described the challenge of managing a large programme removed from the other Partners involved in the delivery, with only infrequent face to face meetings, plus the fact that Suas had to learn quickly about the reporting and financial management requirements of their first EU project, although they clearly benefitted from the experience of other Partners.

Due to my dual role, carrying out the evaluation and delivering support and capacity building on M&E, I have had a lot of contact with the Programme Manager and the Partners (four partnership meetings, internal communications etc). This has enabled me to form a robust picture of how the project has been managed, of Suas' leadership and of the collaboration between the four organisations. All of these have been carried out very well. The coordinators and other staff in each country have been well organised and committed and have delivered the vast majority of activities effectively. Time and thought has been put into planning and promoting events and developing high quality materials and into recruiting the required numbers of high calibre facilitators and volunteers. Partners have consulted with and collaborated with academics, university authorities and student bodies and have been diligent in monitoring and reporting on progress.

Suas have provided strong leadership. The Programme Manager has struck exactly the right balance between thorough preparation, keeping to timelines and allowing enough flexibility to take account of contextual differences between the four countries and the competing workloads of Partners. Communication has been timely, clear and open and there has been a readiness to share learning between Partners and to learn from experience and mistakes to improve ongoing delivery. The following comments from Partners illustrate how effectively the project has been managed and led:

> *"I feel that Global Campus has run very smoothly. It has been a great deal of work, especially some of the 'Inspire' activities but overall I am happy with our delivery. Perhaps some of the expectations (for example around the website or the inclusion of global learning in the curriculum) were too ambitious for a three year programme with so many activities."*

> *"Suas have provided good communications and have successfully combined flexibility with a very thorough processing of information. Suas have been on top of things and Partners have responded well to their leadership."*

> *"As we begin the third year we have the delivery process really well-defined. We know the timeline for producing promotional materials, we know what is involved in putting on a film festival, we have the experience of running the courses, including small lessons such as always keeping the sessions at the same time and on the same day of the week as this makes it easier for students to commit."*

4.3.2. The Partnership

The Programme Manager reported on numerous occasions that:

"Partners have been diligent and reasonable and have been very open about progress, responsive to requests and have all contributed very effectively to discussions and meetings. We have always been able to find a compromise where needed."

In considering how well the partnership has performed it is important to remember that this was a new consortium, being led for the first time by Suas and also that the organisations involved are quite small and not especially well-resourced. In addition to this the project was ambitious, covering a wide range of activities and with some large targets. From my perspective it has been a really noticeable characteristic of this project that these Partners have worked exceptionally well together. One of the Partners said:

"Although we were very happy to hear that the project would be funded we were initially a bit overwhelmed by the scale of the delivery challenge, and we knew that Suas were new to leading an EU-funded project – however, they have been able to draw on the experience of other Partners in this regard."

There have been many other positive comments from all Partners about the partnership, perhaps best summed up by the following:

"This is probably the best partnership I have ever worked with." **– Dominik Kalweit, Global Campus Project Coordinator, KOPIN**

Some reasons for the success of the collaboration were identified by one of the Partners, namely that the partnership was the right size and that there was a good fit between the organisations involved in terms of their experience and expertise, as well as strong personal relationships between the staff involved. Also that:

"The project has provided enough flexibility for Partners to adapt it to their different contexts and capitalise on their particular experience. Everybody appreciates everyone else's expertise and experience." **- Federica Di Giulio, Global Campus Activity Coordinator, KOPIN.**

All the Partners also made the point that one of the key success factors was having two partnership meetings per year. While this was quite a large time commitment they felt that these meetings were very productive and motivational and having attended several of them I would agree.

Another observation made several times in my interviews with Partners was that they have really been able to learn from each other. This has been a function of the openness of the partnership as well as the fact that the different organisations have different approaches and different areas of expertise. It has also been facilitated well by the Programme Manager and through the regular partnership meetings.

4.3.3. Comments on Value for Money

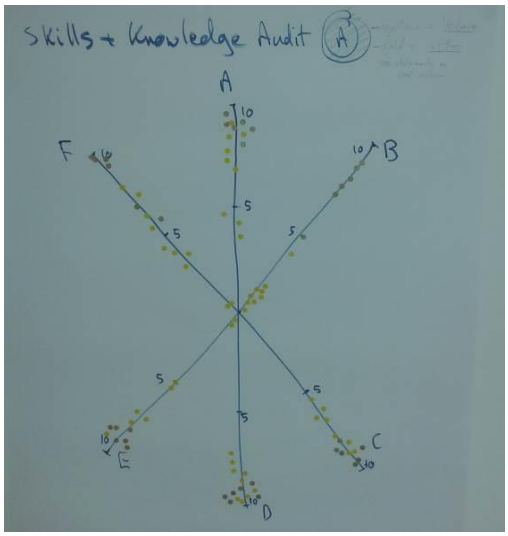
Global Campus has delivered on nearly all of its targets. It has included a large number of activities and events and the great majority of these have been implemented successfully. It has reached a large number of students in the four countries. There is also ample evidence that it has had an impact on a range of audiences and target groups. For all these reasons I believe Global Campus represents good value for money. The following specific examples illustrate this particularly well.

Capacity building

Partners built into the design of the project a capacity-building element for staff. This was delivered by DP Evaluation through a range of inputs, mostly on monitoring and evaluation, at the partnership meetings. This

approach, coupled to the fact that as the evaluator I was involved from an early stage in the project allowed me to offer support to Partners while the project was still live. Feedback from Partners has been very positive, for example one Partner said:

> *"I have really valued the intensity of the inputs on monitoring and evaluation. It has struck a good balance between providing useful feedback and helping to develop our capacity in this area while at the same time remaining flexible and realistic in terms of what and how partners are expected to monitor."*



Skills & Knowledge Audit

Yellow dots = participants' position before workshop
Gold dots = participants' position after workshop
0 (at centre) = "I do not agree with this statement at all"
10 (outer edge) = "I agree with this statement completely"

A - I can explain the difference between monitoring and evaluation

B - I understand and can draw the impact chain

C - I can give three GOOD reasons why we monitor and evaluate

D - I can explain the difference between quantitative and qualitative data

E - I can name three data gathering methods

Impact of Capacity Building workshop on M&E of DEAR, Südwind staff, Austria

Sensible investments

The budget has been used intelligently. An example of this was the use of a small amount of money (ca €400) towards the expenses of a freelance photographer who had been a volunteer helping with the Matter of Work photo exhibition in Austria. He was later travelling to Malaysia and Indonesia to take picture of the palm oil industry. This small contribution secured not only the photographs for a later exhibition but also gave the copyright to Südwind for future use of the images.

Accessing free support

Through effective consultation and networking Partners have been able to collaborate with a range of other stakeholders and have often been able to access free support in this way. This has translated into the use of locations and venues for a wide range of events. For example, the 2015 'Engage' project in Ireland was the Ideas Collective and Trinity College Dublin provided free use of a venue for this which Suas staff estimate would have cost around €3,000 otherwise.

Potential for real long-term impact

The 'Engage' activities, such as the Ideas Collective in particular, but also the Pitsilia Field Trip and the Südwind Academy and follow-up street actions have the potential for lasting long-term impact on some of the individuals involved and their future behaviour, activism and career choices. Given the relatively small amount of money which these activities cost, the return on investment could be huge: this is discussed further in the following section on Impact.

4.4. Impact

4.4.1. Overall Impact

Finding Eight Global Campus has had significant impact through raising the profile of Global Learning and of the Partners in 13 university locations as well as on Partners' 'capital' in terms of relationships, networks and knowledge. It has also clearly had an impact on other stakeholders involved in its delivery and on the participants in events, courses and action learning projects.

It is difficult to demonstrate the wider impact of DEAR interventions, especially so soon after the end of a project. There is often a complex causal relationship between an educational or awareness-raising input and a shift in behaviour leading to a change in the lives of people in developing countries. Often, the most we can do is to infer a contribution towards that shift (rather than a firm attribution) and even then we cannot quantify the contribution. This is the case with the wider impact of Global Campus, although we are able to look more specifically at some other areas of more immediate impact, such as the impact on Partners, participants and other stakeholders. One of the indicators at the level of the specific objective is:

> *"At least 80 students and a range of key stakeholders have been engaged in the design and delivery of activities by the end of the project, with 60% of students and key stakeholders who complete feedback forms saying that the activities are important to them."*

All of the stakeholders we met or spoke with clearly feel that Global Campus has been very important and this was confirmed through Partners' reporting. In excess of 268 stakeholders were involved in delivering the programme, the majority of these were students and of the 83 who responded to feedback surveys all 83, (100%) agreed or agreed strongly that:

> *"The Global Campus activities are important to me"*

The other headline figures for the reach of Global Campus are as follows:

- Overall reach = 49,000 people (target: 36,000)
- 54 'Inspire' activities (target: 35) reached 48,000 people (target 35,000)
- 45 'Educate' courses (target: 45) with 917 participants (target 900)
- 10 'Engage' projects (target: 14, revised to 10) with 215 participants (target 200)

Partners are to be congratulated on these very high levels of participation as well as on the very positive nature of feedback relating to the impact on participants, which is discussed below.

Presence and profile

Global Campus has done a very good job of raising the profile of global learning, of the MDG/SDG agenda and of the Partner organisations:

> *"We have created a presence on campus. Global Campus has helped Südwind to become much more visible. The branding is very effective – just two words convey immediately what the programme is about – and we have used it for all the activities and events. Global Campus became a recognised brand on campus, certainly in Graz and Innsbruck, though it was more difficult in the larger environment of Vienna."* **– Alexander Pfeffer, Global Campus Coordinator, Südwind**

The Programme Manager made a similar point in relation to the whole project and to Ireland specifically:

> *"In thirteen locations across the four countries, Global Campus has clearly raised the profile of global education and that of the four Partner organisations. In all five locations in Ireland there has been no organisation doing global education at this scale and to this quality to rival Global Campus.* **– Joanne Malone, Global Campus Programme Manager, Suas.**

This was echoed by another informant in Ireland:

> *"I feel there is quite a substantial interest in global education here among the students and the university authorities and the Global Campus film festivals and photo exhibitions have definitely contributed to the overall profile of global education."* **- Course facilitator, Ireland**

In considering this achievement it should be remembered that Global Campus has taken place in a potentially difficult context in all four countries. The charity scandals in Ireland, the impact of the global financial crisis leading to domestic budget cuts which were especially harsh in Ireland and Cyprus, the very negative atmosphere around the issue of migration particularly in Malta and Austria; all these factors created a challenging environment and the fact that Global Campus achieved or surpassed all its key numerical targets is therefore all the more laudable. For example, several informants in Malta (academics who were course facilitators as well as student coordinators and participants) stressed the fact that Global Campus must be judged in the Maltese context and were keen to point out that the prevailing climate in Malta is one of anti-immigration where asylum seekers are used as scapegoats and that students tend to be conservative and complacent.

Impact on Partners and the building of capital

All Partners have been very positive about the experience of working in this partnership and have all expressed a desire to work together again. In fact Partners have actively sought ways to collaborate and three[43] of the four are working on a joint application for the next EC call for DEAR proposals. Partners have also developed a concept for a possible application for Erasmus Plus funding. The importance of this should not be underestimated. Organisations can spend a lot of time identifying potential partners for funding applications and it is therefore very valuable to know that there is a good fit with other organisations and to have developed strong personal relationships.

Partners have also reported that one of the most important outcomes for them has been the opportunity to build new relationships and new networks, to identify key partners and learn better how to engage with tertiary level audiences.

> *"Even though Global Campus has been demanding it has helped us to decide that we want to continue to work at tertiary level, we want to continue to engage with students and academics. It is also a good way for us to recruit some good brains and to build future relationships – today's students will inevitably end up as tomorrow's decision-makers in Malta. We have built a network of lecturers from different faculties and developed our collaboration with the DegreePlus Office and this will be a lasting legacy from Global Campus for KOPIN.""* **- Dominik Kalweit, Global Campus Project Coordinator, KOPIN.**
>
> *"Global Campus has been a good door opener for Südwind, helping us not only to be more visible but also to better understand the various communication channels and booking processes and to make new contacts at*

[43] KOPIN and their contacts at the University of Malta have also expressed an interest in collaborating but cannot due to the rules of the upcoming call

the three universities. One example was a Sociology lecturer who having seen one of the photo exhibitions became interested in collaborating, brought her students to one of the film days and recommended a speaker for another event." **– Alexander Pfeffer, Global Campus Coordinator, Südwind**

"One of the biggest impacts for us has been the positive response from academics along with the accreditation of the summer course. Global Campus has enabled us to build relationships with a group of academics and volunteers and also to build their capacity. This represents a really good pool of human resources for CARDET going forward and the relationships will help us to promote our work better" **- Sotiris Themistokleous, Global Campus Coordinator, CARDET**

Impact on participants

It is very clear that the programme has been successful in reaching and engaging with a large number of students. This is shown by the participant numbers and has been confirmed in a range of interviews. For example, academics in Malta have seen Global Campus as an important opportunity to get students to see Malta in a global context and to take a wider view. They have been pleasantly surprised by how well the students have engaged with the issues, and many other informants have reported that there has been an impact on participants:

"Participants have asked good questions, or approached me for information about volunteering opportunities or attended other events." – **Course facilitator, Malta**

"It is hard to assess the wider impact of the 'Inspire' activities. But what I know for sure is that there is a group of well over fifty students who took part in the 'Educate' and 'Engage' activities who are committed to the principles of global education and who want to promote them further – this is a big change in the Cyprus context." **– Sotiris Themistokleous, Global Campus Coordinator, CARDET.**

"Global Campus has enabled groups of students and academics to come together in a range of ways to focus on global education themes and employ global education methodologies in a way which would not have happened otherwise." **– Joanne Malone, Global Campus Programme Manager, Suas.**

"Global Campus fills a very important space in tertiary education in Ireland. Students are often studying "how to" and do not have a chance to consider the "should we" question – so Global Campus is almost a course on critical thinking and ethics." – **Course facilitator, Ireland**

Impact on individuals

There is a good deal of anecdotal evidence of impact on individuals, especially volunteers and those who got involved in the 'Engage' activities. All Partners reported that many of their volunteers had been involved in some way earlier on, either attending 'Inspire' events or being a participant in 'Educate' or 'Engage' activities before helping to deliver the programme in subsequent years. There are no records of the exact numbers of students who fall into this category but the best estimate is fifty plus (based on anecdotal evidence from interviews with Partners, participants and volunteers) across the four countries. This is a strong indication of the impact which Global Campus has had on some individuals because the role of Global Campus volunteer/coordinator involved considerable time inputs. Several participants also went on to do internships with the Partner organisations, which represents a real commitment to the issues, although of course it is impossible to know how motivated these individuals already were and how much they were influenced by Global Campus. The following comments illustrate a range of impacts on individuals:

"One of the students who participated in the summer course and in the Pitsilia field trip has told me that this experience has contributed to her decision to apply for a Masters in international development in the UK." **– Sotiris Themistokleous, Global Campus Coordinator, CARDET.**

"One of the students who took part in 'Inspire' activities and the 'Educate' course in 2013 is now planning, inspired by her Global Campus experience, to write her thesis on migration and asylum in Malta." **- Dominik Kalweit, Global Campus Project Coordinator, KOPIN**

"We are a small organisation and we always have interns working with us. Many of them have come to us through Global Campus." **– Michelle Hardiman, Value Added in Africa, Global Campus facilitator, Ireland**

"Global Campus made me think more about migration, as a migrant myself, and read up on it, so that in fact I ended up doing an internship with the immigration service in my country. I was shocked by what I saw there, so it has really broadened my horizon and changed my way of thinking. Since then I have been helping asylum seekers with their application process." **- Volunteer coordinator and 'Educate' course participant, Malta**

"The benefits included improving my organisational skills, enhancing my CV and lots of opportunities to build my confidence. Being a volunteer has been an important experience. It has given me a direction now, I have found something I really enjoy and that I want to be involved in professionally." **– Maev Moran, volunteer coordinator, Ireland**

The overall objectives for Global Campus were expressed in terms of "making a contribution to":

- *"a change in public attitudes towards the issues that developing countries and their peoples are facing.*
- *increased public support for action against poverty in Europe, particularly the MDG agenda, and fairer relations between developed and developing countries.*
- *the strengthening of development policy and the promotion of policy coherence"*

In these terms Global Campus has clearly made a meaningful contribution even if it is not possible to quantify that contribution. The project's specific objective was:

"To increase the awareness, critical understanding and informed, constructive action for development of over 36,000 students and other key stakeholders in 13 University locations in Austria, Cyprus, Ireland and Malta."

Given that 49,000 people have been reached and given the evidence in the following sections on the extent to which the programme has raised awareness, increased critical understanding and enabled constructive action it is clear that the project has achieved and indeed surpassed this objective.

4.4.2. Impact by Result

Result 1: Raising Awareness

At least 35,000 University students have experienced high profile, media-based, awareness-raising activities designed to prompt reflection on global interdependence and development and their role as global citizens.

Achieved: 54 'Inspire' activities (target: 35) reached 48,000 people (target 35,000)

Finding Nine	There is strong evidence from surveys and interviews in all four countries showing that Global Campus has raised awareness of global interdependence and the role of individual citizens through a wide range of high-quality events reaching significantly more people than originally targeted.

95% (target 70%) of 'Inspire' event attendees who provided feedback after the events (1,463 of 1,543) "agreed or strongly agreed" that the events were informative. 79% (target 70%) of them (1,226 of 1,546) "agreed or strongly agreed" that the events made them want to take action. The following comments from volunteers give a good sense of the impact which the 'Inspire' events had. They were clearly very visible and caught the attention of large numbers of people. In many instances they did more than raise awareness, they seem to have made attendees really stop and think:

"The film about the garment industry in Bangladesh and India definitely made an impact on me and others I know. I have not been able to go into H&M or similar shops since." – **Volunteer coordinator, Ireland**

"The film 'The Square' challenged my own ideas (even though I teach on humanitarian interventions). As a multiplier I can bring things into my classes and so expose students to them. Global Campus has definitely had an effect on me." **- Lecturer (on international development) and multi-stakeholder programme board member, Ireland**

"The photo exhibitions have been very high profile and are perfect because students always have a few spare minutes between lectures. I am very grateful that something like Global Campus exists, addressing social topics and doing it properly. I hope it will be further developed." **- Michael Kleinburger, photographer for two exhibitions in Austria**

"The programme has given me new skills, interests and provoked a sense of urgency in addressing the themes relating to Suas' work. I am now working in an international NGO working with visual media on a daily basis. Through my participation I have a stronger understanding of the political, social and cultural issues underlying visual representation in development." **- Volunteer coordinator, Ireland**

"It is hard to say what the impact of the 'Inspire' activities has been in terms of changing people's behaviour. However, hundreds of people saw the photo exhibition on palm oil including lots who are not normally interested in such issues and there were around a hundred people at the related lecture and discussion session. It is unusual to have photo exhibitions so this was quite high profile, lots of people were talking about it, and the combination of the exhibition and lecture worked well to achieve depth and breadth. I am 100% sure that people now think differently on this issue." **– Volunteer coordinator, Austria**

"After the screening of 'Which Way Is the Front Line from Here? The Life and Time of Tim Hetherington' the producer held a Q&A session. The film was very emotional. The audience was very quiet. Nobody left before the Q&A. Everyone was very engaged." **– Volunteer coordinator, Ireland**

Result 2: Building Critical Understanding:

A minimum of 900 University students have built critical understanding of global interdependence and development and reflected on their values, attitudes, roles and responsibilities in relation to a globalised society.

Achieved: 45 'Educate' courses (target: 45) with 917 participants (target 900)

Finding Ten Post-course surveys and a large number of interviews with course participants, volunteer coordinators and course facilitators have shown that the Global Campus courses have really engaged the interest of students. Participants have gained considerable knowledge on a broad selection of global learning topics and more importantly have learned to think critically, to challenge attitudes and to consider the impact of their own behaviour.

90% (target 80%) of 'Educate' course participants who provided feedback after the courses (512 of 566) "agreed or strongly agreed" that they had a deeper understanding of global development. 86% (target 80%) of these participants (484 of 566) "agreed or strongly agreed" that they had a deeper understanding of their values and attitudes in relation to a globalized society. 83% (target 80%) of them (469 of 566) "agreed or strongly agreed" that they had a deeper understanding of their roles and responsibilities in relation to a globalised society.

These are very positive levels of feedback, all surpassing the targets which Partners had set in the project logframe. They are backed up by the evidence gathered in interviews and focus groups with participants, interviews with facilitators and post-course surveys. While it is of course true that course participants are self-selected and are therefore those students who already have some interest in the issues there was strong anecdotal evidence from all four countries that participants came for a range of academic backgrounds and not just those studying international relations or international development:

> *"We had good numbers on the course from a mixture of backgrounds including anthropology, educational science, medicine and several recent graduates including an environmental journalist and both primary and secondary teachers."* **– Volunteer coordinator, Austria**

Other disciplines mentioned by Partners included politics, sociology, theology, geography and economics. And since the survey feedback and views expressed in interviews were so consistent it is safe to say that the 'Educate' courses had the desired impact on participants. As the following comments[44] show it has not only helped them to build critical understanding of the issues but has also led them to reflect on their own attitudes and responsibilities and in some cases to take action or make decisions about their future:

> *"I am very fond of the course; it attracts a range of people from diverse disciplines and sometimes also lecturers and PhD students. The term which is most used by participants in the final session is "eye opener" or variations on that* **- Course facilitator, Ireland**
>
> *"I can see the journey that people go on as they begin to understand what they can do about global health issues; challenging themselves within first, changing their own attitudes and perception, then moving to challenging others; I have yet to meet a participant who has not moved along the spectrum of attitudes and beliefs."* **– Enida Friel, Course facilitator, Ireland**

[44] The majority of these comments are from Ireland. This is because we had more opportunities to interview stakeholders in Ireland. Feedback from the other countries has also been very positive and I am confident that the comments chosen here are broadly representative.

"I get good reactions from the students in my session, the questions they ask during and after the session show that they are really engaged with the issues." **- Course facilitator, Malta**

"I am learning and revising all the time, not only content but my approach to facilitation. I learn more and more about the complexity of the issues from the questions the students ask. I am amazed at the numbers which the course attracts. One of the main things they get from the course is to learn to think critically. In the closing session I sometimes realise that someone has been inspired to take action, for example helping to run a clothes recycling scheme locally." **- Rosalind Duke, Course facilitator, Ireland**

"The Global Campus DegreePlus course consolidated my knowledge and understanding and also raised more questions for me to think about." **Course participant, Malta**

"This course changed my way of thinking and opened my eyes to the injustice in the world. It forced me to always ask questions and not just take things for what they are on the surface." **– Course participant, Ireland**

"It is great at the end of the course to see some of the students asking for advice on how to get into volunteering or further education in global health. The course develops critical thinking and empowers the students to challenge others' behaviour, such as discriminatory comments based on race or against people living with HIV." **- Enida Friel, Course facilitator, Ireland**

"One of the benefits of being a volunteer coordinator is that it has really enhanced my social skills. I used to be shy but working with other foreign colleagues has helped my English and my confidence. I used to be scared of answering the phone but because I have had to do it as a Global Campus coordinator I feel fine about it." **- Marija Elena Borg, Volunteer Coordinator, Malta**

"At the end of the course I get students to compare their thinking about the causes of poverty with what they thought at the beginning of the course and they are <u>always</u> shocked at their earlier thinking. I also ask them at the beginning about their roles and responsibilities and get fairly superficial answers. By the end they <u>all</u> want to take some kind of action, be it to keep learning, to volunteer or be interns with NGOS, to do campaigning or be responsible consumers." **– Course facilitator, Ireland.**

"Very enjoyable course - always looked forward to them and lamented the two occasions that I had to miss the class. I was already considering a career in global development but this course has certainly encouraged me more so." **– Course participant, Ireland**

"We have seen students take academic and professional choices as a direct result of their involvement in the programme. For example a student called Sophia who participated in the 'Educate' course and an 'Engage' project is now working as an environmental journalist." **- Sotiris Themistokleous, Global Campus Coordinator, CARDET, Cyprus.**

"The course was very informative and enjoyable and I really am going to change something in the world as a direct outcome of doing this course." **– Course participant, Ireland**

Result 3: Supporting Informed Creative Engagement:

At least 200 University students have been supported to take informed, constructive action for development in their locations, engaging with peers and local communities on projects to reduce poverty and promote justice, human rights and sustainable ways of living.

Achieved: 10 'Engage' projects (target: 14, revised to 10) with 215 participants (target 200)

Finding Eleven The 'Engage' action-learning programmes have been imaginative and have genuinely 'engaged' participants. They have had the chance to interact with their peers and with local communities and to design and take part in social change projects which have impacted both on them and in some cases more widely. Many of the participants have reported being motivated or even inspired. The Ideas Collective in Ireland has been particularly effective, giving rise to a number of projects which have the potential to achieve significant impact in their own right.

The action learning projects in the 'Engage' element of the programme can have an impact in two ways. Most obviously they have an impact on the individuals who take part. 86% (target 80%) of 'Engage' project participants who provided feedback (94 of 109) "agreed or strongly agreed" that they felt more able to take informed, constructive action for development as a result of their participation. The following comments show that participants were given the chance to engage with peers and local communities and that they found this very motivating:

> *"It was a thought-provoking and inspiring outing. The trip changed my opinion about the Cypriot people. Before I had a stereotypical view of them as 'lazy' – I have seen that they are in fact industrious"* **- 'Engage' participant, (Pitsilia field trip) Cyprus**
>
> *"The Südwind Academy was really cool and very motivational!"* **- 'Engage' participant, (Südwind Academy), Austria**
>
> *"Even through my human rights work I often felt so helpless and uninvolved as a citizen. I saw the Ideas Collective as a way of forcing myself to address my own role in my community and to act in some way to help others. It gave me the confidence to present myself in the field of NGOs and social enterprise. I had wanted to put myself in that sphere but did not know how. Meeting other young people with ideas and hopes for change was inspiring. We helped each other and Suas did a great job of facilitating our plans."* **- 'Engage' participant, (Ideas Collective), Ireland**
>
> *"As a result of this project I want to get involved in an NGO working on environmental protection. Thanks, the Pitsilia field trip was a great experience!"* **- 'Engage' participant, (Pitsilia field trip) Cyprus**
>
> *"I loved it. I want to work on this project until it is a success. I have found something I am more passionate about than anything else and I am so glad I had the opportunity to find it."* **- 'Engage' participant, (Ideas Collective), Ireland**

Some of the projects also had the potential to achieve a wider social impact in their own right. This applies potentially to the campaigning actions which were part of the Südwind Academy action learning programme, although to measure this is beyond the scope of this evaluation. The other obvious example is the Ideas Collective in Ireland which has given birth to a number of social change projects. Some of these have clearly already had an impact on their end-users and others which are ongoing have even more potential for achieving impact. For

example if the 'Nu.' ethical clothing initiative continues on it current trajectory then it is not unreasonable to think that it could have an impact in all the ways that one of its founders, Aisling has identified, namely:

- on the working conditions of workers in the garment industry in countries such as Bangladesh
- on the attitudes and consumer behaviour of students in Ireland and perhaps other European countries
- on the success of ethical clothing brands
- on the environment through reducing waste and reducing harmful practices within the industry

After less than a year it is too soon to assess whether 'Nu.' will indeed achieve any meaningful impact in these ways but judging by the progress already achieved and by the commitment of those involved it is not fanciful to think that it could have a very significant impact in the next five to ten years. If this were the case it would represent a huge return on investment for the Global Campus Partners and for the funders and would be a rare instance where a DEAR intervention leads directly to visible, potentially large-scale, international or even global changes in policy and practice.

Dónal Kearney's Vocalism project, originally intended to benefit those affected by homelessness and others who are socially excluded but now being promoted more broadly to other groups including those working in the area of human rights, also has the potential for ongoing, significant impact, if perhaps on a smaller scale than 'Nu.'. Dónal identified the following potential impacts for workshop participants, whoever they might be but particularly for those, *"who do not feel that they have a space to express themselves":*

- confidence to express themselves and to advocate effectively for themselves and others
- social inclusion through the use of music and voice
- wellbeing through improved self esteem and the physical and mental health benefits of voice control (breathing, poise, performance)

Judging by the testimonials on his website it is clear that these benefits are already being enjoyed by participants and again this constitutes an unusually concrete impact for Global Campus as a DEAR project:

> *"VOCALISM helped me realise that relaxing and speaking slowly allowed me to articulate with confidence what I wanted to say in a clear and eloquent manner to any group of people."* **- Eoghan Martin, Co-founder of Dev, Meet Tech**
>
> *"Fantastic. Absolutely fantastic. [The choir] keep asking can they do it again with you!"* **- Members of the High Hopes Choir, Dublin** (comprising singers affected by homelessness)

4.5. Sustainability

Result 4: Building Capacity for Global Learning at Tertiary Level:

Improved advocacy capacity of 15 on-campus stakeholder groups involved in this Action to increase the quality and coverage of global learning activities at Tertiary Level.

Finding Twelve Concrete impact in this area is more difficult to demonstrate although there are some specific examples relating to the inclusion of global learning in the curriculum. The other major achievement has been to raise profile and to create an opportunity for dialogue with university authorities. The relative lack of impact in the areas of sustainability and increased capacity reflects the fact that these are very difficult to achieve and also the fact that Partners were less clear in their thinking here.

Despite the lack of clarity over the objectives and activities in this area and the relative failure of some activities such as the petition (which only attracted 3,663 signatures instead of the 15,000 targeted) and the absence of advocacy at national or European levels Partners have actually achieved impact in a number of ways. There have been some specific concrete outcomes; in Cyprus the Global Campus Summer School became part of the curriculum at the European University of Cyprus and it is hoped that this will continue in 2016 and beyond; in Malta the Global Campus course became part of the DegreePlus programme and KOPIN are in discussion with the DegreePlus office on how funding could be found to enable this to continue. KOPIN are also continuing to collaborate with Professor Ronald Sultana on the GLOBED[45] summer school in 2016, but have reported that, *"the path leading to the development and accreditation of the [Global Campus] course is still a long one."* In Austria the Global Campus global learning working group made a substantial contribution towards getting changes to the curriculum to include global learning as a cross-cutting approach in teacher training institutions in the regions of Styria, Carinthia and Burgenland.

There is clearly a demand for global learning from students and many of the facilitators and other individual stakeholders have said that they hope Global Campus activities can continue:

> *"People are really interested, they want to engage and to discuss and debate. Something like Global Campus is very important because it provides a forum for this as well as access to experts and information. It is something which all universities should offer."* **– Volunteer coordinator, Austria**
>
> *I would like to know about the future of the project and would like it to continue in some shape. I would also like an opportunity for stakeholders and course facilitators to gather to help write any new proposal."* **Course facilitator, Ireland**
>
> *"I would really like to see the Global Campus course continue. If it could be hosted in a relevant Department (such as the International Centre for Human Rights in the Law Faculty, or the School of Film and Digital Media) then it would have a better chance of survival. The challenge will be funding of course. Nevertheless I think Suas should be discussing this with Departments, since it would give them an extra string to their bow when competing for students."* **Course facilitator, Ireland**
>
> *"Südwind were great to work with, very professional and as a result of my experience on Global Campus I am very interested in collaborating further with them."* **- Michael Kleinburger, photographer for two exhibitions in Austria**

[45] http://globed.eu/

Whether the increased profile which Partners have achieved and the positive response from academics and from many university authorities will translate into sustained and concrete support for global learning beyond Global Campus remains to be seen. Funding is likely to be the main stumbling block but there is evidence to suggest that an opportunity for dialogue with universities has been opened by Global Campus and that Partners should consider how they can take advantage of this:

> *"Global Campus has helped us to influence the public discourse. We have targeted a narrow audience in the shape of university authorities and they have now been exposed to the Global Campus model and have seen its success and the uptake by students. This gives us an opportunity to influence future curriculum development and we are hopeful that some of the Global Campus subject matter and the approach can be integrated into other subjects or even into a separate [global learning] area of study. We know that at least three academics will continue to use Global Campus materials in their teaching."* **– Theocharis Michail, staff member, CARDET**

> *"There are very few spaces on campus where it is possible to look at social issues. Where this does happen it is often associated with either the political parties or the church. These bodies are largely discredited among young people however so there is something of a vacuum. Furthermore, the nature of the students has changed – there is no radicalism, they are very conservative and very self-centered and consumerist – their social conscience has gone missing. KOPIN is clearly a serious and professional organization and I have a sense that Global Campus can make a real contribution in this area. The DegreePlus course is pedagogically sound – it has been well thought through and well prepared and KOPIN have involved good academics in the delivery. They have also been able to ground it in the real experience of development practitioners. I am hoping that the course will become a credit-bearing elective which could then become an option within a number of different courses at the University. I have had very positive reactions from a number of colleagues and am also considering how I can integrate Global Campus materials into my other teaching. We have been calling on the University authorities to create more opportunities for development education inputs on campus and across the curriculum. A global education perspective is very important in Malta, where the migrant issue makes concepts of international development very real but where the establishment does not really want to fully engage with the challenge."* **- Professor Ronald Sultana, Director, Euro-Mediterranean Centre for Educational Research at the University of Malta, Global Campus course facilitator.**

> *"With Global Campus we have reached out to university leadership and administrative staff (as well as academic staff and students) and we have been really struck by their enthusiasm, support and willingness to continue the conversation. To give an example - Following on from a meeting in relation to Global Campus in Trinity College Dublin, we were invited to participate in a high level working group to support the development of Trinity's next strategy, which subsequently included a commitment to Global Citizenship."* **– Joanne Malone, Global Campus Programme Manager, Suas.**

4.6. EU Added Value

Finding Thirteen The only real benefits of Global Campus being implemented at European level have been in the exchange of experience between Partners and in the creation of relationships which could lead to international exchanges in the future.

Although Global Campus has been a very successful project with significant demonstrable impact it is fair to say that it lacked a truly pan-European nature. It was delivered in a consistent yet context-sensitive way in four countries but there was no real exchange between participants or sense that they were part of something international. Partners acknowledged this themselves and it was mentioned by some participants:

> *"The implementation has been on a country by country basis, with each Partner responsible for implementation in their country so we have probably lost some of the European perspective. Unfortunately we have not really had any joint activities such as conferences."* **– Global Campus Partner**

> *"There was no real connection to the other Global Campus countries so I did not feel part of something bigger. A conference or an exchange with other countries would have been great."* **– Volunteer coordinator, Ireland**

This is really a function of the project design and given that funding was secured on the basis of that design it would be unfair to criticise partners for not delivering more in this regard. The main area where there have been clear benefits from the implementation of the project at a European rather than a national level has been in the very productive exchange of experience and learning between the Partners as discussed above and as illustrated by the following comment:

> *"We feel inspired and empowered by the Suas model of an organisation created by students developing into a fully-fledged Global Learning and Volunteering NGO."* **- Theocharis Michail, staff member, CARDET**

There is also the potential for Partners to build on the new contacts and relationships, for example with a large number of academics and with a number of university administrations, that have been created through Global Campus to create further opportunities for international exchange in future projects. I am aware that this is something which Partners have explicitly talked about in the context of developing future funding applications.

5. CONCLUSIONS & RECOMMENDATIONS

Key Achievements

- Excellent project management and the collaboration between Partners: The project has been managed well by all four organisations under very strong leadership from Suas. Collaboration between Partners has been extremely productive and there has been a real exchange of expertise and learning between them. For example two of the other partners specifically mentioned in interviews that they were very impressed with Suas' Ideas Collective and that they would consider how to adapt this model to their own context.

- Capacity building outcomes for Partners: Partners have learned a great deal about how to deliver various global learning interventions at tertiary level in their context, about leading a multi-country EU-funded project (in the case of Suas) and around monitoring and evaluation of DEAR.

- Building of networks and relationships: This is one of the most important achievements. All Partners have done an excellent job of building relationships with a range of stakeholders including academics, university authorities and student bodies. This has created very significant capital for them to use in their ongoing work and has also created new networks and collaborations between other stakeholders (i.e. not involving Partners). A good example of the latter is the collaboration between Stefano Moncada (University of Malta) and Alexander Apostolides (European University of Cyprus) who were introduced to each other through the Global Campus Partners and subsequently wrote a book[46] together.

- The delivery of such an extensive programme of activities: Global Campus has encompassed a very large number of events and activities. The fact that Partners have delivered both the sheer number and the variety of activities is extremely impressive. The vast majority of activities have been successful and where there have been problems or failures Partners have been open to learning and altering future plans accordingly.

- Successful engagement in a range of ways with a large number of students: Global Campus has clearly met a demand as has been demonstrated by the high levels of participation sustained over three years. All three of the engagement approaches, 'Inspire', 'Educate' and 'Engage' have been successfully delivered in all four countries and not only have the participant numbers been high but the feedback from a range of sources has been overwhelmingly positive:

  > *"There is a demand, we had a lot of interest and had to turn people away from our courses. There are not many 'political' projects like this on offer, so Global Campus targeted a real gap in the market."* **- Südwind staff member, Austria**

- Impact on individuals: There is a wealth of evidence to show that Global Campus has had an impact on individuals. Partners have achieved the key objective in each of the three programme elements. At the 'Inspire' level people's awareness has been raised and many have reflected on the issues, at the 'Educate' level participants' knowledge and understanding has been increased and at the 'Engage' level, people have taken action and thought more deeply about their own role and there have been numerous examples of people making academic or professional choices, at least in part, as a result of their Global Campus experience.

[46] "Development Theory & Development in Practice: A Dialogue", Alexander Apostolides & Stefano Moncada, NGO Support Centre, Nicosia, 2013

- Potential for wider impact: There is evidence to suggest that Global Campus may have wider impact. Firstly the fact that some participants have engaged in the programme in such a meaningful way, (particularly those who have been involved as both participants and then as volunteers and also many of the 'Engage' participants) suggests that they will go on to exercise influence as consumers, activists and professionals in the future in ways which will have been shaped by Global Campus. Secondly, some of the 'Engage' projects, most notably the Südwind Academy and particularly some of the projects emerging from Suas' Ideas Collective are already having or are likely to have their own direct social or environmental impacts.

- Result 4 outcomes: Despite the lack of clear objectives, Partners have actually been very successful in some of their work in this area, for example in terms of raising the profile of global learning in 13 locations across four countries, attracting positive responses from significant numbers of academics and university authorities and getting stakeholders talking to each other.

Key Learning

- Consultation and planning are very important*:* Both of these were essential factors in the success of Global Campus. Partners struck the right balance between investing time in these early on while allowing enough time to actually deliver the programme:

  "It was very important to invest time at the beginning, both in the planning but also in the consultation and networking to make contacts and to promote the programme." **- Südwind staff member, Austria**

- Use multiple media for promotion and take the events to the students: This applies in all four countries although the clearest examples of learning came from Malta and Cyprus. To attract students to something serious and/or controversial it is important to do a lot of promotional work and to use multiple media – posters, email, social media, face to face, announcements in lectures etc and also to take the events to where the students will be or to integrate them into their normal routines (such as using the cafeteria as a venue).

- Always pay attention to context: One of the main success factors in Global Campus has been the fact that, while it shared the same approach, the same broad structure and the same thematic content, it has remained adaptable to local context. So for example it was recognised that in Malta the 'Educate' element would only work if organised in conjunction with the DegreePlus Office, in Cyprus a summer course with ECT credits would be more attractive, while in Ireland and Austria the opportunities lay primarily in the non-formal, extra-curricular space.

- Flexibility and topicality: The broad thematic nature of the programme allowed Partners to accommodate the interests of students and academics and to include locally topical issues such as migration and engagement with the Arab world while at the same time covering a wide enough range of subjects to provide an overall introduction to international development from a global learning perspective.

- Timing of activities and lead-in time: Working at tertiary level is difficult because of the relatively short amount of time when students are actually available (excluding holidays and exam times). This means that events have to be squeezed into quite short windows and therefore planning and logistics have to be strong. Partners learned more about this as Global Campus progressed and refined their preparations each year. They were also conscious of trying to strike a balance between ensuring that events were well organised but not taking over, allowing the students to drive things. The following comment should be seen in this context:

"Logistics could have been improved if things had been organised further in advance, we did end up chasing our tails rather, for example sometimes only getting posters the day before an event." **- Volunteer coordinator, Ireland**

- Collaboration: In all four countries Partners found that collaborating with other organisations was important to help them deliver effectively – there were many examples of this including, Suas' 'on-campus partners' such as the NUIG Societies Office or the Trinity College Dublin International Development Initiative, the DegreePlus Office and the Students Council in Malta, and a wide range of other organisations and individuals from radio stations, photographers and film-makers to student cafeterias, other NGOs and local authorities – not to mention all the academics and volunteers.

- Bringing facilitators together: In Ireland, several of the facilitators commented on how useful they had found it to meet and exchange thinking with other Global Campus facilitators:

  "The facilitator gatherings are always great and I would like more of those; 'walk + debate' is a great concept for sharing methodologies." **– Course facilitator, Ireland**

- Clarity of objectives: The weakest area of the project has been Result 4 which has to do with sustainability; advocating for and building capacity for further global learning at tertiary level. One of the main reasons for this was the fact that the objectives for Result 4 were not clearly defined at the beginning of the project and Partners were not clear about their roles and responsibilities.

Recommendations to Partners

- Partners should build on achievements: As discussed above there have been some really strong achievements, for example in raising the profile of global learning, in developing relationships and networks and in terms of collaboration with Partners and other organisations. Because Global Campus has been so successful it would be very unfortunate if this capital were to drain away unexploited:

  "There is a risk of inertia, relationships will fade and enthusiasm will decline if we do not exploit the opportunities quickly." **– Global Campus Partner**

  Of course this presents a real challenge to the Partner organisations now that the project and the funding have ended. It is natural that attention moves elsewhere but I feel that there are some realistic steps which Partners could take to build on their success:
  - identify a small number of key organisations and individuals emerging from Global Campus (in the categories of academics/facilitators, university authorities, student bodies, other contacts) that are of strategic importance and think specifically of how to invest in those relationships (who will be responsible, what the purpose would be, opportunities for collaboration etc)
  - actively seek funding to work in collaboration with the same Partners again because the chemistry has worked very well and there is lots of evidence of outcomes and impact to point to
  - Suas should consider taking the lead again in bidding for and managing partnership projects funded by the EU and other funders, taking advantage of the experience gained through Global Campus and using its success to demonstrate their competence

- Focus on pan-European element in future projects: Although there was a productive sharing of expertise and learning among partners and very strong cooperation to deliver the Global Campus programme in the four countries, the additional benefits of implementing the project at European level (rather than separately in the

four countries) were limited. This is something which Partners should address in future global learning projects and funding applications. There is currently a large pool of interest, resources and expertise they can draw on but the project would also need a truly pan-European element such as exchange visits between academics or students, a joint conference or a joint advocacy campaign.

- Secure the capacity building, sharing learning within organisations: All the Partners have learned from the experience of Global Campus and an effort should be made to retain that learning within the four organisations (and not just in the heads of those individuals who were involved). The learning has been in a number of areas including programme delivery, relationship building, leading an EU-funded partnership, monitoring and evaluation of DEAR. Partners should ensure that this learning has been captured and shared, for example through internal workshops and through systematic archiving of Global Campus outputs, contacts, narrative reports, this evaluation etc.

- Develop the dialogue with universities: Global Campus has raised the profile of global learning in all 13 locations and partners can show that there is a real demand for it among students. It has also enabled Partners to build stronger relationships with university authorities. I feel all Partners should consider creating a simple strategy to capitalise on these facts by actively pursuing a dialogue with university authorities. The terms of this dialogue are important and Partners are now in a position to talk to universities with something to offer, rather than just something to ask. There is a demonstrable interest among students and academics for global learning topics and approaches, this should therefore be part of the universities' offer to prospective students and the Global Campus Partners are in a strong position to help university authorities deliver global learning – as a subject in its own right, as a cross-cutting approach in other subjects and as events or courses in the extra-curricular space with genuine scope for international collaboration and exchange. The conference which Suas organised in February 2016 is a good example of how it might be possible to further develop the dialogue with universities.

  "I would love to have the chance to meet with staff in other universities to explore opportunities for collaboration around global learning." **– Member of university administrative staff, Ireland**

  "It would be great if Global Campus could be linked into existing courses and to relevant student societies so that students and academics feel that they are part of something bigger." **– Course facilitator, Ireland**

Recommendations to Funders

- Consider continuation funding: This project illustrates why funders should consider offering continuation funding for successful programmes. There is a tendency, perhaps a natural human one, to always want something new, different, 'innovative'. But if a project is working well, reaching targets, achieving objectives and helping a funder to fulfil their purpose then continuation funding may well represent much better value for money. This point was made in interview by one of the Partners and is one with which I very much agree.

- Two stage funding awards: Again this point was made by a Global Campus Partner and again it is something I strongly endorse. Projects (particularly ones delivered by partnerships, and particularly ones in complex, 'hard to pin down' areas such as DEAR) are more likely to be effective if the implementing organisations are given time at the beginning to clarify objectives and to review in detail their planning and project management tools, including budget, logical framework, allocation of tasks, monitoring and evaluation tools and procedures ***before*** they have to start the implementation of project activities. This could be achieved by an initial award of 'seed funding' based on a much shorter statement of the project's aims and content. Partners would then have properly funded time to create a full project proposal and high quality project management

tools and only once these have been assessed would the full funding be confirmed to enable project delivery. This approach would have avoided the problems exemplified by Result 4 in the Global Campus project.

- Encourage use of M&E capacity building and early involvement of external evaluators: The way in which I was engaged to work on both capacity building around monitoring and evaluation for the partnership and on the external evaluation has worked very well and is a model which funders should consider repeating. The early involvement of external evaluators means that they can make an effective contribution to the delivery of the project and the opportunity for contact with Partners and activities spread over the life of the project makes it more likely that a robust and useful external evaluation will be produced than simply appointing a consultant at the end of the project in order to tick the evaluation box and need not be any more expensive.

6. APPENDIX

6.1. Global Campus M&E framework/overview

Global Campus M&E Overview						
Evaluation Framework		Evaluation Criteria	Logframe Objectives & Results	Evaluation Questions		
Evaluator observation		Partner meetings	Global Campus activities	Global Campus materials		
Evaluator stakeholder interviews	Student participants	Volunteers /coordinators	Facilitators /academics	Universities /institutions	Advisory boards	Other stakeholders
Evaluator partner interviews	Series of interviews with partners over time (plus stakeholder map, timeline, background organisational info)					
Main data storage tools	Anecdotal Evidence Record		Living Logframe	Communications Tracker		
Data capture tools used by partners	e.g. 'Before' and 'After' surveys of Educate & Engage participants	e.g. Film festival feedback slips & survey	e.g. Feedback (opinion sheets, flash cards, videos etc) on Inspire activities	e.g. Attendance sheets of Advisory Board meetings	e.g. Coordinators feedback (traffic lights, smilies) on training & support received	e.g. Paper & online lists of petition signatories **etc etc**
Evaluator observation of other data	e.g. Meeting minutes re curriculum changes	e.g. Stakeholder comments	e.g. data from partners' "extra" data capture tools (Learning outcome assessments & observation rubric, facilitator session feedback & coordinator feedback)		e.g. Interest from sector	e.g. Partnership reports to EC including Euro-barometer data

6.2. Evaluation informants

	Austria	Cyprus	Ireland	Malta
Partners				
	Alexander Pfeffer Martin Haselwanter	Sotiris Themistokleous Theocharis Michail	Joanne Malone (Programme Manager) Deirdre Kelly Grainne Carley	Dominik Kalweit Federica Di Giulio William Grech
Participants				
	Jasmin Unger* Vera Drach* Veronica Riedl*		Vreny Enongene Louise Rickard Peter Murray Justin Lacy Lydia Vella Christopher Enabulele Leonard Leader	Abigail Mizzi* Mariella Curuana Slawomira Mysiak* Claudine Cassar* Marija Elena Borg*
Volunteer coordinators				
	Michael Kleinburger, exhibition photographer	Izabella Nicolaidou Daghan Ozbilenler	James Brady Chloe Lappin Kevin Keane Ipek Balcik Maev Moran Rebecca O'Byrne Clare Cryan	
'Educate'/'Engage' facilitators				
	Sophia Garczyk	Dr. Alex Apostolides Dr. Nicos Sozos	Enida Friel Rosalinde Duke Vicky Donelly Su-ming Khoo Sarah Clancy Siobhan O'Sullivan Michelle Hardiman David Weakliam	Prof. Ronald Sultana Marie Briguglio Dr. Maria Pisani Dr. Anna Khakee

Others

Lorraine Tansey, NUIG Student Volunteer Coordinator (university staff member)
Walt Kilroy, 8x8 Working Group, lecturer in International Development, University College Dublin
Mike FitzGibbon, multi-stakeholder board, lecturer in International Development, University College Cork
Dawn Quinn, multi-stakeholder board, Trinity College Dublin International Development Initiative

*** These participants also became volunteer coordinators**

6.3. The Global Campus 'Educate' element in Malta – the programme for 2014

Global Campus – Introduction to International Development Cooperation

(DGP0950)

22nd October – 13th December 2014

Wednesdays 12:00 – 14:00, EB2 (Engineering Building, room 2)

22/10 – Campaigning for Social Change – Ms Marie Briguglio

29/10 – Concepts of Development – Mr Stefano Moncada

05/11 – Forced Migration: a Gendered Process– Dr Maria Pisani

12/11 –Education in developing contexts: learning from the field – Prof Ronald Sultana

19/11 – Climate change and Development – Mr Stefano Moncada

26/11 – Aid and Development – Mr Stefano Moncada

3/12 – Gender, Development and Human Rights – Dr Ruth Baldacchino

10/12 – Institutions for Development – Dr Anna Khakee

12 - 13/12 - Practical Seminar: Project Development & Management in the Context of International Development Cooperation (venues and dates TBC) – KOPIN

With the financial support of the European Commission.

6.4. The Global Campus 'Educate' element in Malta – excerpts from course materials (three sessions)

global campus

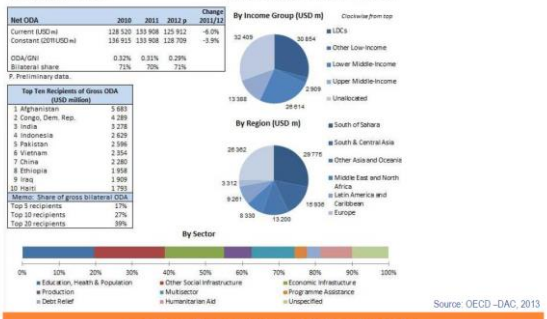
An Introduction to International Development Cooperation (Degree Plus)

Aid & Development

This project is funded by the European Union

AID, INSTITUTIONS & NGOs

TOTAL DAC COUNTRIES



ODA FLOWS & TRENDS

Campaigning for Change

With Marie Briguglio

Part 1: Getting started...

- What is the intervention?
- What similar campaigns exist?
- What is the current situation?
- What ethical considerations?

Part 2: Insights for strategy

Focus the intervention: target audience and behaviour
Assess Barriers & Motives and address them
Deploy a mixed strategy: Promotion alone won't cut it
Nudge: It's not all rationale
Remember the importance of the here and now
Work upstream too

Part 3: Managing the Process

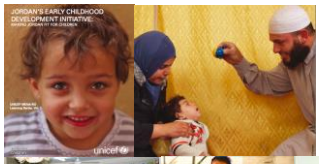
- Getting ready – DONE!
- Designing a Strategy -- DONE!
- Planning, Budgeting & Sustainability
- Monitoring and evaluation
- Research

Education in Developing Contexts

Learning from the field

Ronald G. Sultana
ronald.sultana@um.edu.mt
KOPIN session: 12 November 2014

Jordan: Early Childhood Education



6.5. The Global Campus 'Educate' element in Cyprus – excerpt from course materials

GLOBAL CAMPUS SUMMER COURSE: SUSTAINABLE DEVELOPMENT

European University Cyprus

Development Aid "Construction of Vocational Institutions" By a German Education and Training Foundation

Week 5 (11th July): Is Aid the answer; Europe and Aid

Brief Description

Aid and its effectiveness are hotly debated topics. One is not sure if aid is helping those who we should be helping, or helping the organisations who are doing the helping. The debate rages on but in a different form; whether the solution is to make aid more effective, or the solution is to provide money directly to those in need. A role-play of all the aid stakeholders will be used throughout the lesson.

Recommended Material

READING: Easterly, William (1997). "The Ghost of Financing Gap: How the Harrod-Domar Growth Model Still Haunts Development" Economic World Bank Policy Research working paper series 1807, The World Bank, August

VIDEO: Dambisa Moyo on why she things aid is "killing Africa" and must stop.

VIDEO: Aung Sang Suu Kyi, (2011) Video Address to Open Forum on CSO effectiveness and the need to make aid effective.

VIDEO: How some organisations are trying to combat failure of aid.

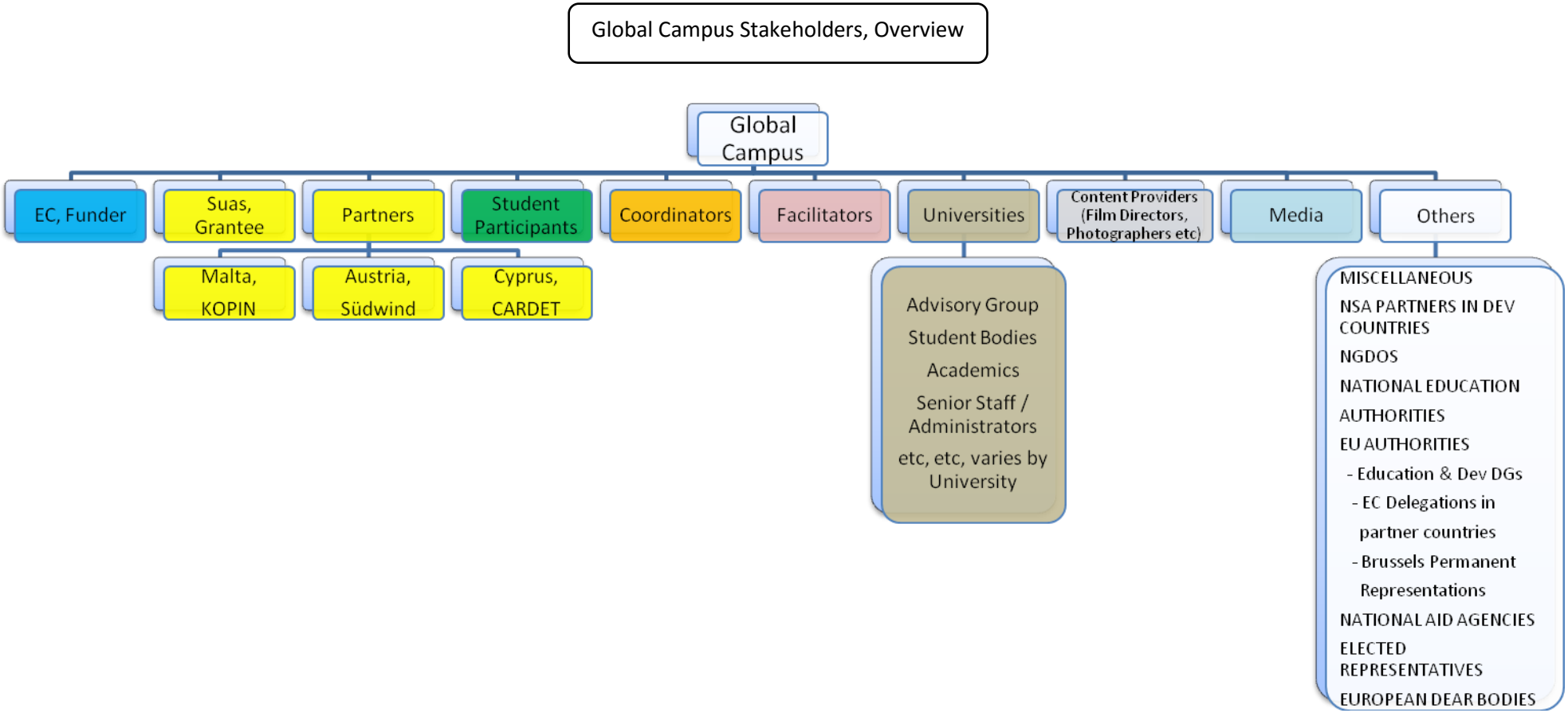
Additional Material

VIDEO: Esther Dunflo on why Moyo can not know if she is right or wrong; focus on effectiveness of aid instead

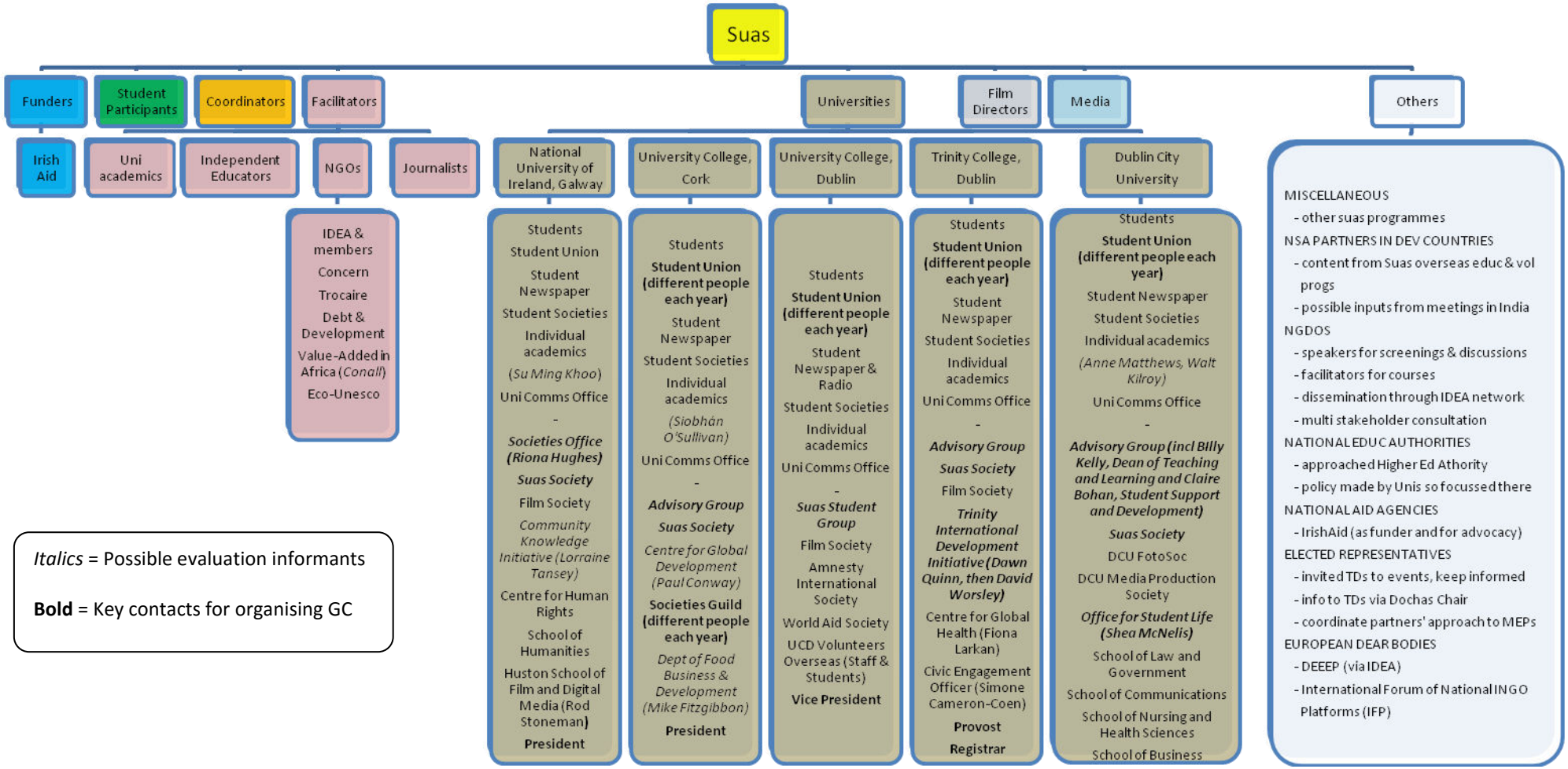
AUDIO: What happens when you just give money to poor people?

DEBATE: Is Easterly [anti-aid] or Sachs [Pro-aid] Right?

6.6. Stakeholder Map



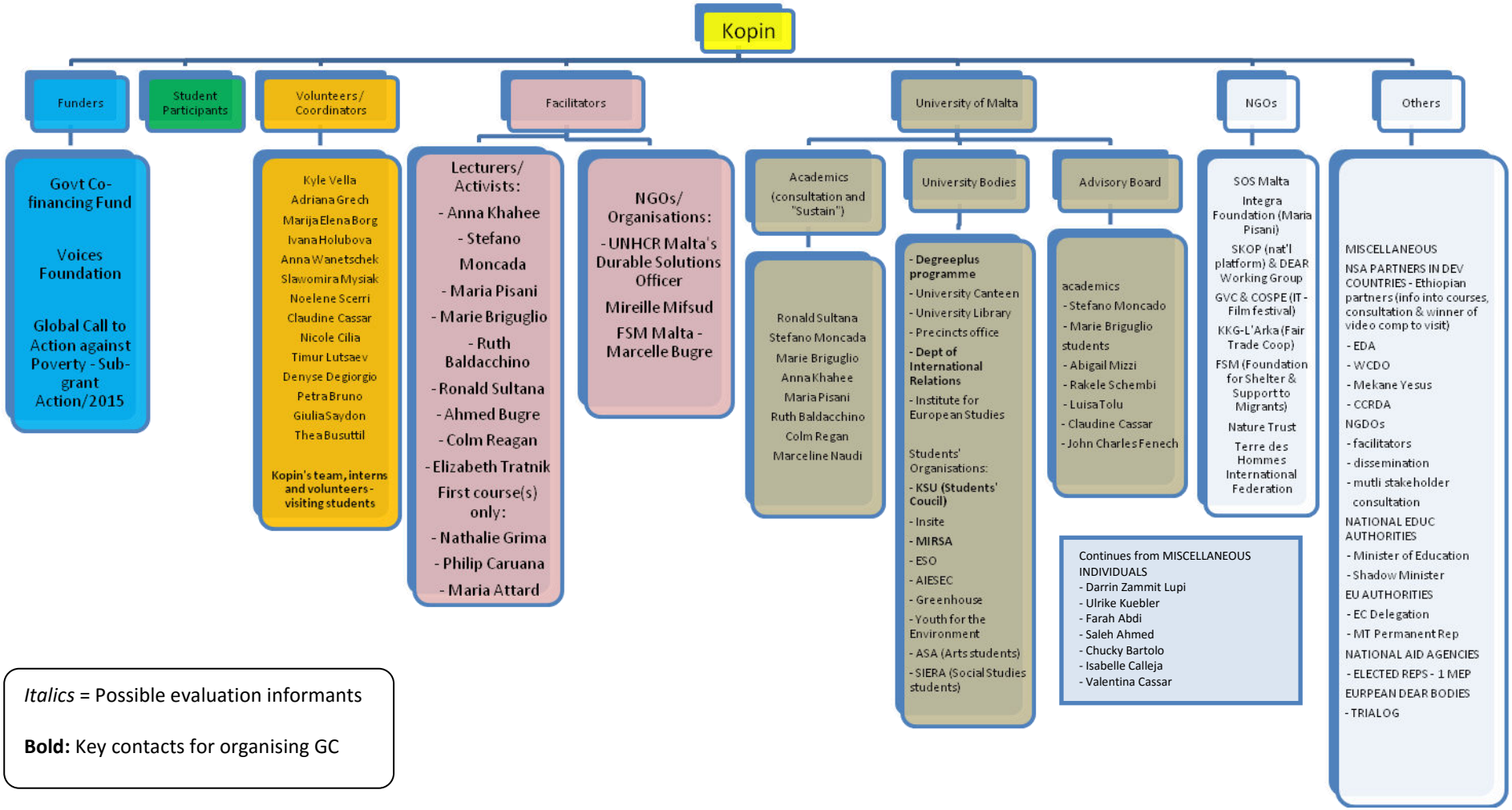
Global Campus Stakeholders, Ireland



Italics = Possible evaluation informants

Bold = Key contacts for organising GC

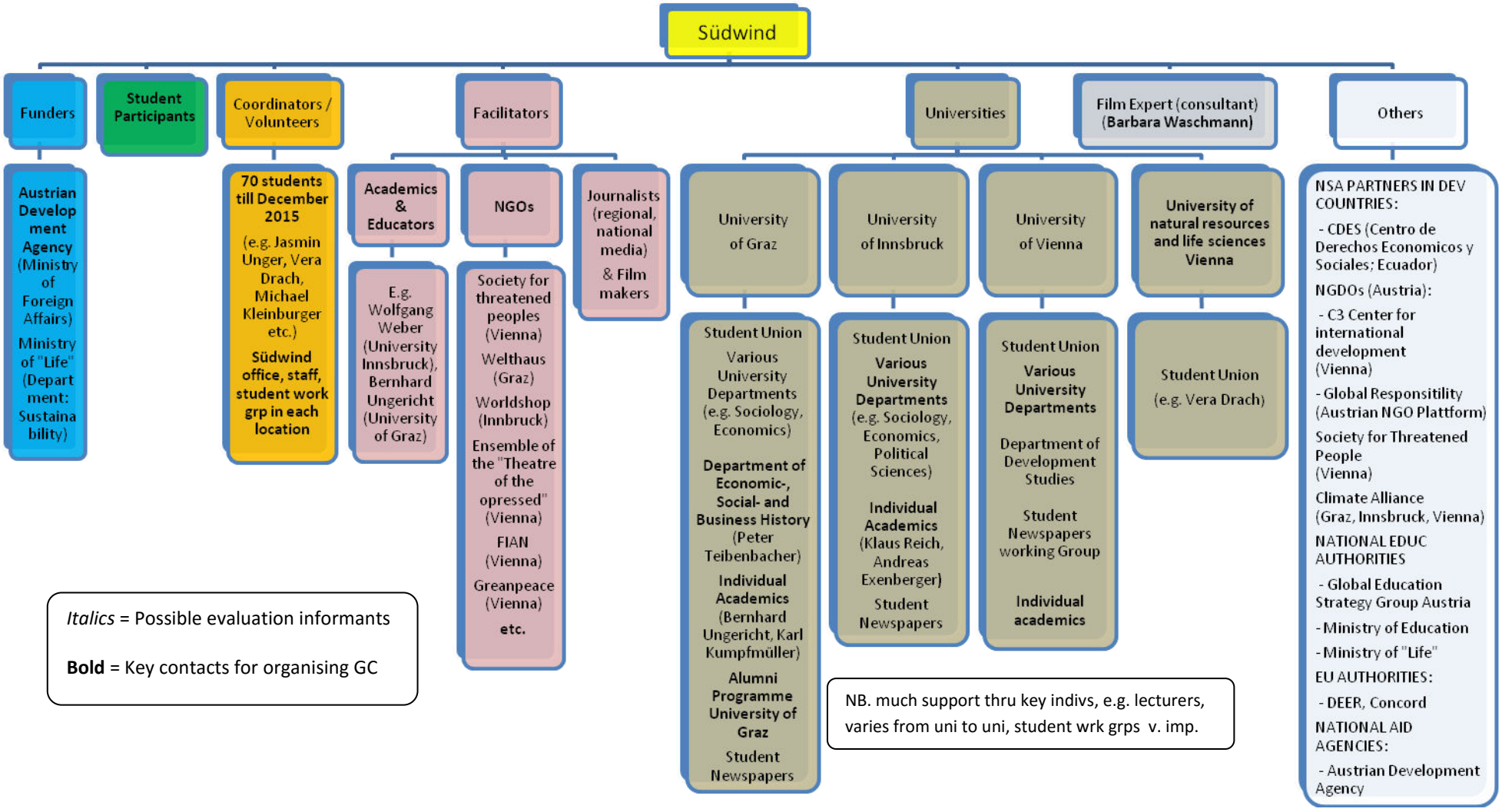
Global Campus Stakeholders, Malta



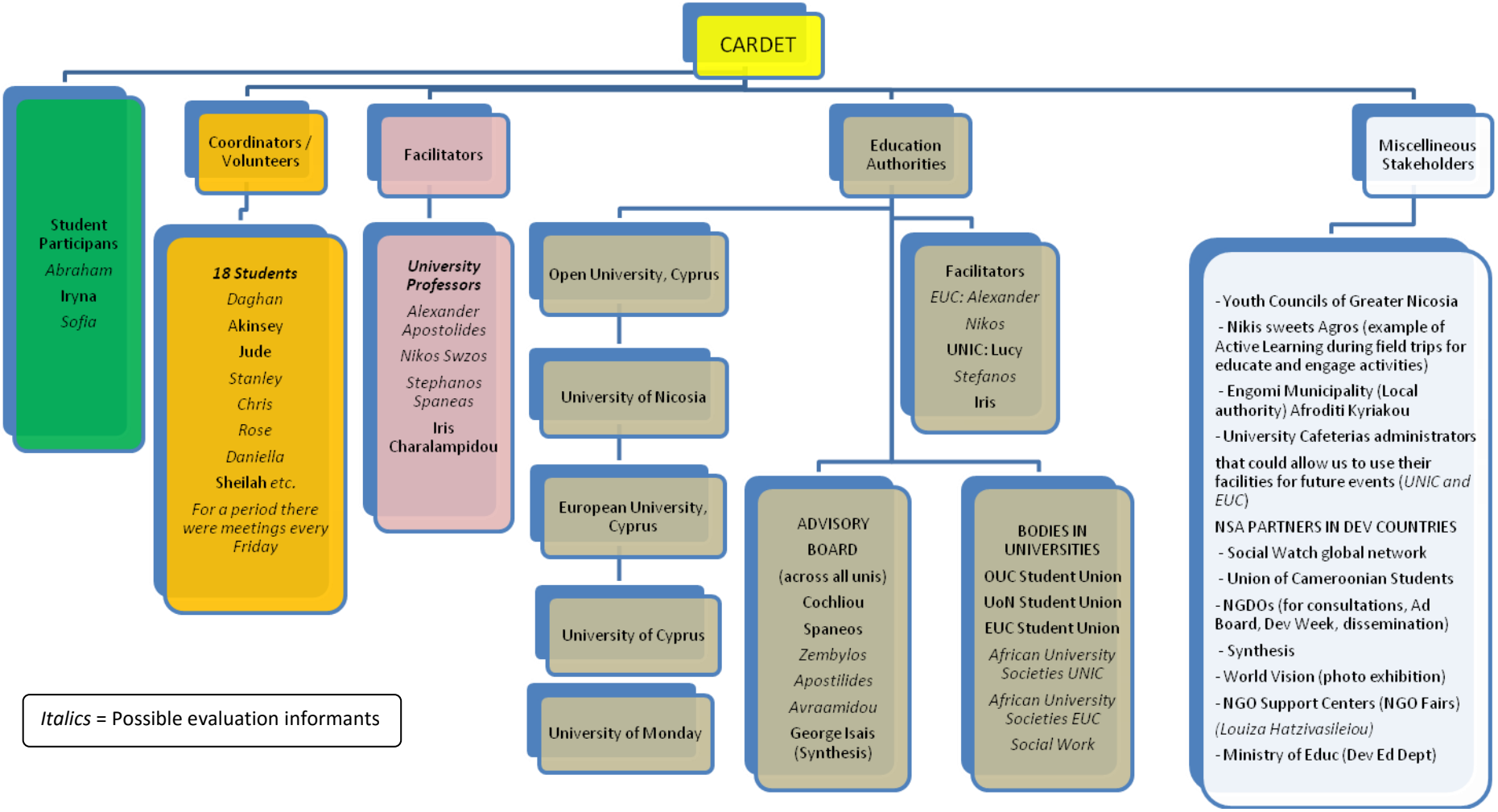
Italics = Possible evaluation informants

Bold: Key contacts for organising GC

Global Campus Stakeholders, Austria



Global Campus Stakeholders, Cyprus



Italics = Possible evaluation informants