LOGICAL FRAMEWORK FOR THE PROJECT

	Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Assumptions
Overall objective	O1 – To open up new areas of learning and encourage participation of young people in global citizenship by facilitating the acquisition of competences and values that ensure awareness and critical understanding of global interdependences and active engagement in local and global attempts to eradicate poverty and promote justice, human rights and sustainable ways of living.	O1 - pupils of target schools develop their understanding of GL themes through a range of subjects and topic areas O1 - pupils of target schools develop skills through GL that support their literacy, numeracy and communication competences O1 - pupils of target schools are involved in the planning and running of GL activities across the school	Comparison of data between baseline survey and end of the project survey in target schools Interviews with leaders, management teams and teachers of target schools Assessment of pupil's work against a set of criteria to measure the impact of the project on their learning	
Specific objective	SO – To design and promote models of good practice in GL in primary education replicable by schools in similar systems through the creation of local networks of 152 European schools that in a structured manner integrate GL in their curriculum	SO. "Indicator 1": *% of target LAs state that they will integrate the guidelines in their educational policies and strategies and roll them out to local schools SO. "Indicator 2": *% of school leaders/management teams of target schools make plans to embed GL in the school vision, strategy and curricula across the whole school SO. "Indicator 3" : *% of trained	Indicator 1: Interviews with LAs decision-makers and officers Indicator 2 and 3: Comparison of data between baseline survey and end of the project survey in target schools; Interviews with leaders/management teams and teachers of target schools; Review of school documents of target schools (strategic plans, programme and project documents, curricula of the different disciplines, curricula of	External conditions: 1. Educational policies and guidelines of national and local authorities do not give excessive priority to core disciplines and do not actively discourage the integration of GL 2. LAs are the competent authority for primary education 3. Presence of a school

		teachers of target schools are confident in their GL knowledge and teaching methodologies and support through their lessons and extra-curricular activities the development in pupils of GL values and competences	pre-service teacher education, minutes of planning meetings, teachers' lessons plans, reports of extra-curricula activities)	system that provides schools with the autonomy to give priority to GL in their school vision, strategy and curricula
		SO. "Indicator 4" : *% of target schools independently share their experience of embedding GL in their curricula with 1 other school of their territory	Indicator 4: Interviews with leaders/management teams of target schools and of other schools	4. National and local authorities facilitate and provide support to the creation of networks of schools
		SO. "Indicator 5": leaders and/or management teams of *% of target schools take the decision to create local networks of GL schools for the purpose of sharing of practices and rolling out the experience to other schools	Indicator 4: Interviews with leaders/management teams of target schools; record of meetings to establish the local networks	Risk: Change of government can modify the policies, guidelines and attitudes of national and local authorities (or drastically reduce the room for manoeuvre)
		* Target value will be set after completion of the baseline survey		
Expected results	R1: Global Learning guidelines and case studies that facilitate the integration of GL in primary education curricula developed through multi-stakeholder processes in 10 EU countries	1.1 GL guidelines are evidence-based and provide policy-makers and school managers with clear indications and practical steps to integrate GL in policies and curricula (R1)	Indicator 1.1: Review of the guidelines against set criteria; interviews with LA decision-makers and officers and with school leaders and managers	R1: Members of the Experts groups maintain their motivation and interest and work collaboratively
		1.2 154 LAs decision-makers and officers acquire knowledge of GL concepts and ideas about the role that LAs can play in GL	Indicator 1.2: Evaluation forms of training activities aimed at LAs	

	R2. - Local networks of trained teachers (multipliers) in 10 EU countries that have the skills, resources and support to embed GL in the curriculum & roll out peer training;	2.1 *% of multipliers of target schools are confident in their GL knowledge and skills and support colleagues' knowledge and skills development through peer training (R2) 2.2 *% of multipliers of target schools organise peer training and/or GL activities together with multipliers from other target schools and provide support to each other; 2.3 *% of multipliers of target schools state that they are interested in maintaining the relationship with multipliers from other countries to facilitate sharing of practices 2.4 *% of trained teachers use the educational resources developed though the project in their curricular and cross-curricular activities to provide coherent GL experiences (R2) 2.5 A total of 2.100 teachers acquire through training knowledge of GL concepts and methodologies	Indicator 2.1, 2.2, 2.3: Interviews with multipliers and with teachers trained by multipliers; Reports of peer training courses organised by multipliers Indicator 2.4: Interviews with trained teachers of target schools; Review of trained teachers' lessons plans and activities' reports Indicator 2.5: Evaluation forms of teacher training activities	R.2 Motivation of multipliers is maintained and sustained by managers of target schools through acknowledgement of their role and through appropriate rewards; R.2 Trained teachers/multipliers are not transferred to another school R.2 Leaders/management teams of target schools facilitate and support collaboration with other schools involved in the project, i.e. joint training by multipliers from different schools;
	R3.- Increased profile of the EYD 2015 and of post 2015 agenda in schools and in the wider community thorough an awareness raising strategy	3.1 Number of students, teachers, teacher trainers and trainees, and parents of target schools that are informed about the EYD 2015 and the post 2015	Indicator 3.1 and 3.2: Records of participation at awareness raising activities and action days organised by the schools; Interviews with teachers and	R.3 Presence in the countries included in the project of national campaigns on the EYD 2015 and post 2015 agenda

		agenda (R3);	students of target schools; assessment of student's campaign actions against a set of criteria	that provide easily accessible events and opportunities for involvement of schools
		3.2 Number of students and teachers that participate in school-based action days linked to national and international campaigns on the EYD 2015 and the post 2015 agenda (R3);		
		3.3 Increase in the number of teachers of target schools that as a result of their participation in awareness raising activities request training to increase their GL competences (R3)	Indicator 3.3: Interviews with leaders/management teams of target schools	
	R4. - Multimedia dissemination strategy that facilitates ongoing sharing of the action's good practices among co-applicants and with external stakeholders.	4.1 Key project stakeholders (representatives from national government and LAs, schools managers and teachers, etc.) participate at the national seminars/conference at end of the project and demonstrate interest and appreciation of both content and methodology (R4);	Indicator 4.1: Reports of national seminars and end of the project conference (record of presence, description of content and methodology, evaluation from participants)	R.4 Absence of high profile events organised by governmental or non-governmental actors at the same time as project's seminars and conferences
		4.2 Project information and resources are stored online in a user-friendly way, are updated regularly and co-applicants, beneficiaries and key stakeholders access them on a regular basis (R4);	Indicator 4.2: Interviews with key stakeholders; Record of visits and downloads	
		4.3 National and international governmental and non-governmental actors interested and active on GL become aware of the projects' results	Indicators 4.3: Reports of national and international events where co-applicants have presented the project and its results	

Activities		Means:	Sources of information on action progress	Preconditions:
	A1.1 Coordination, sharing of good practices and monitoring (R1) 1.1.1 Establishment of country level Steering Committees 1.1.2 Establishment of an International Steering Committee 1.1.3 Participation at EuropeAid seminars **A1.2 Multi-stakeholder structures at local, national and international levels (R1)** 1.2.1 Establishment of country level Experts Groups 1.2.2 Establishment of an International Scientific Committee **A1.3 Publication of the results of the research (R1)** 1.3.1 Comparative and qualitative research on teacher training practices **A1.4 LA Training programme (R1)** 1.4.1 EYD 2015 LAs international seminar 1.4.2 Country level training of LAs **A2.1 Production and publication of GL educational resources (R2)** 2.1.1 Research, design, piloting and publishing of educational resources in 9 languages **A2.2 Teacher Training Programme (R2)** 2.2.1 Training of pre-service and in-service teachers 2.2.2 European exchange	Staff and per diems International travel and local transportation Computer equipment and audio-visual equipment Office costs (consumables, communications, postal costs) Experts Translation and interpreters, Costs of conferences and seminars (room hire, catering) Communication costs	Minutes of meetings (Steering Committee, Experts Groups, International Scientific Committee, Multi-stakeholder roundtables) Reports of training courses (training of LAs, teachers, NGOs) Reports of international and national seminars and conferences **Costs** Human resources: € 1.840.486 Travel: € 206.049 Equipment & supplies: € 25.400 Local office: € 51.243 Other costs, services € 674.572 Other costs € 192.850 Indirect costs € 209.342 Total € 3.199941	1. Ministry of Education in target countries continues to allow NGOs to work within schools 2. Availability in each country of experts from academia, NGOs, school institutions, etc. available and interested to work together as a national experts group linked to similar groups in other countries 3. LAs that adhered to the project as Co-applicant or Associate are motivated, interested in investing on GL at the local level and open to increasing their GL competences and developing policies and strategies on GL (change of government in LAs involved in the project does not have a negative impact in terms of the LAs' commitment to the project) 4. Presence in each target territory of schools interested in GL and motivated to embed GL in their curriculum (motivated school boards and school leaders/management

	programme 2.2.3 International seminar on GL training & teaching **A2.3 NSA Training Programme (R2)** 2.3.1 Training of civil society organisations **A3.1 Awareness raising strategy on the EYD 2015 and GL (R3)** 3.1.1 Organisation of local multi-stakeholders "roundtables" 3.1.2 Organisation of school based events (EYD 2015 and post EYD) **A3.2 Visibility of EYD 2015 and GL issues at high profile events (R3)** 3.2.1 Participation at the Expo 2015 and other events **A4.1 National and international meetings and events (R4)** 4.1.1 Briefing of national and regional Education Authorities 4.1.2 Organisation of 10 end of the project national seminars 4.1.3 Organisation of 1 final international conference 4.1.4 Participation at national and European events **4.2 Dissemination through ICTs (R4)** 4.2.1 Creation of a dedicated project website 4.2.2 Dissemination through co-applicants' websites			teams) 5. Presence in each target schools of a group of teachers that are interested and motivated to participate in the project's activities