

# Terms of Reference for international and national evaluation of *Global Issues – Global Subjects* project

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## Organization

Center for Citizenship Education  
[Fundacja Centrum Edukacji Obywatelskiej]  
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00-666 Warszawa, Polska  
KRS: 0000052758

Foundation Center for Citizenship Education invites all entities with experience in evaluation of educational projects funded by European Commission to submit an offer that meets the criteria set out in this inquiry.

## Summary of the project

1. Project duration: 36 months (Nov 1<sup>st</sup>, 2017 – Oct 31<sup>st</sup>, 2020)
2. Project objectives
  - a. overall objective: To promote Development Education (DE) and raise public awareness on development and cooperation policies through the inclusion of sensitive global issues (among others related to migration, climate change and gender equality) in subject teaching within the formal education sector.
  - b. specific objective: Secondary school teachers are motivated, skilled and confident in delivering quality development education, incorporating sensitive global issues (SGIs) and Sustainable Development Goals (SDGs) into their own subject teaching.
3. Project outputs
  - a. Op 1.1. Research-based Global Learning (GL) methodological framework explaining how to introduce SGIs and SDGs into subject teaching in secondary schools
  - b. Op 1.2. Subject-oriented educational materials for secondary schools on SGIs and SDGs
  - c. Op 1.3. Training programme strengthening teachers' GL competences and building their confidence in delivering quality education on SGIs&SDGs
  - d. Op 1.4. Support programme for teacher-guided pupils' groups running local campaigns on SDGs and SGIs.
  - e. Op 1.5. Building cooperation to ensure project's sustainability and creating supportive environment for teachers delivering quality GL
4. Project partners
  - a. Centre for Citizenship Education, Poland, lead applicant
  - b. Leeds Development Education Centre, England
  - c. People in Need, Slovakia
  - d. Südwind Agentur, Austria

- e. Scottish Development Education Centre, Scotland
- f. Anthropolis, Hungary
- g. ACS - Associazione di Cooperazione e Solidarietà, Italy
- h. Humanitas, Slovenia
- i. Le Partenariat, France
- j. Arpok, Czech Republic

5. Target groups

- a. teachers of secondary schools (primary target group)
- b. head teachers
- c. teacher training institutions
- d. in-service teacher training institutions
- e. educational authorities
- f. pupils of secondary schools

6. Development issues addressed in the action

The project develops teachers' capacity to tackle sensitive global issues within curricula of selected subjects and deliver quality development education (DE) and therefore contributes to raising public awareness on development issues and policies, including SDGs and PCD (Policy Coherence for Development). It also provides support for pupils to enhance their critical understanding of global interdependencies and sensitive global issues and encourages them to reflect on their roles and responsibilities in a globalized society through lessons based on educational materials developed within the project and being involved in conducting projects/campaigns for their local communities. Increased presence of development issues in schools and quality of actions undertaken will result in greater awareness and consequently attitude changes among the European public. Schools can play an important role in raising global awareness within society on issues such as eradicating poverty, human rights or social responsibility but since the vast majority of teaching in schools is still delivered through subject-teaching, teachers need to link global issues with their subjects. The project takes a very pragmatic approach to building upon the realities within which teachers and schools have to operate – it fosters simultaneous inclusion of DE/GL on several subjects (Maths, Geography, Languages, Ethics/Religion, Media Education, Citizenship Education, History, Science) in a systematic and multidisciplinary way, encouraging teachers to identify cross curriculum opportunities at the same time. Such an approach will enable pupils gaining different perspectives on sustainable development and their possible involvement in making local and global change.

7. Main activities

- 1.1. Baseline research analyzing teachers' competences and needs
- 1.2. International workshop to develop GL methodological framework
- 1.3. Publishing of a booklet presenting the framework
- 2.1. Creation of working groups (teachers and experts) to develop teaching materials
- 2.2. Development of subject-oriented educational materials/toolkits
- 2.3. International good practices seminar for teachers and experts developing educational materials
- 3.1. International seminar to exchange methodologies of delivering teacher training programmes
- 3.2. Long-term (blended learning ) trainings for secondary school teachers
- 3.3. Short-term (face-to-face) trainings for secondary school teachers
- 4.1. Workshops for teacher-guided pupils groups
- 4.2. Material support for teacher-guided pupils' campaigns

- 4.3. National conferences for teacher-guided pupils' groups
- 4.4. Development and application of impact assessment tools for pupils
- 5.1. Dissemination workshops for head teachers and teacher training institutions
- 5.2. Stakeholders seminars for educational authorities, teacher training institutions and pedagogical faculties
- 5.3. International conference for NGOs and other DE stakeholders
- 5.4 National websites and promotion of the projects' methodology
- 5.5 International and national evaluation of the action
- 6 Project management, monitoring and steering group meetings

## Purpose of the evaluation

The purpose of the evaluation is to provide an assessment of the project and its effectiveness. The assessment should have formative as well as summative character – allow to sum-up *Global Issues – Global Subjects* project and provide guidance on developing effective interventions aiming at incorporating sensitive global issues (among others related to migration, climate change and gender equality) in subject teaching within the formal education in the future.

The evaluation should concentrate on: effectiveness (of the intervention), relevance (of proposed methods) and impact of the project on different target groups (teachers, pupils, head teachers, pre-service teachers, GL stakeholders).

Final international evaluation report will be attached to the final report for the donor (European Commission, EuropeAid). The final evaluation report will be based on evaluation research conducted on a national level by national evaluators. National researchers will use the same methodology and tools to allow comparability of the results.

## Initial research questions

The evaluation needs to answer research questions agreed between project co-ordinator and the evaluator at the beginning of the process.

Following research questions will guide the evaluation:

- To what extent are the materials developed within the project relevant to the needs of teachers (curriculum content)?
- Do the materials give an added value to the subject curriculum (for the teachers)?
- To what extent did the teachers participating in the training programme embed Sensitive Global Issues and Sustainable Development Goals in their subject-teaching? How has the (long-term and short-term) training affected teacher's daily practice and their attitudes?
- How did the attitudes of students running local campaigns on Sensitive Global Issues and Sustainable Development Goals change over the course of the project?
- To what extent is the framework developed within the project relevant for national curriculum (and school conditions) and how it has been received by other stakeholders / educational institutions?

Quantitative as well as qualitative methods will be used to answer the research questions precisely. So far the following methods are foreseen: electronic survey among the teachers, individual interviews with participants, stakeholders and project staff, focus group discussions with stakeholders.

(1) International level: the evaluation will be designed to answer to research questions and provide analysis against European Commission's evaluation criteria. Guidelines for country level research will be developed.

(2) Country level: each partner will employ an external evaluator who will be in charge of the country evaluation research and drafting the report. The framework will be harmonized between the project partners and tools will be translated and adapted to the country context.

(3) Sum-up and learning - Final evaluation meeting will be organized where the reports and the experiences in the different countries will be shared and a final evaluation report, including recommendations, will be developed.

## Scope of work for international evaluation

The scope of the work of the international evaluator shall include:

- elaboration of the methodology for evaluation covering activities planned within the project in all partner countries;
- preparation of the evaluating tools:
  - tools and guidelines for internal ongoing evaluation conducted by national co-ordinators,
  - tools and guidelines for final external evaluation conducted by researchers;
- consultation for national researchers in the process of adaptation the evaluation tools and conducting evaluation research;
- coordination of the process of research conducted on national level;
- compilation of international evaluation report based on the data and national reports submitted by other researchers.

External evaluation will be conducted as an ex-post final evaluation of the project. However, this evaluation should also include data collected within ongoing internal evaluation process run and managed by national coordinators.

National coordinators are responsible for implementation of activities in their countries. They also collect all information relevant for monitoring and reporting. They should be regarded as a major character to be engaged in evaluation on the national level. Likewise, the international coordinator is the contact point for the evaluator and he/she will collect input from country level.

What is not included in the scope of work?

- data collection
- adaptation of the evaluation tools to the country context and translation.

All the inputs from national coordinators will be delivered in English and so should be the outputs created by the evaluator.

## International and national evaluation process

The international evaluator can submit the offer for:

- international part of the evaluation (for which the scope of work has been explained above)
- or
- international part of the evaluation and national part of the evaluation process (for the leader of the consortium, Poland)

The scope of national part of the evaluation process includes:

- adaptation of the evaluation tools and translation into Polish language;
- implementation of the research on national level (in accordance with the guidelines developed by international evaluator and national coordinator);
- compilation of the national evaluation report (in English).

Good command of English and Polish is necessary if an expert wishes to apply for both parts of the evaluation process. Good command of English is sufficient if an expert wishes to apply for the international part of the evaluation.

## Timeframe

The project started on Nov 1<sup>st</sup>, 2017 and will end on Oct 31<sup>st</sup>, 2020. Evaluation will cover all activities implemented during this period.

April – June 2018	Development of the evaluation methodology and tools (possibility to meet all national coordinators of the project).
September 2018 – June 2020	Internal on-going evaluation of the project.
January 2020 – August 2020	External evaluation of the project run by external researchers on national level (coordinated by international coordinator).
August – September 2020	Compilation of national evaluation reports.
October 2020	Compilation of international evaluation report.

## Reporting

Final international evaluation report covering whole period of implementation of the project (Nov 1, 2017 – Oct 31, 2020) should be handled to the international coordinator till Oct 31st, 2020.

Final national evaluation report covering all activities run on national level should be submitted by Sept 30th, 2020 (only if an offer embraces national part of the evaluation).

All reports must be written in English.

The evaluation report (both international and national) should include:

- executive summary
- description of methodology

- analytical content
  - findings in response to research questions
  - explanation and analysis supporting these finding
  - conclusions and recommendations.

All material collected during the evaluation process should be handed over to the international coordinator of the project prior to the termination of the contract.

Copyright of the evaluation tools, databases and reports will be transferred to the lead applicant prior to termination of the contract.

## **Requirements for the evaluator and the offer**

### **The evaluator/evaluation team requirements:**

- minimum 2-year experience in evaluation of educational projects run by NGOs (the evaluator or one of the members of the evaluation team);
- minimum 2-year experience in evaluation of European Union funded projects (the evaluator or one of the members of the evaluation team);
- very good command of English;
- good knowledge of the project context and Global Education (Development Education / Global Learning) will be an asset.

### **The offer must include:**

- clear information on the scope of the offer (international or international and national evaluation)
- detailed plan for evaluation (incl. methodology i.e. qualitative/quantitative research) – maximum 4 pages
- work plan
- costs estimation with relevant calculations regarding particular tasks (divided in international and national part of evaluation when relevant)
- CV in English (of the evaluator or the members of the evaluation team)
- at least 1 reference
- a list of previously evaluated projects (the template attached).

Offer needs to be prepared in English.

### **Selection criteria of offers:**

1. Evaluation plan (40%)
2. Price with budget (30%)
3. Experience in evaluation of EC funded projects (10%)
4. Experience in evaluation of educational projects (10%)
5. Good knowledge of the project context (10%)

Deadline for submitting the offer: March 25<sup>th</sup>, 2018. The offer is to be send by e-mail to Elżbieta Krawczyk: [elzbieta.krawczyk@ceo.org.pl](mailto:elzbieta.krawczyk@ceo.org.pl). Consultation is strongly advised in case of any ambiguity.

**List of evaluated projects**

No.	Title and the scope of the evaluated project	Donor of the project	Name of the organization implementing the project	Type (criteria) and duration of the evaluation
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				