

With regard to the goals of the project

- Development of new perspectives for dialogue on global sustainable development with one of the main future challenges as exemplary topic,
- Advancement of existing methods for Global Learning and Education for Sustainable Development by the inclusion of the perspectives from partners of the Global South,
- Testing and advancement of successful approaches and methods for education and participation from North and South to develop global citizenship,
- Visibility of the impulses for Global Learning and Education for Sustainable Development in Germany and availability of results for educational work,
- Initiation of a North-South dialogue on eye level as a long-term, continuous instrument for qualification and advancement of Development Education and Global Learning.

the evaluation shall mainly emphasize on:

- How the process of North-South dialogue can be designed best and
- Which benefits can arise from the North-South dialogue for the educational work?

Besides the outcome of the conference with the common mission statement for the network and the concrete action plan for the next months the evaluation provides the opportunity not to lose the individual perceptions.

The evaluation took place by the following steps:

- Questionnaire to all participants of the preparation meeting (7 responses out of 10),
- 10 personal interviews with the participants from the partner countries during the conference,
- 13 spontaneous feedback conversations during the conference with other participants,
- 4 phone interviews with organisations that the guests visited during their tour.

Target group of the evaluation are funding institutions, other NGOs and the partners themselves. The results should be suitable to:

- Design and advance the network for North-South-Dialogue,
- Inform funding institutions about the benefits of cooperative North-South projects and encourage them to create favorable funding schemes,
- Allow the transfer of experience to other organisations involved in North-South dialogue.

Do to the target group of the German funding institutions and the focus on North-South-dialogue the evaluation report separates the outcome for the German participants and the participants from the partner countries, despite the fact that the network understood itself more as a global network trying to overcome these categories.

Results

The individual answers have been very diverse. Therefore it was not useful to create clusters but to document the individual answers and create an impression of the range of learning outcomes, the impact on the work as well as the desired benefits of further networking.

1. Personal Objectives and Project goals

During the interviews the participants stated the following reasons to participate in the project:

German participants	Participants from other countries
Developing a common campaign for a change in the educational system	Explore what the concept of Global Learning is about and what it could mean for the own work
External perspective on own educational programmes	Deal with global challenges such as education together
Common projects with other participants	Enlarge the network
To be in exchange with partners around the globe about the topics being treated in the own work	Find a community that gives value to traditional concepts of education and is aware of the needs of indigenous communities
Improving understanding of the living conditions in other countries	Develop innovative concepts for schools in remote areas
Exchange about own work and validation of the goals and content, e.g. concept of Degrowth	Find a network for exchange and collaboration
Focus on change, learning how to make a change globally	Ensure that Malawi is connected with global developments in the field of education and Global Learning
Exchange with people from more countries in the world than the existing partnerships of the organisation	Learning from others about how to bridge the gap between awareness/ knowledge and action/ behavioural change
Refresh experience from abroad without travelling oneself	Exchange with educational practitioners from other continents
I had an idea before, that what we need is a common, global campaign	Meet people who are active in the field of Global Learning, Personal contact/ Face to face communication
Plan programmes together	Make sustainable development more known in India, connect local educational work to the global
Fitting field of work from visitors of the partner organisations to the projects realised in the own institution	
Receive a feedback on the information about the Global South (labour rights/ environmental issues) provided in educational programmes	Get global support for a subject, which is not considered important by local governments
Expectation of an interesting group all involved in education and in global issues but with divers background and experience	Finding support for local target groups above the local and national government
New opportunities for cooperation	Representing labour rights issues in the network, which seemed to be quite a lot focused on environment and sustainable development
Contact with persons from countries others than the migrants worked with in the own organisation	Own topics (indigenous rights) were included in the conference

There was generally a high level of accordance with the project goals. Although these were formulated in Germany, which everyone was well aware of, the participants from the partner countries felt connected with them. Global Learning was mostly considered as a European/ German term, but the participants felt, that it addresses their issues and that there are common values behind.

It was generally perceived, that during the conference the exchange took place in mutual respect and that the methods allowed handling diversity very well. Despite some criticism was mentioned:

- Some participants (6) felt not confident with the first days, as they had expected that they would move faster ahead to produce results.
- Others mentioned that the range of topics was too board and thereby they have also invested time on issues, they are not that interested in (3).
- Concerning the visits to local organisation, the field experience was appreciated as very valuable. But due to the short time spend in the organisations, it was said by two visitors from the partner countries that they would have liked the experience to be more profound. Two of the representatives from organisations visited mentioned that they liked to have more time to learn about the perspectives and experiences of the guests.

2. Main Learning results

In the interviews the participants mentioned the following individual learning results, which they gained during the conference and for the foreign guests also during the tour to German institutions:

German participants	Participants from other countries
Think out of the box is required to make a change, "When the sun is shining, you can't see the stars"	Experience, how organisations connect in networks to increase their efficiency and impact
A good result is not necessary a fixed rational conclusion like we tend to believe in Germany, because this may miss the central point which was mainly emotional, leaves out aspects which cannot be put into words yet and reduces the responsibility of everyone for further thinking	Seeing how projects work in the field – not only website information – e.g. how alternative communities balance independence and embedding in the society, permaculture, SCHUBZ as location schools can go for hands-on learning, free school
Understanding that Panafricanism is a good idea designed to be open but also is prone to ethnicism with a need for reflection, who is included/ excluded. But the same refers to the European Union, where the question of who belongs to it is on the table, too.	Awareness of how old and backward the national school system is and that there are no agents for change in the own country active Relatedness of the concepts of "Panafricanism" and "Decolonialisation"
Value of storytelling in Global Learning, i.e. everybody tells his/her story not as a representative of the country but as an individual	The idea of social businesses like El Puente, so that a change can be supported without dependency on external funding New methods, e.g. Theory U
Education should be directed from life to the topics not vice-versa	Idea of the label "sustainable city" to promote the cities attractiveness
Understanding that the perception of young people in the South about the life in the North is as biased as the other way round, e.g. they believe they plant trees in Uganda, because there are only houses, no trees in Germany	Globalisation is tangible for the people (e.g. shift of companies creating unemployment, race to the bottom) but now there is an idea of tackling it with an educational approach
Link facts to personal stories and thereby discover what links us on the personal level , e.g. personal story of one of a participant from the partner countries, who continuously fought for his educational right	Connection of local exploitation of natural resources and the ecological damage to the global economic structures and the capitalist growth concept
The concept of "Decolonialisation" got tangible	Details about fair trade principles

Theoretical studies were supplemented by personal stories as basis for the educational work	Awareness of how engaged people in Germany are to create a change in the world
Also most partners esp. in the partner countries work on their local issues, there is the common idea behind, that education does not just mean training for the job but a more holistic development of the personality with responsibilities in the local and global context	More profound insight into the decolonialisation approach, although the term is considered critical because a liberation from dominant ways of thinking is also required in the former colonising states
Although “Degrowth” is an approach of the western societies, the underlying ideas that economic growth does not necessary lead to good living and should never happen on the cost of the environment are shared	Concept of virtual water, e.g. amount of water used to produce a jeans
	Broader understanding of what it means to create a global change, more holistic perspective
Factual matter and personal emotions, which are often separated in the German culture, can be combined very well and also lead to progress in the structures	Experience the strong link between environmental protection and development issues, awareness of a movement in Europe, that strives to get back to more natural lives
Different topics cannot be seen as isolated, they are closely interconnected	Linkage of the national struggle for justice to the global struggle for justice
Awareness of how the spiritual aspects can be integrated in educational programmes by the methods of facilitation and other participants	Practical impulses and new methods of how to step from reflection to conscious action, e.g. through the practical projects the school of Wilhelmshaven realises in the tideland.
When treating fair trade there is not only the layer of the economic system and its impact on the people but behind that there are also a number of existential questions to life	Decolonialisation in his country is understood only in a political and economic way but not, how it is rooted in the heads and hearts of everyone.
Relevance of spiritual/ traditional perspectives	Field experience in Germany
There is a strong connection between decolonialisation and degrowth, as it is the colonial (education) system imposing the growth and development paradigm on the world (not only on economically less developed countries)	Discovering similarities to other partner countries in development issues and challenges for educational work (e.g. big classes)
In own seminars it was often said that the concept that humans are ruling over nature is not the only one, but in the programme the holistic view of the world, the Mapuche culture is based on, was understood more profoundly. Through the deep connection environmental destruction causes the feeling of pain, which is felt less in the rational European culture and therefore less energy for a change is created.	The importance of self-awareness as the basis for individual behaviour was seen due to the impulses from Chile and India. Self-awareness helps us to deal better with the environment and other people. It needs the awareness that nature and humans as well as people are all one and that there is no “me”.
Although different terms are used the fundamental issues are the same: environmental degradation, discrimination and exploitation, lack of touch with one’s own emotions in the rational development concept – the factual, spacial and temporal dimension of globalisation are present for all.	Awareness that the educationists (esp. of Global Learning) are too often only within their own community, where it is required to engage with normal citizens and people from other professions like the discussion with farmers about genetic modification/ impact of biogas but also with people from industry is required.

Specific examples of how education for sustainable development/ global learning is realised via different approaches in the partner countries (e.g. community centre, participatory school projects, etc.)	To experience that people actually live in alternative ways in Germany (community, citizens support for refugees, ...)
	Devotion of some participants for nature
Exchange about themes in children and youth literature made common experiences of children and youth worldwide visible (agents of socialisation such as friends or family; peak or boundary experiences such as violence or adventure). These can be used to facilitate access to different cultures and create a feeling of conjunction in programmes of Global Learning.	While all the world follows the Western growth model, it is not that much known that in Europe people themselves are questioning this model
	Decolonisation must happen not only in the minds and hearts but also in the structures and processes
	Learning about organic farming and the governmental support on farmers in Europe
Understanding, that critically reflecting consumption and the importance of certain brands, is a topic the participants from partner countries would like to work with more	Understanding how local issues (land degradation) are linked globally
	Understanding conditions of Learning in Germany better
	Discovering similarities to other partner countries in development issues and challenges for educational work (e.g. big classes)
	Getting used to terminology used in Global Learning and Education for Sustainable Development
	Awareness that the communication with the activists in Germany is helpful for them to gain motivation and necessary insights for their work

In general the participants expressed, that they perceived a high level of accordance in regard to the values and goals in general. But in detail some differences were discovered.

In regard to the objectives:

- The work of the union in Hong Kong focuses more on action than on understanding. This includes protests, strike, advocacy, legal consultancy, organising.
- In Germany Global Learning is mostly perceived to provide a broader understanding, while in some partner countries all topics are treated disjointed. But some partners also perceived Global Learning in Germany as transmitting the message “We have to take care of the others”, while it should be rather seen as “we have to cooperate, so that everybody can have a good living”.

In regard to the topics:

- In Europe the issues are climate change and ecology, while in the African partner countries issues like conflict and war, corruption, domestic violence or food-security are more in the focus. But others mentioned that they perceived the topics to be the same.
- It was perceived that the specific challenge for German organisations is that they work on issues, that don't really exist in their own country.
- While in Malawi and Nicaragua countries the focus is rather on local issues with direct impact on people's lives, which are connected globally/ of global relevance, Global Learning in Germany more focuses on the connection itself.
- In Latin American countries the term “environmental education” is often seen not purely in regard to natural conservation but with a strong element of social justice

In regard to the content:

- Participants from the partner countries mentioned, that different topics are more considered as national topics in their work than as global (except by some multinational organisations in the partner countries)
- Degrowth and decolonisation were said to be important in the partner countries, but not for the debate with students. There it needs more concrete issues that students understand.
- Different cultural perception of what is meant with ecology.

In regard to the methodologies:

- For some partner organisations, esp. the unions, work is more action oriented (e.g. strikes, protests, advocacy, labour consultancy) than only focused on creating awareness, transmitting knowledge or developing competences
- Fair trade is available but seen only from the trade perspective, while in Germany there is a stronger political mission behind.
- Stronger connection between theory and practice could be observed in Germany by some participants from the partner country.
- While some of the participants from partner countries mentioned that they work more practically on local issues others said that learning in Germany is more realised with a hands-on approach.
- In India the issue of sustainability is only a topic for academics not for youths and common people.

It was mentioned that during the conference a matching has happened by gaining a mutual understanding of the approach of the other and the integration of the perspective of the participants from the partner countries into the German concept of Global Learning.

3. Impact on the work

Also in the project itself, there should not only be awareness but also action. Therefore the direct impact on the work was asked for with the following answers given by the participants:

German participants	Participants from other countries
During the educational programme the images the participants have of other places in the world will play a more central role and are compared with the images others have about life in Germany.	Some proposals for prototypes (e.g. educational centre like SCHUBZ) are planned, to see how they work and how they must be adopted for the own context.
Personal stories of people from the partner countries allow to link global topics to the everyday life of German participants	Engage more in labour education, develop modules for trainings
Common project planned with one of the participants from a partner country, for the organisation a first step to work above the European level	It is possible to prove by examples from other countries (e.g. Germany) that alternative approaches are working and thereby motivate the local/ national government to implement a change (e.g. eco-tax)
Methods from the participants of the partner countries, that can be used in Germany, e.g. Theatre methods	Encouragement to further increase citizenship education, i.e. motivating people to engage in the political system, participate in elections, etc.

Employ methods to facilitate a change of perspective in the educational programmes	Implementing permaculture and composting in local youth activities
Storytelling will become a more important element in the educational programmes as it is more emotional and creates experiences instead of only transferring knowledge	Integration a more general vision of anti-racism by expanding it to various groups
	The local approach will be connected to the global perspective
To use skype not only for contact within a project team but also as method during an educational programme	The network must contribute to deal with local challenges, otherwise the active involvement is always second to local everyday challenges
Integration of the form of dialog in own exchange programmes	Strengthening of the profile and credibility of the local organisation
Focus more on the need for action/ the step from awareness to action – knowledge is helpful but it doesn't change anything, create trigger points	Attempt to bring the global mindset to the students, as well as the value of traditional knowledge and self-awareness. Discuss with them, what is considered development and why.
Encouragement through a more tangible relevance of the work and the feeling of mutual interest	In the steering committee there must be members from different countries and it should ensure equal participation opportunities
Specific topics (e.g. cotton production) will be put more into the context of decolonialisation/ history/ development concepts	Stronger focus on exchange with normal people, who are not yet convinced, and understanding their point of views and opinions (e.g. people from middle management, who have seen a lot and experienced globalisation in a profound way but need opportunities for action), Global Learning should take part in the civil society, in enterprises and in the public administration
I can just mail to anyone and say "hello!"	Contacts to German unions
Greater awareness that we have to challenge the school system as the globally accepted system for education, which in fact promotes a certain concept of development	The organisation will focus more specifically on certain target groups (women, youths) and also strengthen the educational efforts for workers on global issues (in addition to ergonomics, labour safety)
Students will present their results at the end of their project work to the partners who visited them	Educational methods will be designed more interactively, involving personal stories
Products of the partners (children books) will be integrated in the own project	Spread information about fair trade to people, who could enable farmers to use the approach
The perspective of the own project is broadened from literature to other areas such as participatory schooling and community centres as institution for socialisation	Support a more hands-on approach, thereby especially in rural areas it can be built upon experience students have and this qualities can be further developed
Being assured, that the own work is relevant	Put more emphasis on changing the hearts of young people, e.g. via skype meetings with participants of the network
	Expanding cultural education to a more political approach and support school teachers with methods on climate change learned during the visit to Germany
	Use role as a publisher to inform about indigenous issues (maybe also integrating cases of other countries)

4. Potential of ongoing exchange and networking

The participants mentioned the following interests:

German participants	Participants from other countries
Including exchange in educational programmes, opportunity to facilitate a change of perspectives within educational programmes in a new and authentic way	Realising global partnerships to solve global problems, e.g. personal development of youths, educational quality. Synchronisation of goals and content, so that not every organisation will work on its own objectives, hindering the achievement of the overall vision
Integrate the perspectives of people from around the globe in all educational programmes	Exchange on methods and approaches
Specific projects with partners from around the globe	We need solidarity action all around the world to promote workers' rights and support them with the problems they face. This means dissemination of the stories of workers struggles globally not only locally.
Learning about new approaches	Innovation in regard to the methods
To send educational methods on global topics to global partners and receive a feedback on them	Integrating the traditional knowledge and perspectives in the wider context of a global educational approach
Own educational programmes can include a more holistic image	Creating a connection between traditional knowledge and "western" research
Potential to connect teachers in training to global issues through direct contacts and common work on divers topics	Increased availability of teaching material as well as background information
Receive a detailed feedback on the content treated in the educational work	Joint research on global challenges
Being more directly in touch with people, affected by the topics talked about; knowing more details on the situation of workers and their own political demands	Access to experts around the world
Involvement of participants from partner countries in the regional focus of the own organisation in future projects	Learning from success and failure of others
Student exchange	Allow students and teacher exchange
Understanding, how the topics worked on are discussed in other countries	Mobilise globally for the local issues, because they are not only relevant in the respective country
	Further develop new approaches, which are more efficient in creating a change, instead of just doing more of the same (e.g. theory U, awareness walk)
	Possibility to research methods developed at other places of the world within a few clicks
	Advice/Influence governments to do the "right" things in regard to education and development
	The visibility of the connection between the different topics within the network is a unique position as most other networks are focused on one topic
	Awareness that for local problem-solving it does not necessarily require resources but ideas and organisation, which both can be acquired out of the network
	Develop solutions for practical problems of everyday work, e.g. how to reach workers who have 12 hour shifts each day

	Involving partners of the network directly in the educational programmes via skype
	Joint projects on climate change and ecology with partners from Germany
	Use the network support for campaigns to influence the local and national government

5. Requirements for an ongoing exchange and network

Asked on the stumbling blocks for the network and the consequently required actions to overcome these, the participants mentioned:

German participants	Participants from other countries
It is the dialogue (like in an Indian council) which made the conference that valuable. Everybody contributed with his/her ideas but also with the emotions and as a result something new evolved.	It is required time and opportunity to evaluate whether the approaches from Germany are suitable for the own context, how they relate to the local culture. Local adaptation prevents a colonialisation of ideas
The diversity (of participants and topics) is the value of the network	Direct contact is more important than the website
Everybody should be considered not as a representative of his/her country but as an individual resource person with his/her own educational approaches	As certain terms are interpreted differently, it needs more time to really understand, what they mean to the other
If there is tension in the group, it has to be addressed	Get more workers involved (non-academics from Germany, too)
Transparency about developments, esp. if there are parallel processes	Not pushing too much, allowing time for reflection and everyone to follow-up
Need for a specific topic not contacts alone	The network must support the local work directly
Concrete action plan, who does what until when	Realise events on less costs and thereby create opportunities to expand the duration
Participants from the partner country need knowledge and experience, how German/ European funding works (or even should have access to apply for funds themselves)	It must be clear, that Germany is not the only country to learn from, there must be a South-South exchange in the network, too. But this often is not supported by funding.
The topics of the organisation must be touched	Action is more important than discussion
The network needs something provocative, something that gets very directly to the point, instead of abstract, theoretical thoughts	The language might become a barrier, it is necessary to at some points allow translation (translation of tools into English, Spanish, ...)
Personal relations as the fundament	It should be avoided a discussion about different ideologies and the supremacy of one of them
Openness for new developments and directions coming up in the process, no blockades by too fixed expectations	Assumption of the conference, that we have a common vision must be confirmed in the working process
Awareness that when communication is shifted to mail/ forums/ skype, new issues of intercultural communication will come up. It cannot be simply assumed, that the equality and openness reached in the conference will go on without special focus on it	It is necessary to understand, that it is not the role of the German partners to do the fundraising for the partner countries.

Do not regard topics as isolated from each other but deal with them as a network	Be more global with more countries in the network, also other economically further developed countries (USA, Japan).
Diversity of methods and content for exchange	Visa barriers might challenge some people to take responsibility in the core team/ as secretary
Regular contact on personal level	A specific but manageable small project for the next 3-6 months
Respect	Personal engagement must be compensated by concrete benefits
Do not loose diversity out of sight	A physical get-together every 2 years
Follow-up conference allows the participation of people from the grassroots level of the partner countries (and therefore should be realised in one of the partner countries)	Share local events with people in the network in order to support the feeling of a global movement and worldwide solidarity
Keep up with dialogic Learning	It is crucial to involve persons concerned, e.g. the workers, directly
Acknowledgement of individual needs and objectives as well as different patterns of communication	Creating global awareness on labour issues in the partner countries
To avoid that dependency on German funding creates a Eurocentric design of the network, it is necessary to invest sufficient time in mutual project development allowing everyone to participate equally	It is required to make the benefits of the network visible to national governments
Online platform alone is not sufficient, there must be direct cooperation in a common project to stay involved (but not with all partners as this would be too complicated) or the need to exchange on a specific topic worked on	Costs for internet access may be a barrier, which have to be tackled

Summary

For the German participants the primary benefit has been a better understanding, why their work is necessary and how the theoretical concepts relate to the life and perspectives of people in the partner countries. The real-life stories from the partners made the topics they deal with more tangible. It was said that the close touch with people affected by the issues treated in the educational programmes qualifies them to design these more lively and authentic.

Further the German participants expressed that they could scrutinise their images of the situation in the partner countries. For this it was very valuable to be confronted with the perception of Europe by students in Uganda but also to discuss concepts like degrowth with the foreign participants.

The participation of activists from various places of the world has been crucial to take into account the global dimension of Education for Sustainable Development instead of focusing on a bilateral partnership only. Deeper awareness of the interconnections not only of places but also of the various issues from workers' rights to environmental protection has been created.

There is a strong motivation to use the network in order to stimulate social change for a sustainable world on a global scale. Cooperation projects in the field of education and a coordination of the educational goals are supposed to increase effectiveness and efficiency.

Most participants therefore consider the opportunity to gain a feedback and thereby perform a reality check of their educational programmes as main benefit of the network in the future. They are motivated to incorporate the perspectives from the participants of the partner countries when planning projects, developing material or running workshops.

Further there is a strong interest in facilitating direct contact between learners and the global partners. The international contacts would more efficiently create global awareness than any programme dealing with global issues on the meta-level and students are able to develop their own opinion based on authentic stories rather than feeling the (subliminal) demand of the trainer to show solidarity.

The participants from the partner countries got to know new methods and approaches of educational work whereby the key learning was to experience the connection between theory and practical work. Further they realised that people in Europe are challenging the dominant growth model as the only path of development and experiment with alternative lifestyles. This experience stands in sharp contrast to previous experiences with European institutions of international, economic and political cooperation.

Through the programme the partners got to know other associations besides the partnership, they had been involved in before. This opportunity was appreciated as they gained a better understanding of the contextual background of their partner organisations. The exchange amongst partners from economically less developed countries has been a rare opportunity, too. The activists could learn about approaches that worked in similar conditions and became more aware of the global dimension of their local issues.

For the participants from the partner countries the value of the network is in creating global awareness for their local issues, as they feel a lack of support by national institutions. Thereby they wish the partners to pick up their topics and take an influence on the global drivers for critical developments, which they are not able to address locally. Further they appreciate an ongoing exchange on educational methodologies to make their work more effective.

Besides these different perspectives and interests, which are rather supplementary than contradictory, the participants share the common vision to decolonise Global Learning and Education

for Sustainability. While at the beginning it had only been the objective to integrate the perspectives of activists from the partner countries in the educational programmes in Germany, the understanding of decolonialisation Global Learning widened during the conference. The dominant development model got more into the focus as a Eurocentric approach, which compromises the needs and social values of people in Germany and the partner countries. Hence participants share the vision to develop educational approaches to promote alternative development pathways to the economic growth model that protect nature, human rights and cultural heritage.

As experienced during the conference the network carries the potential to decrease the Eurocentric perspective in Global Learning and Education for Sustainable Development. When Global Learning is realised globally with an exchange on eye-level, it more effectively qualifies learners to tackle global challenges, overcoming national interests, unequal negotiation power and dominant but unsustainable normatives.

Recommendations

The recommendations are based on the comments of the persons interviewed about the potential of the network and their thoughts about risks and requirements.

Most of the participants expressed a rather vague idea of the functioning of an on-going network. The general purpose mentioned, was to allow exchange in order to make the local work more effective and efficient. In order to sustain the network it is necessary that:

- the members experience a direct benefit for their work,
- concrete bilateral, multilateral and/or network activities take place,
- communication does not only happen via internet but also in direct meetings – not only in Germany but also in the partner countries,
- the diversity of topics and working contexts are integrated under a common vision and mission,
- members are aware that new aspects of intercultural communication and barriers for equal collaboration arise when switching to indirect communication via internet,
- partners from outside Germany are involved in the planning of the network development as well as new proposals.

To put these general requirements into action, the following recommend are given to the core group (steering committee) as well as for the organisations and individuals involved in the network, both in Germany and in the partner countries:

1. Each member of the network is asked to think about the benefit that the network can provide for his/her institutional development and/or political cause. While the steering committee can provide the framework for different objectives to stand next to each other, it is the members own responsibility to bring in their demands and use the network for their benefit. It is also the members responsibility to pick impulses given by other organisations and readjust the own educational work in order to integrate these.
2. Although it was demanded by some participants, I recommend keeping joint activities of the whole network limited, because these would have to focus on the least common denominator and therefore are barely beneficial for the individual organisations. But it is recommended that members address others for bi- or multilateral projects. To initiate common activities lies in the responsibility of each member, as well as the flexibility to step into ideas for action of other

members. When planning projects there is the risk that the German partner with access to funding prepares the proposal only with little involvement of the partners from countries with less funding opportunities. All partners want to avoid this but it often happens due to time-pressure and workload. Therefore **feedback and meta-communication about the project planning is recommended for each joint activity.**

3. Because communication and meetings with all network members is complex, I recommend to create (overlapping) subdivisions with more intensive contact. Besides the planned meeting in 2 years there might be opportunities for these subdivisions to meet directly and thereby maintain the feeling of community. Further the existing bilateral partnerships should communicate when members from partner countries are in Germany to other German network members in order to provide opportunities for face-to-face contact.
4. As the common vision and mission statement is of great importance, the process should be carefully managed. The terms “Decolonialisation” and “Degrowth” played an important role during the conference. But as both terms are only expressing what should not be, there is a high risk, that commonality is only assumed and different interpretations exist. Therefore I recommend working on a **positively formulated vision contrasting the dominance of colonial thoughts and the growth model for development.** The vision and mission statement should also show how the different topics of all members are interrelated and which is the contribution of each of them for the common cause.
5. To avoid ignoring existing barriers for some network members to equally participate, I recommend **periodical reviews of the communication in the network on the meta-level.** This could be supported by preceding interviews with randomly selected network members. I recommend to involve interviewers and facilitators from the partner countries in the process.
6. **The conference clearly showed that the exchange with partners from several regions of the world is beneficial for Global Learning. Global Learning contributes to solve global challenges more effectively, when different perspectives from partner countries are already integrated in the learning process. The outcome should be used to advocate for funding of network activities (including South-South-Exchange) as well as common activities of Global Learning in Germany and in the partner countries (instead of funding either educational activities in Germany or development projects in partner countries). While promoting the network, it is important (for VNB as lead organisation) to strictly separate the advocacy for the network and the own institutional interests. I recommend involving members from the partner countries in advocacy activities, when they are visiting Germany.**

Appraisal of the evaluation

There are a number of factors determining the quality of the evaluation:

- Language barriers may have hindered interviewees to express themselves to the full extend as well as the evaluator to understand fully, what the interviewee said.
- The close connection of the evaluator to the topic of the conference increases the risk that own interpretations are put into the statements of the interviewees, especially as no audio recording and transcription was feasible with the available resources. Further many participants were known to the evaluator and there is the possibility that their points of view may be understood better and therefore received more attention.
- As German participants were interviewed on availability during the conference, this might have led to a certain preselection. E.g. participants might have retreated to their rooms in

the breaks for several reasons and therefore could not be reached; others were always in deep conversations with other participants, which didn't allow the evaluator to interrupt.

- The separation of statements into the group of Germans and participants from other countries does not allow a distinguished perception of different viewpoints from the various countries, continents, cultures involved.
- The fact that participants could not be interviewed easily after the end of the conference lead to the situation that answers on the question of the institutional benefits/ benefits for the political tasks of the institutions were partly asked before the action plan was worked out during the conference. Therefore it is possible to check, whether the final results meet the interests mentioned by the individuals during the interviews. Many of the participants also stated, that due to the current stage, they were not certain in how far the network could contribute to their work, but that the generally positive atmosphere and the developed personal relations are a supportive fundament to explore the various opportunities.