First Evaluation Report 2013

Name of the programme: Global Education on-line training courses

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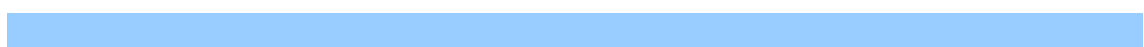
CEAD No: 36129

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May 19, 2013

1. General Overview of Activities

After the successful running of the online courses *Global Education: The Human Rights Dimension* (GE:HRE) initiated in 2009, and *Global Education: Intercultural Dimension* (GE:ICD) introduced in 2012, both courses were offered in the first trimester of 2013, according to the annual calendar of two courses in Spring, Summer and Autumn.

The first course that was offered during this period was the *Global Education: Intercultural Dimension* course and took place from 18 February – 17 March, 2013. Out of the 224 applications 62 participants were selected. Most participants were from Europe, with about half of the participants from Central and Eastern Europe.

The second course that was offered during this period was the *Global Education: The Human Rights* course and took place from 25 March to 21 April 2013. Out of the 741 applications 53 participants were selected. The geographical background of the participants was more diverse but most people were located in Central and Eastern Europe. In order to ensure the North South connection, and to honour the huge interest from those regions, we selected several participants from Africa and Asia.

In this report an overview will be given of the outline of the courses (chapter 2 and 3), the facilitation of a course (chapter 4), participation in the offered courses (chapters 5, and 6), and an overall evaluation of participation in the courses (chapter 7).

2. Course outline Global Education: Intercultural Dimension

The *Global Education: Intercultural Dimension* course is targeted at practitioners in the field of education and development, formal and non-formal educators, social and youth workers, as well as policy-makers, civil servants and local and regional authorities.

The four-week online learning course involves 10 hours of learning per week, which includes reading course materials, online discussion and participation in interactive exercises. The course includes coached interactive individual and group exercises, a discussion forum, chat, a glossary and a virtual library.

The *Global Education: Intercultural Dialogue* course consists of 4 modules that are structured to cover a period of 4 weeks – one week per module. The reason for such a structure is that participants are expected to work together on the same module at the same time (collaborative learning).

The four modules/weeks are:

1. Introduction to Global Education: Reflecting on the Intercultural Dimension

The first module looks at the foundations of the intercultural dimension of global education. It starts with an overview of global education, leading to the positioning of its intercultural dimension in the local contexts considering the global processes. It also offers an overview of the different meanings associated with intercultural education and challenges related to its practice. Finally, this module explores the new emerging approaches to intercultural global education and reflects on intercultural competences.

2. Understanding Intercultural Learning as an Educational Practice

The second module of this course discusses the different spheres of the intercultural dimension in relation to anti-racism, anti-Semitism, Xenophobia, Homophobia, and other forms of intolerance, and how they are addressed in the educational practice at local, national, regional and international levels. It also focuses on intercultural competences necessary for a new approach towards intercultural global education.

3. Designing intercultural dialogue in policy making

The third module of this course examines the possible levels of interventions having in mind the intercultural dimension of global education in policy making. It considers intercultural dialogue as one of the strategic instruments for policy making. It also tackles the challenges related to quality standards and recognition of intercultural education, as well as offers an opportunity to experience an interactive exercise on designing a global intercultural education policy.

4. Intercultural education as part of social and political action

The fourth module of this course focuses on the practical use of intercultural global education in terms of political and social action. It also explores the applicability of a rights-based approach in intercultural education leading towards political activism. It also includes the evaluation and a debate on the follow up to the course.

The specific contents include:

> - Introduction to global education
> - Introduction to the intercultural dimension of global education
> - Reflecting on the needs for intercultural global education
> - Reviewed concepts approaches to intercultural global education
> - Understanding of existing intercultural education in practice
> - Dilemmas and challenges in policy development towards intercultural education
> - Development of strategies for intercultural political education
> - Rights-based approaches to social and political action

Specific aims of the course are

> - To offer a platform to reflect on the role of intercultural education and the challenges posed to the local context in a globalised world
> - To reflect, and debate, on the concepts and approaches related to global education and its intercultural dimension
> - To develop a better understanding of intercultural education, intercultural learning and intercultural competences
> - To review and strengthen the existing policy approaches to ensuring quality standards and recognition of intercultural education
> - To strengthen the intercultural dialogue as part of political education
> - To connect local and international practitioners and other relevant actors in the field
> - To strengthen the network of global, human rights and intercultural education practitioners

After reviewing the proceedings of the previous courses, we developed a new tool specifically for this course which enables both participants and coaches to monitor and understand the learning curve of the participants. At the start of the course, participants fill out a Self-assessment questionnaire[1] on attitude and behaviour. At the end of the course, participants fill out a Post-course self-assessment questionnaire[2]. By comparing both questionnaires participants can analyse which learning curve they established. In general people clearly defined a change in attitude and behaviour[3]. More information on the outcome of these questionnaires can be found in chapter 5.

3. Course outline Global Education: The Human Rights Dimension

Like the GE: ICD course, The *Global Education: The Human Rights Dimension* course consists of 4 modules that are structured to cover a period of 4 weeks – one week per module. The reason for such a structure is that participants are expected to work on the same module at the same time (collaborative learning).

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[1] See attachment 1 - Self-assessment questionnaire of ICD course

[2] See attachment 2 - Post-course self-assessment questionnaire of ICD course

[3] See attachment 3 - Example of response to post course self assessment

The four-week online learning course involves 10 hours of learning per week, which includes reading course materials, online discussion and participation in interactive exercises. The course includes coached interactive individual and group exercises, a discussion forum, chat, a glossary and a virtual library.

The four modules/weeks are:

1. Introduction to Global Education: Human Rights Education Basics

The first module looks at the foundations of global education. It starts with an overview of global education, leading to the positioning of human rights education as part of the global and local processes. It also offers an overview of human rights and their place in a globalized world, where interconnectedness is an integral part of today's learning and living. Finally, this module explores the *glocal* dynamics, methodology and approaches to human rights education.

2. Understanding Human Rights Education in your glocal context

The second module of this course addresses the needs for an improved understanding of one's own context in order to be able to assess the necessities and the goals for a human rights education. Through a mapping exercise and an analysis, participants will be exploring the different actors, existing actions and approaches used in practice and the interconnections that exist in between them. Based on this, they will be able to identify the main challenges and reflect on the dilemmas in and for human rights education.

3. Developing strategies for action

The third module of this course examines the possible levels of interventions by helping to develop the adequate strategy for action in the field of human rights education. It also tackles the cross-cutting issues related to human rights education, as well as offers an opportunity to experience a negotiation on implementing a human rights education curriculum as a policy.

4. Developing Human Rights Education activities

The fourth module of this course focuses on the practical aspects of human rights education by focusing on activities design and action planning in the different spheres of action, such as the formal, non formal and informal education, advocacy and / or policy development. It also includes the evaluation and a debate on the follow up to the course.

The specific contents include:

- Introduction to global education
- Human rights in the context of global education
- Human rights education
- Mapping of existing human rights action at a local level
- Dilemmas and challenges in human rights education
- Development of strategies for action
- Reflecting on cross-cutting issues
- Activities design
- Action planning

Specific aims of the course

- To offer a platform to exchange ideas on human rights education
- To reflect, and debate, on the concepts related to global education, human rights and human rights education
- To develop a better understanding of human rights education in practice
- To explore the dilemmas and challenges in human rights education
- To assist in developing activities
- To connect local and international practitioners and other relevant actors in the field
- To strengthen the network of global and human rights education practitioners

4. Facilitation of the course

The facilitation of the online training course includes:

- Registration and administration;
- Technical assistance to participants;
- General assistance regarding the learning process;
- Tutoring;
- Reviewing assignments;
- Suggesting reading materials;
- Identification and development of specific discussion topics.

After deciding on the course date, a call is being send out by the NSC and TNU. Based on experiences in the past, at least two calls are being sent out with an interval of approximately one month. Once participants submit their application, they are registered. Next to the online form with details, applicants also need to send an additional application form which contains specific questions on their motivation to participate. This additional application form serves to determine the motivation of the applicant. Since the course is an online course, people sometimes apply through an impulse and do not realise they are applying for an intensive course.

Participants will only be selected when they send in the additional application form[4]. In order to ensure that this happens, applicants receive one or several reminders depending on the date of application.

The first step in the selection process is analysing the additional application form. This is a time consuming process because each form contains around two pages of information. The selection criteria are based on the principal aims of the course and the target audience. Therefore we look closely at the professional (education, policy makers, etc), and geographical background. By using a rating system, a first selection is made. After that, the selection is again analysed on the composition of the group. The purpose of this second step is to make the group diverse and well balanced, especially regarding gender, professional, and geographical background.

The selected participants receive a first personal email welcoming them to participate in the course and providing them with general information on the course proceedings. One week before the course starts they receive a second email with specific information on the course[5]. One day before the course starts they receive a third email with information on the learning environment and how to use it[6].
On the day the course starts participants receive an email with a welcoming word and instructions for the first week[7]. Each start of a module (or week), participants receive an email with information on the schedule of that week including activities and proposed assignments.

From the moment of acceptance to the course, participants are being coached until after the end of the course (in the case of late submissions of assignments). The different responsibilities of the coaches are described above in the list of facilitation features. In principle this means that participants are being coached for a period of around 7 weeks (2 weeks leading up to the course, 4 weeks during the course, and one week after the course). During each course three coaches are actively coaching the participants[8].

During the course an Excel sheet is maintained to track students' participation. At the end of each week this sheet is being analysed and inactive participants are sent a reminder. At the end of the course each participant receives an update on which assignments they participated in and what is expected of them in order to complete the course successfully. One additional week of time is allowed for participants to finish the required assignments[9].

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[4] See attachment 4, Application form
[5] See attachment 5, Info pack-GE:ICD
[6] See attachment 6, Tour of the homepage
[7] See attachment 7, Welcome-email
[8] The coaches are: Celina del Felice, Ditta Dolejsiova, and Vic Klabbers
[9] See attachment 8, Reminder-email

After this extra week the final decision on the Certificate award is made. Criteria are that at least 80% of the activities should be completed and there is one activity that is obligatory (for the GE:ICD course - *assignment 7: Analysing an intercultural issue as it appears in public political discourse* and for the GE:HRE course - *assignment 8: Design a HRE activity).* Especially these last requirements turn out to be a threshold, were during the first weeks participation reaches up to 95%, it slowly diminishes towards the end of the course and participants are expected to do the two most complex assignments at the end of the course. Normally this leads to an extension of the deadline for submission of assignments.

The successful participants receive an email to congratulate them. In this email there is also a request to confirm the physical address that they used during the application. This step is necessary to be absolutely certain that the package containing the certificate is sent to the correct address. The package participants receive contains:

- a printed and signed certificate

- a copy of NSC publication 'Global Education Guidelines' (now available in English, French, Italian, Polish, Portuguese, Slovenian and Spanish)

- a CD-Rom with the contents of the course

5. Course February 2013 Global Education: Intercultural Dimension

The first course took place from 18 February – 17 March, 2013

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 224 applications of which 124 submitted the additional application form. Out of these 124 applicants 62 participants were selected.

We have decided to increase the number of selected participants from 50 to 60 – 65. The reason for this is that there are always participants who are selected but do not, at the end, even bother to enter the course.

The general profile of the selected participants
Most of the applicants were working in civil society sector, the second largest group consisted of participants from the educational sector and government. In the civil society group, a variety of organisations can be found[10].

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[10] In the category Civil Society Sector we can find organisations that are not strictly NGO's or government. They can include voluntary associations, non-profit sector, not-for-profit sector, charitable organizations, labour unions, trade associations, professional societies, benevolent societies and third sector.

Participation	Number of participants
Total applications	224
Accepted	62
Rejected	162
Successful participation	40
Drop outs	22
Drop out due to health, family, or work	5
Drop out during course	11
Never participated	6

Sector	Number of participants
NGO	10
Civil Society sector	18
Education	17
Government	17

Sex	Number of participants
Female	51
Male	11

Age groups	Number of participants
18 – 25	18
26 – 30	19
31 – 35	10
36 – 40	7
40 +	8

Geographical location	Number of participants
Western Europe	18
Central/Eastern Europe	37
Africa	6
Rest of the world	1

Europe	Number of participants
Albania	2
Armenian	1
Azerbaijan	1
Belarus	1
Bosnia And Herzegovina	2
Czech Republic	1
Estonia	2
Finland	1
France	3
Germany	1
Greece	1
Hungary	3
The Netherlands	1
Italy	2
Kazakhstan	1
Latvia	2
Lithuania	1
Republic of Macedonia	5
Malta	3
Poland	1
Portugal	3
Romania	5
Russian Federation	3
Serbia	1
Slovenia	2
Spain	2
Sweden	1
Ukraine	3

Africa	
Cameroon	3
Liberia	1
Rwanda	1
Zimbabwe	1

Rest of the world	
Brazil	1

For an overview of applicants, and their organisational background, please see attachment 9.

The overall evaluation of the course, sent in by the participants, was very positive, with a high rating of satisfaction among the participants indicated in the evaluation questionnaires.

For illustration purposes, some quotes from this course are presented below. In chapter 7 an overall evaluation is presented.

All of the exercises made me think and re-think... and that is wonderful! I have to thank you for that. But I believe the most challenging for me was task no.5 - Designing a global education activity with an intercultural dimension, as I really had to apply all the knowledge and skills to practice.	*Diana-Adela Ionita, Romania*
Estonia, Armenia	The structure of course and the target group were very good. Forums and exercises were very instructive, as well as the theory of modules. Team was very professional and motivating.
I liked the design of the course, its structure: the fact that each module has an introduction, has clearly sub-chapters to get to a certain topic of that module, the tools to communicate with the coaches, with other participants, the library to use it as a research and a glossary as a dictionary of concepts.	*Emilia Marina Alexe, Romania*
Ernestine Mefor Halle, Cameroon	I very much appreciated the existing policy approaches to ensuring quality standards and recognition of intercultural education, to strengthen my network of global and intercultural education practitioners, to reflect on the concepts and approaches related to global education and its intercultural dimension.
Great comments on the assignment. Really caring. I liked them a lot.	*Fernanda Mayumi Ogasawara, Brazil*
Alexandra Kantilieraki, Greece	I found really useful the diversity of the participants, as far as it is concerning their ethnicities and backgrounds. In this way, there was also diversity of angles in every subject, different thoughts, ideas and experiences, which came up to be really helpful, a food for thought and initiatives.
The course content had a good balance of theory and examples. What I specifically liked was the variety of contents that was available to us (You Tube, Websites Of Organisations, Library, Forum, Chat Etc.)All together were a true motivation for me to do my assignments in a highly creative manner. The second thing I liked were the group assignments. The chance to work with people from all over the world is the biggest asset I could get from this course.	*Nejra Plasto, Bosnia And Herzegovina*
Csilla Dobosi, Hungary	I have definitely developed my knowledge about intercultural education throughout this course. I've learnt how to develop a strategy in the future, how to implement it and I've learnt how to predict and tackle the difficulties that might occur. I found the course objective and guidance very realistic and straightforward.

> I appreciate the most the whole paradigm of intercultural education presented in the course and its idea that intercultural education can not be limited to celebrating diversity events, that it's political.
> The most useful elements for me were defining Intercultural Learning as an Educational Practice and understanding the political implications of intercultural education.

Inessa Abramyan, Russian Federation

Rui Esteves, Portugal

> Please elaborate how this course may impact your work.
> Yes. In fact we, our school, my work, don't have a big sample of intercultural education, but I can adapt in other aspects of the education for example to the disadvantaged students that want a course, want to reach a scholar objective.

> I found the course content very interesting. The structure was well organised in 4 different modules providing deep insights of each one of them. I liked the approach of combining text with tables, visual charts, reflecting question panels, video clips, links to additional information. It all made it easy to gain the knowledge.

Katrin Borgen, Estonia

While in general the feedback was positive, participants also had some suggestions and comments. The most commented issues are related to requests for more (collaborative) assignments, amount of time available, and change of/more communication tools.

> More time to chat and exchange information, ideas, views, etc. But this may be due to the course participants actually. Unfortunately a number of participants were not very reachable. I still have not 'met' quite a few of them.

Marvic Refalo, Malta

Kseniia Fitisova, Russian Federation

> Everything was extremely interesting and useful! I would appreciate if there were more references to existing organizations or services I can ask for help to implement my global education practice.

> I would have liked to be introduced with sources from other countries/institutions. Most of them came from European countries, from the CoE or Unesco or other NGOs.
> I know the league of Arab States and Isesco have published different resources on the topic of interculturality.

Solene Maillet, France

Cynthia Caruana, Malta

> The Simulation exercise was very challenging in that I felt it was not explained well. The group was very large to work with, with different time zones that hindered further the process.

> I found very useful all the practical examples (Ted talks, other YouTube videos), I believe there should be even more of them, when explaining for example different tools-to apply them in practice, show practical examples. It may be just me, but it is more easy for me to apply certain theory if I see examples of how others did it.
> I have mentioned in one of the exercises, or maybe evaluation that

Tina Trdin, Slovenia

> for me it is important to discuss with others and learn from others, but I have found group exercises in this course a bit challenging, due to the fact it involved a lot of planning on where and when to meet, discuss. I still think this is extremely important, on trainings it is an essential part, but in an online training it is more challenging.

Diana Stendzeniece, Latvia

> How do you feel about the support and the feedback of the coaches? It was sufficient but I think it was too diplomatic sometimes. I would like more critics.

Evaluation of intercultural competence development

The impact of the course was also evaluated using a pre-test/post-test design for the self-assessment of participants' intercultural competence. A questionnaire was developed based on the intercultural competence model used by the authors of the Autobiography of Intercultural Encounters[11]. The participants were asked to assess their knowledge, skills and attitudes before and after the course.

The results show that participants perceive a statistically significant increase in their competence after the course, on all the dimensions of intercultural competence measured: respect for otherness, acknowledging the identities of others, empathy, multiperspectivity, tolerance of ambiguity, knowledge and awareness of the plurality of human society, democratisation of democracy, learning to learn, social analysis, political literacy, interpreting and relating skills, communicative awareness, critical literacy, cognitive and behavioural flexibility and action orientation. Moreover, the effect size is medium and large for all the dimensions. This methodology has been used for the evaluation of several training courses, delivered online and face to face, and this is the only one for which we found such a big impact, on all the dimensions.

Through this evaluation we also wanted to identify what were, in the opinion of participants, the best learning methods that contribute to the development of intercultural competence and what are the main elements of the intercultural approach in education proposed in this training course.

Participants have identified, as the most successful learning methods that contributed to the development of their intercultural competence: case studies, cooperation among participants, finding out different opinions and reading posts based on the others' experiences, discussions between participants, reflecting on what was learned, simulations and role-plays, the content of the course, putting into practice what was learned and contextualisation.

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[11] http://www.coe.int/t/dg4/autobiography/default_en.asp

This course brings an innovative approach in intercultural education, with more focus on political and institutional aspects and a human rights based approach, which turned out to have a great impact on participants, who felt challenged by this approach, but also had, at the end of the course, a more comprehensive understanding of their own realities and the global interconnectedness. Here are some key aspects of the intercultural approach that were identified by the participants as a highlight of the course:

- **Human rights**: *What was "new" for me in this respect was the strong focus on Human Rights in this field - by putting this in the spotlight, the topic of ICL received a different dimension. I find it a bit hard to explain, but the political weight the course put on HR and on the need to act on them became more "present" in my mind -a good thing.*
- **Equality, justice, combating stereotypes and discrimination:** *Actually a global community is not just living together whilst having different cultures; it is a matter of sharing, equality, justice, human rights, eliminating prejudice or discrimination. The rights for health services, education, employment, decent lodging and lots more.*
- **The political and institutional dimension**: *I was aware of this plurality of the society, but not taking into consideration or paying attention to the political dimension so much. Now I know I will have to try to act also on this level, to achieve change...*
- **Power relations:** *Power relations play a very important role in a country's context. I have learned to look out for them and try to establish a power-with relationship rather than having power-over bodies that may run over the victims.*
- **Culture, identity and society seen as dynamic processes:** *The course is a good tool in changing static and dogmatic attitudes and replace by dynamic and flexible approaches according to the changing circumstances.*
- **Direct interaction between participants with different backgrounds:** *The intercultural dimension with participants from different cultures and experiences, besides the intercultural content design, was definitely beneficial for raising communicative awareness on a higher level.*
- **Respect for otherness:** *I have put it into practice during this course, making me realize it has a high value when dealing with intercultural education and not only. It's vital in our daily life, having or not a multicultural society.*
- **Action orientation:** *Thanks to the course I have not just one but many different - big and small ideas on how to make the world better!*

Many participants declared that the course helped them to overcome some of the prejudices, change their attitudes and have a deeper understanding of diversity and of differences in behaviour. The course inspired them to think of the challenges of migration in their countries and to reflect upon the situation of minorities. Many people have found the tools for social analysis to be extremely useful and easy to use in their environment. Last but not least, the course motivated participants to take action by helping them understand the importance of being active at local level and by offering appropriate knowledge and tools.

All in all, the course has proved to be very successful, both in the educational approach as well as the methodology and methods it uses. None of the participants expressed any remark about lacks in educational process due to the fact that the course was online and not face to face. On the contrary, they felt they had the opportunity to work with other participants (in the specific group assignments), to read their reflections and to comment on each other's remarks, but also to chat with participants and tutors. The global dimension of the course and local applicability of the contents and tools proposed make a great asset for this course to be taken by participants in all corners of the world.[12]

6. Course April 2013 Global Education: The Human Rights Dimension

The second course took place from 25 March to 21 April 2013.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 741 applications of which 348 submitted the additional application form. Out of these 348 applicants 53 participants were selected.

The general profile of the applicants

Due to the high number of applications it is impossible to describe a general profile of participants. Instead we would like to highlight some statistical data. The high number of applications showed an interesting distribution pattern. It became clear that there were a high number of applications from certain areas which means that in these areas the course was actively promoted by third parties.

Geographical:

Bangladesh: 39
Cameroon: 46
Ghana: 30
India: 28
Italy: 28
Kenya: 44
Myanmar: 4
Nigeria: 58
Pakistan: 44
Uganda: 53

Overall the 714 applications originated from 114 different countries.

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[12] The design and evaluation of the pre-test/post-test was done in collaboration with Oana Nestian Sandu of *The Intercultural Institute from Timisoara (I.I.T.)*, Romania**.**

Profession:

There was a high number of applicants working with disabled people in general and working with deaf people specifically. Next to that there was a higher than usual number of applications from people representing religious organisations.

Focus of topics:

This course showed a shift in focus on the subjects on HR chosen by participants from Europe. Whereas this was not a subject in the past, many observations and studies focused on issues related to the economical crisis in Europe: unemployment rates, growing emigration and extreme poverty levels, house repossessions (and the right to have a house) etc. In other words where the focus in the past was often on marginalised communities like Roma and Sinti and (illegal) immigrants, people where now looking more inward at their own communities and the difficulties they face due to the economic crisis.

The general profile of the selected participants:

Most of the applicants were working in the civil society sector, the rest of the participants were distributed equally between the other sectors.

Participation	Number of participants
Total applications	741
Accepted	53
Rejected	688
Successful participation	34
Drop outs	19
Drop out due to health, family, or work	7
Drop out during course	9
Never participated	3

Sector	Number of participants
NGO	10
Civil Society sector	21
Education	11
Government	11

Sex	Number of participants
Female	35
Male	18

Age groups	Number of participants
18 – 25	13
26 – 30	24
31 – 35	11
36 – 40	1
40 +	4

Geographical location	Number of participants
Western Europe	14
Central/Eastern Europe	23
Africa	8
Rest of the world	8

Europe	Number of participants
Azerbaijan	1
Belgium	1
Bosnia And Herzegovina	3
Bulgaria	1
Croatia	2
Cyprus	1
Czech Republic	1
Finland	1
France	1
Germany	1
Ireland	1
Italy	1
Kazakhstan	1
Kosovo	1
Lithuania	2
Republic of Macedonia	1
Malta	1
Montenegro	1
Portugal	5
Romania	2
Serbia	2
Slovenia	2
Slovak Republic	1
Spain	1
Ukraine	2

Africa	
Algeria	1
Burundi	1
Cameroon	1
Ethiopia	1
The Gambia	1
Morocco	1
Rwanda	2

Rest of the world	
Bangladesh	2
Grenada	1
India	1
Indonesia	1
Iran	1
Myanmar	1
Uzbekistan	1

For an overview of applicants, and their organisational background, please see attachment 10.

The overall evaluation of the course, sent in by the participants, was very positive, with a high rating of satisfaction among the participants indicated in the evaluation questionnaires. Participation was good although not all participants finished the course.

For illustration purposes, some quotes are presented below. In chapter 7 an overall evaluation is presented.

This course offered me insights into global education. I have never thought about that before. I realized that in the human right issue, the more global attitude is needed and it is important to emphasise the global perspective and global interdependencies in order to truly empower other people. I have developed a sense of common responsibility for the future of young people's local communities from a global perspective- HRE education	*Marin Dujmic, Croatia*
Eunice Ngwing Halle, Cameroon	Connecting me with local and international practitioners and other relevant actors in the field. I have also strengthened my network of global and human rights education practitioners.
the exercises were very active, practical - required our presence & focus. I liked all of them.	*Bozena Boba Baluchova, Slovakia*
Adriana Mihalache, Romania	I didn't expect such a successful online course. It is very different of what I knew before and ones I've done. I acquired a great amount of information about Human Rights Education, I became aware of the situation by doing research. I had a good collaboration with the colleagues and I really liked the way our trainers made us to reflect on our actions.
I liked the whole course, because it has been made very well, well organized, clear, with a not too difficult English. I liked the links to analyze the arguments. I liked the strategy section (number 3). I found it very interesting and useful. I could recognize, only at the end, making exercise number 9, the connection with the number 6 as well, and I could find them really interesting and useful. I could see on my own what project and strategy mean and how can apply them to a concrete idea.	*Sara Folegani, Italy*
Subrata Kumer Das, Bangladesh	This course is specially very useful for me. Because I am a human rights lawyer, I am working in establishing human rights of the poor & disadvantaged peoples those are in vulnerable from risk sector. This courses provided me an unique idea and approaches of Human Rights education, including concept, strategies and work in action. This contents was very much coherent and related with global and local human rights dimension. I appreciate this courses because I personally readout other assignment posted by other participants, that is a unique of this course. This course help me to understand to analyze the context of other part of the globe. It a collaborating learning process that critically analyze our assignments.

Due to the module 4 now I am able to organize my thoughts regarding the implementation of human rights education activities.	*Maria Strati, Cyprus*
Michelle Christine Brathwaite, Grenada West Indies	What were the main competences and skills you have developed throughout this course? - Writing up of HRE activities -Writing action -Becoming more of a reflector - a more critical thinker - learning to research -Defending issues related to human rights: debating skills
I see that the modules three and four were the most important activities for me because I learnt through them how to develop human rights activities and strategies for action.	*Saada Berdjouh, Algeria*
Somaye Dehban, Iran/Netherlands	I liked the way the course started by reflecting on our understanding and perception of the Human Rights and HR education. In general I liked this reflecting moments and approach to our already-gained knowledge. I enjoyed going through the examples and documents available for us to read.

While in general the feedback was positive, participants also had some suggestions and comments. The most commented issues are related to requests for more (collaborative) assignments, amount of time available, and change to/more (communication) tools.

it wasn't teaching/formal course. it was more coaching/non-formal courses. so no lectures about convention of human rights etc. - we are supposed to self study/know these things	*Bozena Boba Baluchova, Slovakia*
Sara Andrade, Portugal	In general, I'm very satisfied, but maybe I missed more group exercises. The role-play because was a group exercise. I really like this kind of dynamics once we had the chance to share ideas and opinions and learn with the others.
I felt that specific time should have been allotted per week for direct communication with the coaches-live feedback as well as with the participants	*Michelle Christine Brathwaite, Grenada West Indies*
Milica Nikic, Montenegro	I really needed more time to fulfil some exercises. But the coaches were clear and they helped me a lot to continue with this course. A lot of understanding and moral support.

Overall impressions based on participants' feedback

Overall expectations on course contents were met and comments were very positive.

Comments highlight the following areas as useful:

- Quality and quantity of information. The structure and presentation of the course and the link between theoretical information and practical application was highly appreciated.
- Course structure. Participants appreciated the modules structure with good balance between length and readability and the step-by-step approach.
- Practical approach and assignments. Especially designing an activity and mapping exercise.
- Interactivity. Possibility to learn, debate, get to know other practitioners with different backgrounds, and work on their own case/training activity.
- Course content and especially the diversity of participants (both professional as geographical) made the course really global.

Participants requested more information on how to deal with difficult situations concerning the intercultural communication in their own environment.

Knowledge, competences and skills.

Many participants indicated that they have developed knowledge, but most participants indicated they have learned more practical skills on how set up an activity and what elements are important for that.
A few participants indicated these courses made them feel more competent and confident, yet not enough. For some, this was a first step, for others, who already had some experience, it was inspirational and made them realise how much more they need to learn and the support they need from institutions.
As an example we would like to include the comment and assignment of one of the participants from Malta. This contribution is a clear example of how the multiplier effect of the course takes place:

The choice of model was a difficult one as all three models seem to contain very relevant information for an effective action plan. Due to my tutor's valid comments on the previous exercise relating on how the evaluation can be improved, I decided to use the model which included evaluation.

In the actual assignment it is clearly described what people learn and try to achieve with the presented materials in the course, please see attachment 11[13].

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[13] Attachment 11: Assignment example

Communication

These courses saw a higher then usual interaction between participants. Where we asked to interact with one or two other participants in some assignments, participants took the initiative to start working groups for the other assignments as well. Next to that a facebook group dedicated to the course was set up by one of the participants[14].
As a result of this deepened collaboration, a petition, signed by most of the active participants, was send to us with the request for an extension of the deadline.

Methodology and exercises

- Participants believed that exercises fitted well the course contents and objectives.
- Most participants they needed more time to conclude them.
- People appreciated the use of video material and requested for more of them.

The most used tools during the course were (several options were possible):

- Assignments
- Discussion forum
- Chat
- Call centre
- Glossary
- Virtual library

Coaching

Overall evaluations of coaches' performance were positive. Most if not all participants appreciated the guidance and support of coaches as "useful", "helpful", "prompt", "efficient", "objective", "generous", "kind", "constructive".
People also appreciated the chat tool. The chat tool was used to offer a weekly session in which participants were invited to ask questions to both the coaches as to the fellow participants. The weekly session was well attended and helped some people moving forward. The chat tool was also available for group work and people made appointments to meet there to discuss.

Suggestions for improvement

Most of the participants indicated that 'nothing was missing'. Some others indicated the following:

- More group assignments in small groups (like the role play exercise)
- More time/ longer course
- more courses on this topic

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[14] http://www.facebook.com/groups/448478581895913/