



Evaluation Report 2012

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

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1. General Overview of Activities	2
2. Course outline	2
3. Facilitation of the course	4
4. First course March 2012	6
5. Second course May 2012	9
6. Overall course evaluation	13

Attachment 1	Self-assessment questionnaire of ICD course
Attachment 2	Post-course self-assessment questionnaire of ICD course
Attachment 3	Example of response to post course self assessment
Attachment 4	Application form
Attachment 5	Infopack-ICD
Attachment 6	Tour of the homepage
Attachment 7	Welcome-email
Attachment 8	Reminder-email
Attachment 9	Course participants



1. General Overview of Activities

After the successful running of the online course *Global Education: The Human Rights Dimension* since 2009, a new online course called *Global Education: Intercultural Dimension* was launched in March 2012. The *Global Education: Intercultural Dialogue* online course provides an overview on why intercultural education is relevant and needed, what it means in theory and practice, and how it can be improved in relation to the context of a globalised world and its the local needs. The course explores the ways of addressing the issues in theory and practice, reflecting on the ideal state considering the evidence from the reality, and developing new ways of understanding and promoting intercultural global education in the contexts of the participants. More information on the contents and aims of the course can be found at <http://icd.netuni.nl>.

The launch of the course was a big success. There were 365 applications. In order to accommodate this overwhelming number of applications, it was decided to offer the course twice, instead of once, during the spring period of 2012.

In March 2012, 59 participants took part in the first course, out of which 39 successfully completed the course. Most participants were from Europe, with about half of the participants from Central and Eastern Europe. In order to ensure the North South connection there were also participants from Africa and Asia.

Participants were very motivated and the feedback to the course was very positive. The second course was offered in May 2012. For this course, 51 participants were selected of which 23 successfully completed the course. The geographical background of the participants was more diverse but most people were located in Central and Eastern Europe.

Due to the enormous amount of applications, and thus interest in the course, it was decided to also develop a CD-Rom of this course. This was finalized in May 2012 and we were able to send a copy to all successful participants.

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

2. Course outline

The *Global Education: Intercultural Dimension* course is targeted at practitioners in the field of education and development, teachers, 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 include coached interactive individual and group exercises, a discussion forum, 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 explored 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 by the local context in a globalised world
- To reflect 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 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 questionnaire¹ on attitude and behavior. At the end of the course, participants fill out a Post-course self-assessment questionnaire². By comparing both questionnaires participants can analyse which learning curve they established. In general people clearly defined a change in attitude and behavior³.

3. 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 two calls are being sent out with an interval of one month. Once participants submit their application, an intensive coaching process is started. 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

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



selected when they send in the additional application form⁴. In order to ensure that this happens, applicants receive a reminder.

The first step in the selection process is analysing the additional application form. This is a time consuming process because each form is 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 divers but well balanced, especially regarding gender 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 course⁵. One day before the course starts they receive a third email with information on the learning environment and how to use it⁶.

On the day the course starts participants receive an email with a welcoming word and instructions for the first week⁷. 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 (late submissions). 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 participant⁸.

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 assignments⁹.

After this extra week the final decision on the Certificate award is made. Criteria are that at least 75% of the activities should be completed and there is one activity that is obligatory (assignment 8). Especially the last requirement turns 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.

⁴ See attachment 4, Application form

⁵ See attachment 5, Infopack-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



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, Portuguese or Spanish)
- a CD-Rom with the contents of the course

4. First course March 2012

The first course took place from 12 March to 8 April, 2012

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in an overwhelming response of 365 applications. Facing these numbers it was decided to honor the interest in this course and offer it twice. It was decided to have the second course ran shortly after the first course as it is not possible to run two courses at the same time (due to the intensive contact with the participants. The second course ran from 7 May to 3 June. For the purpose of this report we divided the applications between the two courses. This means that we report 183 applications for the first course and 182 for the second course although there was only one call resulting in 365 applications.

In order to select the participants we used one list and marked the applications. Based on these marks we selected 110 participants and divided them randomly between the two courses. Of the people selected for the second course nobody objected the new date or requested access to the first course.

The general profile of the selected participants

Most of applicants were working in the educational sector, second largest group consisted of participants from the civil society sector. In this group, a variety of organisations can be found¹⁰.

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



Participation	Number of participants
Total applications	183
Accepted	59
Rejected	124
Successful participation	39
Drop outs	20
Drop out due to health, family, or work	8
Drop out during course	9
Never participated	3

Sector	Number of participants
NGO	11
Civil Society sector	18
Education	22
Government	8

Sex	Number of participants
Female	45
Male	14

Age groups	Number of participants
18 – 25	11
26 – 30	19
31 – 35	13
36 – 40	5
40 +	11

Geographical location	Number of participants
Western Europe	22
Central/Eastern Europe	28
Africa	5
Rest of the world	4

Europe	Number of participants
Albania	1
Armenian	1
Bosnia and Herzegovina	1
Bulgaria	2
Croatia	1
Cyprus	1
Czech Republic	1
Denmark	1
Germany	2
Great Britain	1
Greece	1
Hungary	3
Italy	5
Macedonia	2
Malta	2
Netherlands	1
Poland	4
Portugal	4
Romenia	6
Serbia	4
Slovakia	2
Spain	2
Turkey	2

Africa	Number of participants
Ethiopia	1
Niger	1
Nigeria	1
Somalia	1
Tanzania	1

Rest of the world	Number of participants
Barbados	1
Brazil	1
Sri Lanka	1
United States of America	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 6 an overall evaluation is presented.

I specifically appreciate the way the course managed to cover the global and the local context. I have been pleasantly surprised that the course gave me an opportunity to think further about my own habitat and personal issues.

*Jana Draškovic,
Serbia*

*Daniele Ferro,
Italy*

I found very useful examples of real educational experiences and the resources indicated with links and downloads. They can be tools to use in educational activity.

I gained advocacy skills which was my weak point and I improved my knowledge regarding the campaign promotion by distinguishing the difference between politics and policy making.

*Maria Strati,
Cyprus*

*Bela Gligorova,
Macedonia*

Two things mostly: the overall structure (the step-by-step nature of introducing us to the concept of international global educative practices) and the free-access to the documents we needed for the Modules, but also to further our own readings and discussions. In today's society, when education comes with a price tag, the open access to knowledge is quite rare. Hence, loved that part of the course's 'spirit'.

What were the main competences and skills you have developed throughout this course?
multiperspectivity, creating a social analysis and strategy

*Eva Vernerova,
Czech Republic*

*Imislawa
Gorska,
Poland*

Main lesson is that there is no perfect curriculum and it is up to me as a principal how I can create it, doing it without other stakeholders it will be the worst way to follow. I need to involve not only educators, but also parents and students and I need to accept national standards.

Exercise 7 was really difficult and challenging for me. In the past weeks there has not been a lot of discussions regarding interculturality in my newspapers, so I had to take on the demonstrations once again. However, when I did the analysis I found it so fun and interesting. Again - it was the power tools, that intrigued and interested me.

*Sonja Salminen,
Denmark*

*Tonya Muro
Phillips,
USA*

What were the main competences and skills you have developed throughout this course?
- More international perspectives on global education
- More strategy ideas
- More resources to use in my work (videos, links and articles are great!)
- More colleagues

What did you specifically appreciate or found useful in this course?
The diversity of the material and tools at our disposal;
The creativity of the activities.

*Maria de La Saleta
Coelho,
Portugal*

*Maria Teresa
Cardoso,
Portugal*

For me the most important skills acquired were the ones related to the use of several tools as part of activities that I have to develop in my daily work. I'm talking about the tools we used to understand the power relationships, steps to develop a strategy, among others.



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.

it would be interesting to improve a common teaching material on one issue, e.g. e-waste in Hungary, Netherlands, Russia, Nigeria to improve e-learning material (with know how)

*Judit Stefány,
Hungary*

*Mara Clemente,
Italy*

it was really useful to work with other students - I remember the activities I shared with Bela. There was also a role game. There were forums, just I missed some more shared activities in small groups.

I missed very much in having the reading downloaded and saved. Even though I learned so much in this course, it seems that I will be unable to go back to the readings. Another thing is that at times it was very tiring to use the laptop for long stretched hours which can even cause strain and other injuries related to long time computer use.

*Mario Cucciardi,
Malta*

*Katerina
Apostolopoulou,
Greece*

What did you miss in this course?
More applications in didactic practice

Unfortunately this was a very busy period for me ,in the school where I work, so I missed some "conversation", exchange of opinions with my partners who were wonderful people , all of them.

*Daniela Badea,
Romania*

5. Second course May 2012

The second course took place from 7 May to 3 June, 2012

For information on the selection process please see chapter 4.

The general profile of the selected participants

Most of applicants were working in the educational sector, second largest group consisted of participants from the civil society sector. In this group, a variety of organisations can be found¹¹.

¹¹ In the category Civil Society Sector we can find organisations that are not strictly NGO's or government. They can include voluntary associations, nonprofit sector, not-for-profit sector, charitable organizations, labour unions, trade associations, professional societies, benevolent societies and third sector.



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Education	19
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Sex	Number of participants
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Age groups	Number of participants
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31 – 35	8
36 – 40	9
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Geographical location	Number of participants
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Central/Eastern Europe	29
Africa	9
Rest of the world	4

Europe	Number of participants
Albania	3
Azerbaijan	1
Bosnia and Herzegovina	1
Bulgaria	2
France	1
Germany	1
Greece	1
Hungary	1
Lithuania	1
Macedonia	2
Netherlands	1
Norway	1
Poland	7
Portugal	2
Romenia	6
Russian federation	1
Serbia	4
Spain	1
Turkey	1

Africa	Number of participants
Cameroon	1
Côte D'Ivoire	1
Egypt	2
Ethiopia	1
Kenya	2
Tunisia	1
Uganda	1

Rest of the world	Number of participants
Ecuador	1
Mexico	1
Pakistan	1
Thailand	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. However, the success rate was low compared to other courses. The number of people that did not participate was significantly lower than usual and we contribute this to the fact that the course dates for this course were different than communicated in the call (due to the high number of applications). The lesson learned is that offering a course on a date that is different from the one communicated in the call (and probably more important, longer after the call was made) is causing people to drop out more easily. Therefore we suggest to not do this again in future.

For illustration purposes, some quotes are presented below. In chapter 6 an overall evaluation is presented.

I made the connection between social change and global education. I was demanding myself how we can educate in an era where information is changing so fast and this course was the answer. I appreciated as well the youtube presentation of Sir Ken Robinson at the beginning of the course. It was exactly my dilemma and the course answered to it.
Competencies: understand global education

*Mariana Nitelea,
Romania*

*Milena Celic,
Serbia*

I was surprised at first by seeing the content of this course. It was something that I certainly didn't expect to be presented to that extent of quality and systematic approach.

I was amazed that via internet it is possible to work on attitudes. I thought through this course I will develop my knowledge but there were so many exercises that make my attitudes change like one in the beginning when we were supposed to have a walk in our neighbourhoods and find intercultural aspects.

*Marta Pietrusinska,
Poland*

*Ksenija Milic,
Serbia*

I liked the course design that it starts with theoretical inputs on global education and makes a link with intercultural dimension using participants' observation + experience, then is followed with educational practices giving possibility to discuss it both in formal and non-formal education, and at the end it shifts to "activist" approach giving reasonable tools and measures that should be taken in order to affect a change in society.

I really appreciate the course design, I mean the way it was conceived, the extensive and qualitative course materials for each module, the structure of each module, the combination of the theoretical background with the application. The proposed applications were very challenging. I also appreciate the communication with the coaches and the continuous support they provided. The instructions were always very clear and the information on the course progression was always provided in advance, with a lot of guiding details.

*Ileana Rusenescu,
Romania*

*Ankica Stanojevic,
Serbia*

This course was a great opportunity to gain new knowledge in the field of intercultural global education (need for GE, problems of intercultural dialogue, objectives of intercultural learning, competences for contemporary intercultural learning,...) , to meet interesting people and cultures, and to have great time during the past month.

I appreciate the way the course is organized. It is systematic. one lesson leads to the other. It gradually develops from simple to

*Kamsare Kedir,
Norway*

www.netuni.nl

P.O. Box 94603 / 1090 GP Amsterdam / The Netherlands / KvK A'dam 34111544
e: info@netuni.nl / t: +31 20 504 00 05 / f: +31 20 442 09 77 / ING 8240056



complex, from analysis to synthesis. In a way it follows some sort of spiral development, which means repetition of the same educational elements on the higher stage.

**Cristina
Mihaela Rhea,
Romania**

What did you specifically appreciate or found useful in this course?
the development of intercultural approaches and traditions as they emerged around the world, the various conditions and contexts in which intercultural educational practice has developed, Intercultural learning competences, the ways of strategy elaboration, my role and position as a strategic actor in this process of strategic development, developing intercultural activities from a global education perspective.

What did you specifically appreciate or found useful in this course?
The library and the links to further reading, which enabled me to go deeper into certain topics, according to my interest.
The Concept of providing the bigger picture of Global Education/Intercultural learning: from policy papers to concrete examples showing the broad perspective of possibilities GE can offer.

**Melanie Jacobs,
Netherlands**

**Thanakon
Tiawong,
Thailand**

I learned about many techniques in developing the training in this field. Many contents in the course are very inspiring and make me very curious of deepen my knowledge in this field.

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.

What did you miss in this course?
I miss strategies to evaluate and monitor the plans

**Patricia Martin
Gomez,
Spain**

**Raluca Dana
Sarghie,
Romania**

I failed in communicating properly with the other group members and reaching a final statement. The main problem was that some members didn't send any contribution.

I missed practical exercises that can be used with working with groups.

**Katarzyna
Henschke-Ozga,
Poland**

**naglaa
mohammed
sarhan,
Egypt**

the course is a bit misleading, because of the very broad subdivisions leading to sometimes I get lost.

Perhaps more case studies, but all in all I have nothing to add. I'm very satisfied with programme elements!

**Naida Huskanovic,
Bosnia and
Herzegovina**



6. Overall course evaluation

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 feedback from coaches were emphasised.
- 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 debate, get to know other practitioners and exchange.
- Course content and participants made the course really global.
- The combination of global education and intercultural communication was highly praised. However, what was understood as intercultural communication differed a lot between participants. Therefore expectations on the content and learning objectives of the course differed a lot.

Some people missed a more practical approach:

- How to deal with difficult situations concerning the intercultural communication.
- How to organise intercultural activities. This is an intrinsic part of the course but because participants had different interpretation of the meaning of intercultural communication at the start of the course, the expectations were not always met.

Knowledge, competences and skills.

Most participants indicated that they have developed knowledge. They also developed skills in relation to developing an intercultural dialogue programme, from general planning skills to implementing an activity step-by-step. Most participants felt more competent in these areas and more aware. By analysing the self assessment questionnaires it became very clear that this course made them not only more competent and confident and ready to continue with their activities in this field, but also a change in attitude. For some, this was a first step, for others, it was inspirational and made them realise how much more they need to learn and the support they need from institutions. For all of them, the feedback was that the course empowered them to continue with intercultural dialogue related activities.

Lessons learned

Participants comments on lessons learned related to mainly four areas

- The challenges of designing and implementing activities in practice and in context. These were related mostly to reflections on practicalities, politics, strategic decisions in difficult contexts, and intercultural communication in general.



- Improved ability to reflect on their own role and on dealing with the perceptions of others.
- How to structure their work
- Team work and organisational issues. Working in diverse teams, working with different stakeholders.

Methodology and exercises

- Participants believed that exercises fitted well the course contents and objectives.
- About a quarter believed they needed more time to conclude them.
- Suggestions for improvement included adding collaborative assignments for small groups and more small individual exercises.
- People appreciated the use of video material.

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

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

Coaching

Overall evaluations of coaches' performance were very positive. Most if not all participants appreciated the guidance and support of coaches as "useful", "helpful", "quick", "efficient", "objective", "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:

- Need of small individual assignments (like quiz and multiple choice)
- More group assignments in small groups
- More time/ longer course
- more courses on this topic