



## Second Evaluation Report 2012

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## 1. General Overview of Activities

After the successful running of the online courses *Global Education: The Human Rights Dimension* (GE:HRE) since 2009, and *Global Education: Intercultural Dimension* (GE:ICD) since 2012 both courses were again offered in the fall of 2012.

The first course that was offered during this period was the *Global Education: The Human Rights Dimension* course and took place from 6 August to 02 September.

Out of the 172 applications 44 participants were selected. 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.

The second course that was offered during this period was again the *Global Education: The Human Rights Dimension* course and took place from 5 November to 2 December. Out of the 139 applications 47 participants were selected. The geographical background of the participants was more diverse but most people were located in Central and Eastern Europe.

The third course that was offered during this period was the *Global Education: Intercultural Dimension* course and took place from 19 November to 16 December. It was originally planned to be offered as the second course but due to insufficient number of applications it was moved to a later date. Out of the 139 applications 47 participants were selected. The geographical background of the participants was diverse but most people were located in Western Europe.

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, 6, and 7), and an overall evaluation of participation in the courses (chapter 8).

## 2. Course outline Global Education: The Human Rights Dimension

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).

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 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



### 3. Course outline Global Education: Intercultural Dimension

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 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 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 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<sup>1</sup> on attitude and behaviour. At the end of the course, participants fill out a Post-course self-assessment questionnaire<sup>2</sup>. By comparing both questionnaires participants can analyse which learning curve they established. In general people clearly defined a change in attitude and behaviour<sup>3</sup>.

<sup>1</sup> See attachment 1 - Self-assessment questionnaire of ICD course

<sup>2</sup> See attachment 2 - Post-course self-assessment questionnaire of ICD course

<sup>3</sup> See attachment 3 - Example of response to post course self assessment



#### 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 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 selected when they send in the additional application form<sup>4</sup>. 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 diverse and 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 course<sup>5</sup>. One day before the course starts they receive a third email with information on the learning environment and how to use it<sup>6</sup>. On the day the course starts participants receive an email with a welcoming word and instructions for the first week<sup>7</sup>. Each start of a module (or week), participants receive an email with information on the schedule of that week including activities and proposed assignments.

<sup>4</sup> See attachment 4, Application form

<sup>5</sup> See attachment 5, Info pack-ICD

<sup>6</sup> See attachment 6, Tour of the homepage

<sup>7</sup> See attachment 7, Welcome-email



From the moment of acceptance to the course, participants are being coached until after the end of the course (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 participant<sup>8</sup>.

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<sup>9</sup>.

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 (for the GE:HRE course - *assignment 8: Design a HRE activity* and for the GE:ICD course - *assignment 7: Analysing an intercultural issue as it appears in public political discourse*). 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. First course August 2012 GE:HRE

The first course took place from 6 August - 02 September, 2012

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 172 applications of which 90 submitted the additional application form. Out of these 90 applicants 44 participants were selected.

<sup>8</sup> The coaches are: Celina del Felice, Ditta Dolejsiova, and Vic Klabbers

<sup>9</sup> See attachment 8, Reminder-email



### **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 NGO's. In this group, a variety of organisations can be found<sup>10</sup>.

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<sup>10</sup> 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	172
Accepted	44
Rejected	128
Successful participation	28
Drop outs	16
Drop out due to health, family, or work	6
Drop out during course	4
Never participated	6

Sector	Number of participants
NGO	12
Civil Society sector	17
Education	12
Government	3

Sex	Number of participants
Female	25
Male	19

Age groups	Number of participants
18 – 25	9
26 – 30	15
31 – 35	9
36 – 40	5
40 +	6

Geographical location	Number of participants
Western Europe	15
Central/Eastern Europe	18
Africa	8
Rest of the world	3

Europe	Number of participants
Armenian	1
Cyprus	1
Estonia	1
France	1
Germany	1
Great Britain	1
Greece	1
Hungary	3
Poland	2
Portugal	5
Romania	10
Slovenia	1
Spain	5

Africa	Number of participants
Cameroon	1
Kenya	1
Liberia	1
Nigeria	1
Somalia	2
South Sudan	1
Tunisia	1

Rest of the world	Number of participants
Jordan	1
Pakistan	1
Trinidad	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 8 an overall evaluation is presented.

The exercises were perfect and reflected the contents. At the beginning I got scared that I won't be able to solve them but it wasn't so hard. I liked it because after the theory, the practical part was essential in the process of learning. Doing the exercises put our mind at work in elaborating new ideas.

*Gabriela Avram,  
Romania*

*Narine Aleksanyan,  
Armenia*

principle of reciprocity in virtual communication

I consider that ex. 7 and ex. 9 the most important exercises for me in this course. The ex. 7 gave me the great opportunity to reflect about me as an educator in the field of Human Rights -- especially way that I am already university professor! The ex. 9 is the most complex exercise of this course because it needs all our knowledge of this course plus our creativity!

*Cristina Mihaela Rhea,  
Romania*

*Hermes Psarianos,  
Greece*

I've learned about theoretical knowledge about human rights education and its implementation in my workplace

I especially enjoyed the discussion forums and creating our action plan. Working on the works gave me a lot of new information, knowledge and self-confident too in the same time. It built my self esteem.

*Enikő Kovács,  
Hungary*

*Dorina Marin,  
Romania*

I've learned to structure my activities in human rights for a period of six months and I learned to be more detailed in concrete activities. I learned that this area is more complex than I thought

How do you feel about the support and the feedback of the coaches?  
It was quite prompt

*Patrick Chinedu Enwerem,  
Nigeria*

*Nadina Carmen Nicolici,  
Romania*

It was extremely important for me to find out about the glocal concept. It was very important for me to get in touch with people from all over the world, share ideas and experience, and learn new things from them.

Following this course I convinced my colleagues and my project manager to develop a program on human rights and the whole team agreed that we should think to some special trainings, focused on HRE, for our employees.

*Ramona Diana Racotea,  
Romania*

*Teocah Dove,  
Trinidad*

The order in which the course was structured made learning simple effective and progressive. Especially when it came to Understanding Human Rights Education in your glocal context I was able to grasp the



context of the approaches in Human Rights around the world and my responsibilities in executing effective human rights activities.

How do you feel about the support and the feedback of the coaches?

*Manuel Greciano, Spain*

Very good. I have always the same doubt when I received an exercise correction: Do the trainers make questions for my own reflection or I muss answer them by mail? I supposed that the first option was the correct.

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.

I needed more time than it was written. I like being precious.

*Enikő Kovács, Hungary*

*Javier Collado Ruano, Spain*

I missed videos to feel inspirations. Interviews by Skype to familiarize us with the managers and also with the other participants.

The only thing is if it could have a conventional chat (sidebar) and not a pop up on screen...

*Teocah Dove, Trinidad*

*Noelle Aboya, France*

What did you miss in this course? I missed instantaneous interaction with other participants on the forum but it was part of the online training cons. As every participant comes from different places in the world (and time zones), it impacts the dialogue. In a way, it is a positive thing, it allows us to be patient and listening.

## 6. Second course November 2012 GE:ICD

The second course took place from 19 November to 16 December, 2012

Originally this course was planned to be offered in October prior to the Global Education: The Human Rights Dimension course. However, due to a short period of registration, the number of applications were rather low. This led to the decision to postpone the course by three weeks in order to be able to send out more calls and be able to make a sound selection.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 139 applications of which 70 submitted the additional application form. Out of these 70 applicants 47 participants were selected.



### The general profile of the selected participants

Most of the 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 found.

Participation	Number of participants
Total applications	139
Accepted	47
Rejected	92
Successful participation	24
Drop outs	23
Drop out due to health, family, or work	6
Drop out during course	10
Never participated	7

Sector	Number of participants
NGO	12
Civil Society sector	13
Education	18
Government	4

Sex	Number of participants
Female	40
Male	7

Age groups	Number of participants
18 – 25	9
26 – 30	22
31 – 35	7
36 – 40	5
40 +	4

Geographical location	Number of participants
Western Europe	21
Central/Eastern Europe	17
Africa	3
Rest of the world	6

Europe	Number of participants
Bulgaria	1
Cyprus	1
Estonia	5
France	2
Germany	1
Greece	6
Italy	8
Lithuania	2
Poland	2
Portuguese	1
Romania	2
Serbia	1
Slovakia	2
Slovenia	2
Spain	1
Sweden	1

Africa	Number of participants
South Africa	1
Tunisia	1
Uganda	1

Rest of the world	Number of participants
China	1
Malaysia	2
Mexico	1
United States	1
Uruguay	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. However, the success rate was low compared to other courses. The number of people that did not participate was higher than usual and we attribute this to the fact that the course dates for this course were different than communicated in the call (due to the low number of applications) and that the end of the course was towards the Christmas period.

For illustration purposes, some quotes are presented below. In chapter 8 an overall evaluation is presented.

even I was involved in many international projects, where I discovered many ways to help people to develop their skills, in this course I find information about how other people are using the non formal education and I was impressed to discover that many methods of non formal education are the same and have the same success

*Nicoleta Cindea,  
Romania*

*Alice Barbieri,  
Italy*

I appreciate the material, the exercise, and the quality of the course. A step by step work, with the exercises link with the different topic was absolutely fine!

my objective was to learn more about intercultural education and global education and that was met. I think it will be useful in the long term in my choices about what I teach and activities I chose to get involved in.

*Maria Snyder,  
United States of  
America*

*Biljana  
Bedricic,  
Serbia*

I learned about the role of culture in political discourse and gained a broader picture about social connections in transformational processes. It encouraged me to make an action plan in order to provide the positive change in my workplace.

I think for an online course this course proved to be really efficient. I liked that we had some input from new aspects I am not familiar with, e.g. some methodological aspects and policy making. There were also many links to further information, which I hope to look into more thoroughly. I liked the individual exercises where we really had to put our knowledge into practice, this was especially useful. I also very much enjoyed the videos of different practices and examples which made learning more fun and diverse.

*Triin Sakermäe,  
Estonia*

*Iro Alampei,  
Greece*

I valued especially

- Interacting with students
- Learning on aspects of IE that I didn't know (e.g. contextualisation value, democratisation of democracy etc) or knew only "by instinct" lacking the theoretical background
- The appealing up-to-date content that was used (e.g. ted x talks, videos etc)

I have been closely connected with intercultural studies for a long time now, but have never encountered such structured directions on how to deal with going public and working on strategic planning.

*Tosja Kobler  
Jovanovic,  
Slovenia*



So this really helped a lot.

*Livia  
Magdoskova,  
Slovakia*

I liked the feedback of my coaches, their objective evaluation, relevant questions and interesting and useful inputs. However, I did not comprehend where I should reply them in case of some questions-if they were for self-reflection (what I did) or I was supposed to reply in some mail.

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.

Some suggestion I would like to point out are concerning the exercises. If we have some of them (e.g. role playing) in real time defined by the course objectives, it will support greater peer interaction, increase the sense of responsibility to the assignment, and help to use the time available more effectively.

*Biljana Bedricic,  
Serbia*

*Chrysanthi  
Gregoriou,  
Cyprus*

Although I am not sure if this would not interfere with the development of the course perhaps it could be possible to have some readings before starting the course, the policy reports for example or some indicators for researching our local context before the start of the course. This would develop further during the course but it could leave more time for reflection and development of that basis.

I would need more time to complete the exercises

*Lamprini Karagianni,  
Greece*

*Tosja Kobler  
Jovanovic,  
Slovenia*

Maybe just the note on a program possibility of having the participants' profiles in a new folder so that one does not need to exit the modules every time she/he wants to check on the presence of the other participants.

## 7. Third course November 2012 GE:HRE

The second course took place from 5 November to 2 December, 2012

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 109 applications of which 62 submitted the additional application form. Out of these 62 applicants 54 participants were selected.

### The general profile of the selected participants

Most of the 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 found<sup>11</sup>.

<sup>11</sup> 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



Participation	Number of participants
Total applications	109
Accepted	54
Rejected	55
Successful participation	27
Drop outs	27
Drop out due to health, family, or work	8
Drop out during course	12
Never participated	7

Sector	Number of participants
NGO	11
Civil Society sector	15
Education	21
Government	7

Sex	Number of participants
Female	33
Male	21

Age groups	Number of participants
18 – 25	23
26 – 30	17
31 – 35	9
36 – 40	3
40 +	2

Geographical location	Number of participants
Western Europe	15
Central/Eastern Europe	26
Africa	11
Rest of the world	2

Europe	Number of participants
Armenia	1
Czech Republic	4
Estonia	3
Germany	3
Hungary	2
Italy	5
Kosovo	1
Latvia	3
Netherlands	1
Poland	1
Portugal	1
Romania	2
Serbia	5
Slovakia	1
Slovenia	1
Spain	3
Turkey	2
Ukraine	2

Africa	Number of participants
Burkina Faso	1
Egypt	3
Morocco	1
Nigeria	1
Somalia	2
Tunisia	2
Uganda	1

Rest of the world	Number of participants
Iraq	1
Jordan	1

For an overview of applicants, and their organisational background, please see attachment 11.

organizations, labour unions, trade associations, professional societies, benevolent societies and third sector.



The overall evaluation of the course, sent in by the participants, was positive, with a high rating of satisfaction among the participants indicated in the evaluation questionnaires. The success rate for this course was 50% and about 40% did participate but did not complete all the activities necessary for rewarding with a certificate. This means that the official success rate is low, but the participation (and thus dissemination rate is high (90%).

For illustration purposes, some quotes are presented below. In chapter 8 an overall evaluation is presented.

it is a unique course, that I've never been through before , the design of the course and classification of modules with the time frame guarantee the comprehension of the new concepts and most of all , how to implement them, and creates a sense of self commitment from the active participants.

*Amani al Bohisi,  
Jordan*

*Mihályi Balázs,  
Hungary*

It was a very good experience and challenge to find my strengths and weaknesses as a HRE educator.

The most important and interesting exercises were the HRE activity and the action plan as I had to apply what I've learnt to my work context. The mapping exercise has been also extremely useful as it made me have a better understanding of the HRE situation present in my local context

*Isabel Obadiaru,  
Italy*

*Nadia  
Matarazzo,  
Italy*

I liked the mapping exercise! Thank to this, I discovered something new in my town concerning human rights education.

What were your main lessons learned from this course?  
That one can also learn good stuff through online courses which are useful for the daily work of the organization, colleagues, which will be shared with.

*Irfan Ukshini,  
Kosovo*

*Lidija Županić  
Šuica,  
Serbia*

The main competences and skills I gained are: being able to think wider and be aware of weak spots. Also I got a lot of ideas through the conversation within the group it was kind of brainstorming atmosphere at times.

What were the main competences and skills you have developed throughout this course?  
Research, dialogue, discussion and sharing and planning

*Hassan el Hilali,  
Morocco*

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.

I felt slightly more emphasis could have been put on HR specifically. During discussions and also reading other participants' assignments I had the impression that some participants (including me) did not

*Jakob Donatz,  
Germany*





know enough about, or overestimated their knowledge of HR. This is important, because I think before starting to educate, one should have profound knowledge of the subject which is to be taught.

*Moufida Oueslati, Tunisia*

I need to participate in other sessions of training the trainer in the field of human rights education using French language.

Maybe a bit more reading materials would be nice (but that's my deformation as university student, working professionals sure don't need that)

*Radka Pudilova, Czech Republic*

## 8. 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 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 participants made the course really global.
- The diversity of participants also led to many different interpretation at the beginning of the course on what was understood as intercultural (communication). 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 in their own environment.
- How to organise meetings with other participants due to different time zones and backgrounds.

### 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.

## Lessons learned

Participants comments on lessons learned related to mainly four areas

- The challenges of designing and implementing activities in practice and in their context. These were related mostly to reflections on practicalities, politics, and strategic decisions in difficult contexts.
- Improved ability to reflect on their own role and on dealing with the perceptions of others.
- Team work and organisational issues. Working in diverse teams, working with different stakeholders.
- The capacity of this type of online courses to provide all these lessons.

## Methodology and exercises

- Participants believed that exercises fitted well the course contents and objectives.
- About a third believed they needed more time to conclude them.
- The most challenging exercise was the *mapping* exercise (GE:HRE) and the exercise; *Analysing an intercultural issue as it appears in public political discourse* (GE-ICD)
- People appreciated the use of video material.

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

- Assignments
- Discussion forum
- Call centre
- Chat
- 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:

- Need of small individual assignments (like quiz and multiple choice)
- More group assignments in small groups (like the role play exercise)
- Use of a facebook group dedicated to the course
- More time/ longer course
- more courses on this topic
- Integrate a "reply" option for the evaluations of the coaches related to assignments
- Better information on how to become part of the local GEW