



## Evaluation Report 2011

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

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## 1. General Overview of 2011 Activities

Following the launch of the Global Education on-line training course in 2009 called *Global Education: The Human Rights Dimension*, The Network University and the North South Centre continued offering the course in 2011.

During the second part of 2011 this course was offered one time:

- 3 to 28 october

The principal aims for this course are:

- To activate and strengthen the existing GEW network;
- To inform and broaden the GE network;
- To reach a broader audience;
- To collect and disseminate good GE practices.

Next to the *Global Education: The Human Rights Dimension* course offer, the new course called *Global Education: Intercultural Dialogue* was finalised. This new course will be offered in 2012.

Both courses are 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 courses involve 10 hours of learning per week, which includes reading course materials, online discussion and participation in interactive exercises. The courses include coached interactive individual and group exercises, a discussion forum, a glossary and a virtual library.

In this report an overview will be given of the proceedings of a course (section 2), participation in the offered course (sections 3), and an overall evaluation of participation in the course (section 4). In section 5 the proceedings are described on the development of the new course.

## 2. Implementation of 2011 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).

The four modules/weeks are:

1. Introduction to Global Education: Human Rights Education Basics
2. Understanding Human Rights Education in your *glocal* context
3. Developing strategies for action
4. Developing Human Rights Education activities

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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 selected when they send in the additional application form<sup>1</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, as described on page 2. Therefore we look closely at the professional background (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 course<sup>2</sup>. One day before the course starts they receive a third email with information on the learning environment and how to use it<sup>3</sup>.

On the day the course starts participants receive an email with a welcoming word and instructions for the first week<sup>4</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.

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

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<sup>1</sup> See attachment 1, application form

<sup>2</sup> See attachment 2, infopack-GE

<sup>3</sup> See attachment 3, Tour of the homepage

<sup>4</sup> See attachment 4, welcome-email

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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>5</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>6</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 (assignment 8). Especially the last requirement turns out to be a threshold, were during the first weeks participation reaches up 95%, it slowly diminishes towards the end of the course and participants are expected to do the two most complex assignments at the end. This leads to an extension of the deadline for submission of assignments up to two weeks.

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

The overall participation can be qualified as good; 33 out 52 participants successfully finished the course, which we consider to be a good score for an intensive online course.

### 3. Third course 2011 - October

This course took place from 3 to 28 October, 2011

After the decision on the start date, calls was sent out by NSC and TNU. This resulted in 96 applications. Of these 96 applications, 70 submitted the required additional application form. Out of these 70 applications, 52 applicants were selected and invited to participate.

#### **The general profile of the selected participants**

Most of applicants were working in the NGO sector, second best was the educational sector. In the group other Civil Society Sector, a variety of organisations can be found<sup>7</sup>.

<sup>5</sup> The coaches are: Celina del Felice, Ditta Dolejsiova, and Vic Klabbers

<sup>6</sup> See attachment 5, reminder-email

<sup>7</sup> 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



Participation	Number of participants
Total applications	96
Accepted	52
Rejected	44
Successful participation	33
Drop outs	19
Drop out due to health, family, or work	5
Drop out during course	8
Never participated	6

Sector	Number of participants
NGO	12
Civil Society sector	12
Education	20
Government	6

Sex	Number of participants
Female	34
Male	18

Age groups	Number of participants
18 – 25	18
26 – 30	15
31 – 35	11
36 – 40	4
40 +	4

Geographical location	Number of participants
Western Europe	16
Central/Eastern Europe	20
Africa	10
Rest of the world	6

Europe	Number of participants
Albania	2
Belgium	1
Belarus	1
Cyprus	1
Czech Republic	2
Estonia	1
France	2
Germany	1
Great Britain	1
Hungary	1
Ireland	1
Italy	3
Latvia	3
Lithuania	1
Norway	1
Poland	3
Portugal	4
Russian federation	4
Slovakia	1
Spain	1
Ukraine	1

Africa	Number of participants
Cameroon	1
Côte D'Ivoire	1
D. R. Congo (DRC)	1
Egypt	1
Ethiopia	1
Nigeria	2
Somalia	2
The Republic of Benin	1

Rest of the world	Number of participants
Argentina	1
Iran	1
Pakistan	1
Palestina	1
Korea	1
Thailand	1

For an overview of applicants, and their organisational background, please see attachment course 3<sup>8</sup>.

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

<sup>8</sup> See attachment 6, course 3

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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, some quotes from each course are presented below. In chapter 4 an overall evaluation is presented.

I really liked to create my own HR activity, because it made me enthusiastic in the topic, I enjoyed to think about this possibility.

**Adam Burgemeister,**  
**Hungary**

**Marina Gautier,**  
**France**

I found really useful the two first modules as I was looking for more understanding on global education, human rights and human right education.

*What were the main competences and skills you have developed throughout this course?*

**Andrew Honchar,**  
**Belarus**

The game of "Maracasia". Each participant was able to feel yourself as a person who occupies an important position in the country. This adds responsibility for its own response. Plunging into the game, you feel that you're in a reality that can change it from your answer.

**Justyna Janiszewska,**  
**Poland**

*What were the main competences and skills you have developed throughout this course?*

Critical thinking, analyzing and exchange with other participants on practical issues - like methods, tools etc.

I have learnt how we can use GE to promote HR. I have also learnt how to develop HRE strategies and activities.

**Marta Moreno,**  
**Spain**

**Tereza Kvasnickova,**  
**Czech Republic**

I this it was very well prepared. I found very useful the communication with other students - for example game "Bingo" where we cooperated together and had possibility to get new information about people from all over the world.

*Skills and abilities developed in this course are:*

- Work under pressure
- Capacity for synthesis of information
- Ability to assimilate information in a short time
- Ability to work in another language that is not my usual language
- Ability to work as a team to defend a common idea
- Ability to defend a position and argue
- Work experience by taking advantage of each other
- I could know my weaknesses and my strengths.

**Ismaël Oka,**  
**Côte D'Ivoire**

**Elia Petridou,**  
**Cyprus**

Strengthening my professionalism is definitely something I take with my from the course. Innately I was so far aware of the importance of a professional behaviour ( i.e. being well informed, well organized, having backup plans, being on time, organizing events accurately and effectively, keeping participants informed and involved, caring for and catering to the needs of the participants). All these I was aware of already, ... but I suppose it was something coming from within. The course has strengthened my conviction of this attitude, as it clearly stressed their importance. This was empowering for me.

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The most important thing for me was the role play and implementation of HR strategy. That was great and will help my future work on HR education.

**Abdillahi Bashir,  
Somalia**

**Katarzyna  
Byrtek, Poland**

Very good and fast support and the feedback of the coaches

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 think that the forum role play would have been better if more facilitated, as there was a lot of push and pull, power struggle going on but not so much of the in depth look at the issues.

**Amy White,  
Great Britain**

**Justyna  
Janiszewska,  
Poland**

I missed a few shorter exercises (more like tests) or turning the "questions for reflection" into a sort of one-topic forums or space for short answers

I almost always needed more time for the exercises, as it was written.

**Adam Burgemeister,  
Hungary**

**Katarzyna  
Byrtek,  
Poland**

Maybe some videos? More pictures examples? Some space for notes in table with question for reflection

I'm even more inspired to take part in other activities and I do not know of programs that would provide knowledge on human rights, except for your course.

**Andrew Honchar,  
Belarus**

#### 4. 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.

Some people missed a more practical approach:

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- How to deal with difficult questions concerning the subject
- More tutoring in discussions

### **Knowledge, competences and skills.**

Most participants indicated that they have developed knowledge. They also developed skills in relation to developing a HRE programme, from general planning skills to implementing an activity step-by-step. Most participants felt more competent in these areas and more aware. A few participants mentioned mapping skills, evaluation skills, and critical thinking skills including how to build an argument from the perspective of different stakeholders. Several participants indicated this course made them feel more competent and confident and ready to continue with their activities in this field. 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 and more experienced HR educators.

### **Lessons learned**

Participants comments on lessons learned related to mainly three areas

- The challenges of designing and implementing activities in practice and in context. These were related mostly to reflections on practicalities, politics and strategic decisions in difficult contexts.
- How to structure your 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 third believed they needed more time to conclude them.
- Suggestions for improvement included adding discussion fora for smaller groups and even more small individual exercises.
- The most challenging exercise was the mapping exercise, followed by the planning assignments.
- Some requested more video material.

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

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

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## 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 newly added chat tool. The chat tool was used to offer a weekly session in which participants were invited to ask questions to both the tutors as to the fellow participants. The weekly session was well attended and helped some people moving forward. Also, this time the chat tool was used 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)
- Need of more pictures and videos
- More time/ longer course and more courses on this topic

## Follow-up

Only a few participants indicated they would like to join the GE Network.

## 6. Course development *Global Education: Intercultural Dialogue (ICL)*

After the evaluation meeting and the signing of the current Administrative Agreement, we continued working on the development and finalization of the new course. The following indicators were used to finalise the course.

### Target group

- Educators, social workers, community workers and community associations, religious organisations, migrant organisation, Diaspora organisations, among others.
- Municipality and local authorities.
- Youth field and GE network.

### Identified learning needs for the course:

- ICL competences considering the global dimension – in accordance with the GE guidelines;
- Focus on the level of municipalities, specific communities and socio-political context;
- Need for a better understanding of the issues, deconstruction of stereotypes and prejudices;
- Importance of common values (there is a need for an exercise on this) and multiple identities, freedom of identity, common values for peaceful coexistence – focusing on citizenship as common values for action;

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- Ignorance as a main challenge for ICL, aggression in public discourse promoting racism and homophobic attitudes and discrepancy in private life;
- Challenge of the double discourse between talking and acting in practice.

### **Learning objectives**

The principal learning objectives were defined as follows:

#### **Module 1 – Understanding the context and concepts**

- To reflect on the needs for intercultural learning in a globalised world;
- To reflect on the traditional ways of understanding intercultural education;
- To introduce participants to the newly emerging concepts and approaches to intercultural education given the recent critiques;
- To define what the ICL competences are.

Exercises:

- Interactive introductory exercise – focus on identity issues, multiple identities and making links to other participants
- ICL learning – sharing on what it is, what is it to you and what is ICL.
- Discussion Forum – ICL based on the learning and reading of the course material with a focus on competences – which do they already have?

#### **Module 2 – ICL in practice**

- To deepen the understanding of intercultural dimension as part of formal, non formal and informal education practice, introduction combined with a forum discussion;
- To explore the relationship between the intercultural dimension and anti-racism, anti-semitism, xenophobia, homophobia and other forms of intolerance and complementarity with the other CoE programmes and foci: language learning, history teaching on the image of the other, religious education (teaching of religious facts), (exercise on history facts);
- ICL competences – how to develop and apply them in daily personal and professional life;
- To debate the challenges and good practices in intercultural education (good practice exercise).

Exercises:

- Understanding of facts – history, religious – diversity – focus on understanding
- Good practices exercise
- Discussion forum: ICL educational practice – debate the main challenges and successes

#### **Module 3 – ICL and policy making / political discourse**

- To review the existing notions of culture, interculturalism and multiculturalism in the political discourse (include European and non European approaches and issues) – deconstruct the populist discourses in relation to the left and right extremism; possible exercise on the analysis of the local context;
- To strengthen the policy approaches to ensuring quality standards and recognition of intercultural education;
- Forum discussion and reflection on what is being done.

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#### Exercises:

- Analysis of the local context – actors and gaps;
- Feedback in groups of 5 with common background or issues;
- Forum – ICL ensuring to quality standards and recognition on ICL as an important part of education.

#### Module 4 – Developing action

- To develop intercultural dialogue as part of (political) education;
- To promote rights-based approaches to social and political action;
- Importance of social mobilisation;
- Role and potential of the different actors in the field;
- Role of social networks for mobilisation?
- How to enter and influence political agenda.

#### Exercises:

- Design of social and or political action based on ICL
- Action planning
- Evaluation
- Forum – follow up and use of social networks for cooperation and mobilisation

Next to the development of the course, an external expert, Yael Ohana, was contracted to review the course materials. Yael was chosen since she has broad experience with working in both Global Education as in the cultural dialogue field. Therefore her task largely consisted of quality control, especially in relation to the context of the course.

TNU and NSC agreed that the dissemination for this course will start on January the 15<sup>th</sup> both by sending out a newsletter as having the information pages on the course available.

The course will be offered for the first time on March 12<sup>th</sup>.

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