



Second Evaluation Report 2013

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

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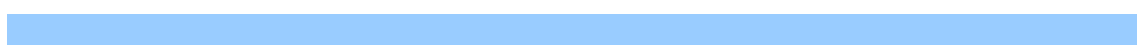
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1. General Overview of Activities

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 autumn of 2013.

The first course that was offered during this period was the *Global Education: Intercultural Dimension* course, which took place from 19 August to 13 September 2013. Out of the 164 applications 56 participants were selected. Most participants were from Europe, with more than half of the participants from Central and Eastern Europe.

The second course that was offered during this period was the *Global Education: The Human Rights* course, which took place from 7 October to 2 November 2013. Out of the 227 applications 50 participants were selected. The geographical background of the participants was more diverse with most people located in Middle East - North Africa countries (MENA). This course followed the *Mediterranean University on Youth and Global Citizenship*, in Hammamet, Tunisia and this resulted in a majority of applications from the MENA countries. In order to ensure the North South connection, and to honour the huge interest from this region, we selected many participants from this region.

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

2. Course outline Global Education: Intercultural Dimension

The *Global Education: Intercultural Dimension* course is targeted at practitioners in the field of education and development, 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



The 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 questionnaire¹ on attitude and behaviour. 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 behaviour³. More information on the outcome of these questionnaires can be found in chapter 5.

3. Course outline Global Education: The Human Rights Dimension

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

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.

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

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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



The 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

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 sent out by the NSC and TNU. Based on experiences in the past, at least two calls are being sent out with an interval of approximately one month. Once participants submit their application, they are registered. Next to the online form with details, applicants also need to send an additional application form which contains specific questions on their motivation to participate. This additional application form serves to determine the motivation of the applicant. Since the course is an online course, people sometimes apply through an impulse and do not realise they are applying for an intensive course. Participants will only be selected when they send in the additional application form⁴. In order to ensure that this happens, applicants receive one or several reminders depending on the date of application.

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

⁴ See attachment 4, Application form



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 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 participants⁸.

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

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

⁵ See attachment 5, Info pack-GE:ICD

⁶ See attachment 6, Tour of the homepage

⁷ See attachment 7, Welcome-email

⁸ The coaches are: Celina del Felice, Ditta Dolejsiova, and Vic Klappers

⁹ See attachment 8, Reminder-email



The package that participants receive contains:

- a printed and signed certificate
- a copy of NSC publication 'Global Education Guidelines' (now available in English, French, Italian, Polish, Portuguese, Slovenian and Spanish)
- a CD-ROM with the contents of the course

5. Course August-September 2013 - Global Education: Intercultural Dimension

The course took place from 19 August to 13 September, 2013.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 164 applications of which 104 submitted the additional application form. Out of these 104 applicants 56 participants were selected.

The general profile of the selected participants

Most of the applicants were working in the educational sector and the second largest group consisted of participants from the civil society sector. In the civil society 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, 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	164
Accepted	56
Rejected	48
Successful participation	34
Drop outs	22
Drop out due to health, family, or work	7
Drop out during course	10
Never participated	5

Sector	Number of participants
NGO	13
Civil Society sector	19
Education	21
Government	3

Sex	Number of participants
Female	31
Male	25

Age groups	Number of participants
18 – 25	9
26 – 30	24
31 – 35	8
36 – 40	8
40 +	7

Geographical location	Number of participants
Western Europe	14
Central/Eastern Europe	22
Africa	16
Rest of the world	4

Europe	Number of participants
Albania	1
Armenian	3
Azerbaijan	1
Belgium	1
Bulgaria	2
Czech Republic	2
Denmark	1
Finland	1
France	1
Hungary	1
Iceland	2
Italy	4
Latvia	1
Portugal	3
Romania	3
Slovakia	3
Slovenia	3
Tajikistan	1
Tatarstan	1
United Kingdom	1

Africa	Number of participants
Algeria	1
Cape Verde	1
DR Congo	1
Egypt	3
Gambia	1
Ghana	1
Morocco	1
Nigeria	1
Rwanda	1
Somalia	1
Togo	1
Tunisia	3

Rest of the world	Number of participants
Australia	1
Lebanon	1
Palestine	1
Peru	1

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



As it can be read from the above statistics, there was a small but considerable increase of participants for the Middle East/North Africa region. It can also be observed that this course had a very diverse geographical distribution.

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

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

I thought I knew quite a bit about Intercultural issues, the course exposed me to other complexities which I have ignored. Also, I can actually pick out aspects which can have an immediate impact in my work. The hate pyramid can actually help me monitor when and where I need to focus more attention. I also experienced Global Education in action interacting with people in different countries from my room in rural Rwanda. I got to interact with someone doing the same kind of work as myself, who works with disadvantaged youth; we connected on Facebook and exchanged ideas about work and country. I also appreciated the practical nature of the course, each exercise required critical thinking, research and in some cases actual movement around the habitat to get answers.

Manikomevwe Dawn Udjoh, Rwanda

Mohamed Samy, Egypt

...feedback is excellent and fast

For me the most interesting were weeks 1 and 2. We worked together a lot, and especially in 1st week there was a possibility to learn a lot by cooperating. I really loved the exercise 3 - developing conceptual model of GE and exercise 6 for which we had to re-think our work. But I have to say that each and every exercise was interesting, demanding, useful and relevant.

Nina Werbole, Slovenia

Ernestine Mefor Halle, Cameroon

I very much appreciated the existing policy approaches to ensuring quality and its intercultural dimension.

...exercise 7 it took me a lot of time collecting data and information as it is hard to find anything related to public issues at Egypt and analyse it was hard but I enjoyed the challenge.

Adham El-Etreby, Egypt

Marín Björt Valtýsdóttir, Iceland

I found the assignments useful but long. The group work I really appreciated and enjoyed. I liked the reading material as well. In general I am happy with the content - much of it I was familiar with but this course knotted it together in my head. I also really liked that all material was available right from the beginning.



I think that the most challenging exercise was the simulation. First because I never took part to a conference aimed at defining a framework with so many institutional stakeholders and then because I find myself a bit lost in the various conversations on-line. Moreover the part of the exercise in which we had to prepare the statement was challenging as well as it took a long time and effort to produce a piece of work that was shared by all members.

*Elisa Massari,
Italy*

*Peppi-Emilia
Airike,
Finland*

What were your main lessons learned from this course?
- that I need to learn to 'unlearn' what I have learnt earlier (about cultural issues)
- the practical challenges of multi stakeholder dialogue

I found all the course contents useful but especially the fact that I had to think and produce a text of my own and not just fill in a kind of test. I think I have the necessary intercultural competence now and I enjoyed the parts and exercises on developing strategies and plans. Communication with the other participants was also an interesting tool.

*Dessislava Boycheva,
Bulgaria*

*Anis Saada,
Tunisia*

As the conception of GE is new for me. I appreciate all the lessons and I learnt from every module a lot. As I'm a trainer and leader in many youth exchanges, I learnt several things from this course. Now I feel more global then before. I had the experience with intercultural dimension and I get the knowledge from this course.

Yes. First, although I have been involved with this topic, it somehow put everything in some framework and my thinking got better structured. I am still fascinated by the group-and would love to continue getting to know these really interesting people. I also appreciated the coaches and found their comments and interventions really useful. Would love to get to know them and their work as well more in detail.

*Maja Zozolly,
Slovenia*

*Lilit Antonyan,
Armenia*

While doing each exercise I surfed on the Internet a lot to discover more about the topic. The knowledge that I acquired during this online course is essential for my work as a teacher because I think that nowadays every teacher should try to include intercultural elements in his/her professional activities.

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

I would have liked to get more info on how to deal with intercultural education in smaller scale communities.

*Claudiu Aurelian
Baicu,
Romania*

*Matia Losego,
Italy*

I miss more opportunities to interact with the coaches and the group about the contents, the models and the examples used.



I think it would be useful to have a full module devoted to indicators and monitoring and evaluation.

*Paula Rainha,
Portugal*

*Lenka
Šmejkalová,
Czech Republic*

What did you miss in this course?
A little more intercultural learning I would say. Maybe some models or a little more exercises on identity.

I invested about 10 hours per week, but that was enough to read the content and to make the exercises but not to participate in the forums. A reason is that I had a training of 6 days and I didn't have internet access. That is way I am very thankful that you gave us an extra week.

*Lore De Muynck,
Belgium*

*Koudjo Mawuli
Klevo, Spain*

It would be better to have had more time but now I am a "better trainer"

Evaluation of intercultural competence development

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

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

6. Course October-November 2013 - Global Education: The Human Rights Dimension

The course took place from 7 October to 2 November, 2013.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 227 applications of which 114 submitted the additional application form. Out of these 114 applicants 50 participants were selected.

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



The general profile of the applicants

Most of the applicants were working in the civil society sector and the second largest group consisted of participants from the educational sector. In the civil society group, a variety of organisations can be found¹².

Geography

Due to the new activity of the NSC *Mediterranean University on Youth and Global Citizenship*, which took place 1-8 July in Hammamet, Tunisia, and which targeted participants from the Middle East and North Africa (MENA) region, there was a big increase in applicants from the MENA region. After the final selection it turned out that half of the selected participants were from the MENA region.

Focus of topics

In the past courses the focus of participants was largely on European topics (for instance on marginalised communities like Roma and Sinti and (illegal) immigrants), but due to the change of location of participants, the focus widened to issues that focused more on issues like democracy, freedom (of speech, press, etc.), and the so called Arab spring and its aftermaths. This brought a new layer to the topic and the course which was appreciated by all participants as most of the participants that were not from the MENA region found it an interesting layer of the course.

This is combined with the fact that in their opinion the social tools are not much covered in Western media (the 'tool' is but not the content and people). So despite the fact that part of the Arab spring movement was the use of social media as a tool, it appears that this social tool does not 'reach' a European audience.

¹² 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	227
Accepted	50
Rejected	64
Successful participation	22
Drop outs	28
Drop out due to health, family, or work	6
Drop out during course	12
Never participated	10

Sector	Number of participants
NGO	9
Civil Society sector	20
Education	17
Government	4

Sex	Number of participants
Female	31
Male	19

Age groups	Number of participants
18 – 25	11
26 – 30	22
31 – 35	4
36 – 40	9
40 +	4

Geographical location	Number of participants
Western Europe	4
Central/Eastern Europe	12
Africa	23
Rest of the world	11

Europe	Number of participants
Armenia	1
Azerbaijan	1
Belgium	1
Czech Republic	2
Georgia	1
Greece	1
Malta	1
Montenegro	1
Portugal	1
Romania	2
Russian Federation	2
Slovak Republic	1
Slovenia	1

Africa	Number of participants
Algeria	1
Cameroon	1
Egypt	7
Ethiopia	2
Kenya	1
Gambia	1
Morocco	4
Somalia	2
Tunisia	3

Rest of the world	Number of participants
Iran	1
Iraq	2
Nepal	1
Palestine	4
Philippines	1
Syria	1
Yemen	1

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



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

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

What did you specifically appreciate or found useful in this course?
That the course could be easily switched to one's particular needs. The assignment weren't uniquely coursework, but actual work needed within one's community with the added bonus of having specialized response on it.

Tony Mizzi, Malta

Amro Selim, Egypt

Please elaborate how this course may impact your work.
Yes, it is too useful in my press work because I am trainer in media field and my online newspaper have special department for human rights and all of this related to my press work as journalist.

What did you specifically appreciate or found useful in this course?
The fact that in 4 weeks we receive a high quality educational packages

Adina Macovei, Romania

Mohamed Laasri, Morocco

The course was good I learned a lot of things from the most important strategic thinking, and how to determine needs and preparing designs for the activities, and to identify targets accurately, and work with a team

What did you specifically appreciate or found useful in this course?
the library which is full of resources, asking each group to search locally and think globally, having people from many different countries with different experiences but dedicated to and interested in the same issue, the mixture between practical and theoretical activities, individual and group work, giving models and examples, and all the time refers to the local context (all the activities relates to the local context, all the previous I find strong points in the course. The course is ideal in using coaching and immediate response to any questions.

Osama Ramzy Henry, Egypt

Ernestine Mefor Halle, Cameroon

I have acquired skills in team work, identifying opportunities for citizens of your municipality to participate in human rights education activities, role as a HRE educator

I think that my knowledge about Global Education and Human Rights Education has increased and it helps me in my work. It will help me to organize my trainings on such topics better and more appropriate to the international standards.

Shushan Amirkhanyan, Armenia

Sheyla Atesh Rzaeva, Azerbaijan

How do you feel about the support and the feedback of the coaches?
This was my favourite part, I liked the coaches' responses and feedbacks very much, they all were very clear, up to the point and with personal approach!



Broadly speaking, I appreciate very much the academic and systematic way that is adopted to communicate, to react and to address the role of global education in social mobilisation and democratic transition.

Abdelilah Rachidi,
Morocco

Amira Oudji,
Tunisia

Chihi

I think I have learnt enough about certain ways to address the topic within my work environment. As a teacher, I was not sure about how to address the topic within my lessons, I guess now I am ready to develop and extra-curricular activity that would centre on HRE.

While in general the feedback was positive, participants also had some suggestions and comments. The most commented issues are related to requests for additional topics or focus, and amount of time available.

What I missed a little bit was to dedicate more time on the important elements of a strategy such as monitoring and evaluating, some suggested steps on how to define a good objective in the process of developing a strategy and some tips on good alternatives if something goes wrong.

Jana Figel'ová,
Slovakia

Anamaria Coroian,
Romenia

Unfortunately the time was not sufficient. I wanted to complete the assignment and to do it right, this is why the time was not sufficient. It would have been sufficient for some superficial answers.

I miss HRE and other Education Fields likes Citizenship Education, Development Education, Environmental Education, Peace Education, Law-related Education

Safa A-Shabab,
Palestine

Paula Rainha,
Portugal

Do you feel more inspired to work in the fields of Global Education after having participated in the course?
Yes definitely, I am already out there! However I would have liked to have more in-depth treatment of HR as a module/subject.

7. 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, and get to know other practitioners with different backgrounds, and work on their own case/training activity.
- Course content and especially the diversity of participants (both professional as geographical) made the course really global.

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

Knowledge, competences and skills.

Many participants indicated that they have developed knowledge, but most participants indicated they have learned more practical skills on how set up an activity and what elements are important for that.

A few participants indicated these courses made them feel more competent and confident, yet not enough. For some, this was a first step, for others, who already had some experience, it was inspirational and made them realise how much more they need to learn and the support they need from institutions.

As an example we would like to include the comment and assignment of one of the participants from Malta. This contribution is a clear example of how the multiplier effect of the course takes place:

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

In the actual assignment it is clearly described what people learn and try to achieve with the presented materials in the course, please see attachment 11¹³.

Communication

These courses saw a normal level of communication between the participants. For these courses we have set up a dedicated (closed) Facebook account in order to facilitate the getting to know each process which works very well and is much appreciated by the participants. We also notice that due to this Facebook group people easier contact each other for the first assignments.

¹³ Attachment 11: Assignment example



Methodology and exercises

- Participants believed that exercises fitted well the course contents and objectives.
- Most participants say they needed more time to conclude them. Some even stated that if there was more time they would have completed the assignments more thoroughly.
- People appreciated the use of video material and requested for more of them.

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

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

Coaching

Overall evaluations of coaches' performance were positive. Most if not all participants appreciated the guidance and support of coaches as "useful", "helpful", "prompt", "efficient", "objective", "generous", "kind", "constructive".

People also appreciated the Facebook (which was monitored by the coaches) which they not only use for getting to know each other and arranging group work but also as a tool to ask for clarifications by the coaches.

Suggestions for improvement

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

- More group assignments in small groups (like the role play exercise)
- More time. There is a significant increase of number of participants that mention they would need more time to complete the course. The reasons for this vary (intensive next to other activities, too much knowledge to absorb, group work, etc.).
- Add new modules to the course like working in small scale communities, monitoring and evaluation
- more courses on this topic