



## Third Evaluation Report 2013

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

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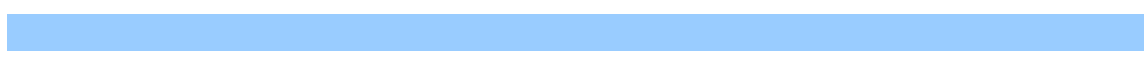
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1. General Overview of Activities	2
2. Course outline Global Education: Intercultural Dimension	2
3. Facilitation of the course	4
4. Course November 2013 Global Education: Intercultural Dimension	6
5. Overall course evaluation	9

Attachment 1	Application form
Attachment 2	Info pack-GE:ICD
Attachment 3	Tour of the homepage
Attachment 4	Welcome-email
Attachment 5	Reminder-e mail
Attachment 6	Course participants: November 2013 GE:ICD





## 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, the *Global Education: Intercultural Dimension* was offered in November 2013 from 18 November to 15 December, 2013.

Out of the 78 applications 45 participants were selected. The geographical background of the participants was diverse with an equal distribution between Western Europe, Central and Eastern Europe, and Middle East - North Africa countries (MENA).

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

## 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

### 3. Facilitation of the course

The facilitation of the online training course includes:

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

After deciding on the course date, a call is being 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 form<sup>1</sup>. 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.

<sup>1</sup> See attachment 1, 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 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 of assignments). The different responsibilities of the coaches are described above in the list of facilitation features. In principle this means that participants are being coached for a period of around 7 weeks (2 weeks leading up to the course, 4 weeks during the course, and one week after the course). During each course three coaches are actively coaching the participants<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 80% of the activities should be completed and there is one activity that is obligatory: *assignment 7: Analysing an intercultural issue as it appears in public political*. Especially this last requirement turns out to be a threshold, were during the first weeks participation reaches up to 95%, it slowly diminishes towards the end of the course and participants are expected to do the two most complex assignments at the end of the course. Normally this leads to an extension of the deadline for submission of assignments.

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.

<sup>2</sup> See attachment 2, Info pack-GE:ICD

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

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

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

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



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

#### 4. Course November 2013 Global Education: Intercultural Dimension

The course took place from 18 November to 15 December, 2013

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 78 applications of which 51 submitted the additional application form. Out of these 51 applicants 45 participants were selected. The reason for the selection of this number of participants was that out of the 51 complete applications 6 did not meet the criteria for participation.

#### 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. In the civil society group, a variety of organisations can be found<sup>7</sup>.

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<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, 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	78
Accepted	45
Rejected	6
Successful participation	15
Drop outs	30
Drop out due to health, family, or work	4
Drop out during course	10
Never participated	16

Sector	Number of participants
NGO	3
Civil Society sector	22
Education	15
Government	5

Sex	Number of participants
Female	27
Male	18

Age groups	Number of participants
18 – 25	9
26 – 30	18
31 – 35	12
36 – 40	3
40 +	3

Geographical location	Number of participants
Western Europe	11
Central/Eastern Europe	13
Africa	18
Rest of the world	3

Europe	Number of participants
Bulgaria	1
Czech Republic	1
Finland	1
Greece	2
Hungary	2
The Netherlands	1
Italy	2
Latvia	1
Republic of Macedonia	1
Malta	1
Montenegro	1
Poland	2
Portugal	3
Romania	2
Russian Federation	1
Slovak Republic	1
United Kingdom	1

Africa	Number of participants
Algeria	6
DR Congo	1
Egypt	3
Morocco	4
Nigeria	2
Somalia	1
Tanzania	1

Rest of the world	Number of participants
India	1
Lebanon	1
Venezuela	1

For an overview of applicants, and their organisational background, please see attachment 6.



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 have learned to see things from different perspectives and I think this will help me in my future work. I have also learned to recognise the connection between classroom learning and education as a whole, and further on, the direct link between education and social and political stance. I think this would be useful to keep in mind in everything I do, not only in my work as an educator.

*Petya Yankova,  
Bulgaria*

*Suruciuc  
Bogdan,  
Romania*

Very challenging my thought were the top 3 exercises as required increased attention things around us and very important exercise was 10 because it was a way to put into practice what I learned.

Absolutely got and develop competences such as tolerance, intercultural competence, global educator competence and diverse competences.

*Mohamed Abdi Ali,  
Lebanon*

*Gradinaru Anca  
Marcela,  
Romania*

What were your main lessons learned from this course?

- recognizing the diversity of representations and values;
- interaction between different representations and instances of value;
- intercultural communication as the basis of social dynamics, and healthy living vision of identity as evolutionary formations resulting from cultural contacts.

my knowledge definitely increased. I have deeper knowledge know, but also I could reflect on my work (that we are going in good direction). Even more emphasis on action orientation and social change (that we normally do not put in the centre of intercultural education). But sometimes it was difficult to follow each module in a week (due to personal commitments, travels etc.)

*Edina Tarjan,  
Hungary*

*Catherine  
Fidelis,  
Tanzania*

My great lesson was that time management was crucial, collaboration was important, there is a need to motivate oneself to read and understand

Do you consider that throughout this course you have increased your knowledge?  
yes very high that will be very useful for me to create some creative programs for our kids in schools.

*Abdelghani Bakhach,  
Morocco*

*Ingy Lotfy,  
Egypt*

What were your main lessons learned from this course?  
To work under time stress but still be able to finish the work neatly and done in the best way I could. I also learned to come up with new ideas and I found out that I can actually do that.

frankly speaking, I really appreciate the didactic approach that is adopted to explain the role of intercultural education in development

*Abdel-Ilah Rachidi,  
Morocco*





and improvement of society , furthermore, I appreciate the way ICD team and coaches are communicating with all participants , it is was very ideal

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.

The course is well structured, with interesting contents. I appreciated the assignments, because they were challenging and the support of the coaches during all course.  
I guess is the course is too short and too much information to assimilate and learn. Basically I missed more time (also because of my job) to reflect more and complete the assignments.

**Sara Andrade,  
Portugal**

**Clement Obayi,  
Nigeria**

I missed active participation of other participants. Most of the participants were unavailable during the course time duration. The chat platform was not very helpful so I was unable to learn from other participants.

one of the most important thing that I really missed is the spirit of team working and how to continually work in reality to implement those objectives

**Abdel-Ilah Rachidi,  
Morocco**

## 5. Overall course evaluation

### Overall impressions based on participants' feedback

Overall expectations on course contents were met and comments were very positive. However, due to the fact that there was a low level of participation, the collaborative assignments and discussions did not work out as it was needed or expected.

This lead to one participant posting the following question:

*I have a very quick question... It seems like as if nobody's taking part in the course... It'd be maybe useful if you could give us a few basic instructions on how to proceed... Or are we all shy?*

During this course we had an unusual high number of people that did not show up. We send out several emails to them but as they did not show, they also not responded to these emails.

Others had genuine reasons to stop participating and did let us know:

*I am sorry to let the team know that I see myself forced to withdraw from these training for personal reasons of family policy, I present my apologies further and I hope you can understand me.*



There is no apparent reason for this unusual low level of participating despite the low number of applications. The selected participants met the selection criteria and would also have been selected when we would have had high number of applications. The only other reason we can identify is the timing of the course (close to the Christmas period as many organisations are finalising their work).

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.
- Course content and especially the diversity of participants (both professional as geographical) made the course really global.

### **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 one participant wrote:

*how do I develop those competences in reality?*

### **Communication**

This course saw a lower than usual interaction between participants. Where we asked to interact with one or two other participants in some assignments, people found it hard to complete the task but thanks the dedicated Facebook group most active participants succeeded.<sup>8</sup>

However, the role play exercise which has to be done in groups could only be partially completed. This led to complaints about the general participation as the active participants could not complete it without the participation of the non-active participants.

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<sup>8</sup> <https://www.facebook.com/groups/538314812924396/>



## Methodology and exercises

- Participants believed that exercises fitted well the course contents and objectives.
- Many participants were disappointed by the lack of participation in the collaborative assignments and discussion fora.
- 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
- Facebook
- Call centre
- Discussion forum
- Chat

## 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".

## Suggestions for improvement

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

- More group assignments in small groups (like the role play exercise)
- More time/ longer course
- Assure that the people that are selected also actually participate