



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.

In 2011 this course was offered two times:

- 28 February to 25 March
- 6 June to 1 July

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, a three day working and planning meeting with NSC secretariat was organised in Lisbon.

The courses offered 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 each course (sections 3, and 4), and an overall evaluation of participation in the course (section 5). In section 6 a short description is offered on the evaluation meeting in Lisbon (accompanied with a full report).

2. Implementation of 2011 Courses

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 dates, 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 form¹. 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 course². One day before the course starts they receive a third email with information on the learning environment and how to use it³.

On the day the course starts participants receive an email with a welcoming word and instructions for the first week⁴. 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

¹ See attachment 1, application form

² See attachment 2, infopack-GE

³ See attachment 3, Tour of the homepage

⁴ See attachment 4, welcome-email



up to the course, 4 weeks during the course, and one week after the course). During each course three coaches are actively coaching the participant⁵.

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 assignments⁶.

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; in the two courses, 66 out 105 participants successfully finished the course, which we consider to be a good score for an intensive online course.

3. First course March 2011

The first course took place from 28 February to 25 March, 2011

After the decision on the start date, calls was sent out by NSC and TNU. This resulted in 88 applications. Of these 88 applications, 70 submitted the required additional application form. Out of these 70 applications, 50 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 found⁷.

⁵ The coaches are: Celina del Felice, Ditta Dolejsiova, and Vic Klabbers

⁶ See attachment 5, reminder-email

⁷ 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	88
Accepted	50
Rejected	33
Successful participation	29
Drop outs	21
Drop out due to health, family, or work	6
Drop out during course	8
Never participated	7

Sector	Number of participants
NGO	17
Civil Society sector	16
Education	14
Government	3

Sex	Number of participants
Female	35
Male	15

Age groups	Number of participants
20 – 25	10
26 – 30	19
31 – 35	10
36 – 40	3
40 +	8

Geographical location	Number of participants
Western Europe	10
Central/Eastern Europe	21
Africa	11
Rest of the world	8

Europe	Number of participants
Armenia	1
Bulgaria	3
Czech Republic	1
France	1
Germany	1
Great Britain	3
Greece	2
Hungary	3
Italy	1
Latvia	1
Macedonia	1
Poland	7
Portugal	1
Rumania	1
Slovakia	2
Spain	1
Switzerland	1

Africa	Number of participants
Ethiopia	2
Ghana	1
Kenya	2
Nigeria	2
Togo	2
Tunisia	1
Zimbabwe	1

Rest of the world	Number of participants
Australia	1
Philippines	1
India	1
Madagascar	1
Nepal	1
Pakistan	1
Palestina	1
Taiwan	1

For an overview of applicants, and their organisational background, please see attachment course 1⁸.

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

⁸ See attachment 6, course 1

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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 5 an overall evaluation is presented.

I think that I have widened the scope of comprehension of the subject of HRE. I got some practical skills of know how to organise some actions (by assignments of my peers)

**Kaja Kowalczewska,
Poland**

**Dessislava
Boycheva,
Bulgaria**

The course is well-designed and planned. It actually met my demands and expectation because I wasn't experienced about HR before doing it. It was well planned giving me the idea of GE first, HR next, their global and local perspective and inspiring me to develop activities of my own.

I have to announce that in following cca three days I cannot attend the course because my laptop is broken. But i hope that really in two three days i will find and buy some and then i can study study study, discuss discuss discuss and share share share :)

**Lívia Magdošková,
Slovakia**

**Magdalena
Jakubowska,
Poland**

Exchange with people from all over the world, feedback of coaches, many interesting material in one place on the web page, access to the documents and finally from meta-level: the methods that were very diverse and supported different type of learners.

I must say this course was definitely ground-breaking to me. The contents were carefully selected, and as such, absolutely relevant. I also found the idea of a course which goes from an easy level to an elaborated level (at least to me) quite productive. My role in teaching English from a GE and HRE perspective can be much improved. GE and HRE are going to be always present in my teaching practice.

**Ana Isabel Lopes,
Portugal**

**Magdalena
Stoyanova
Zhelyazkova,
Bulgaria**

it was obvious that the coaches read our work and help us actively. The knowledge acquired will allow me to do training in human rights more interesting and diverse.

By mapping I came to know the problems of my area and further more I am able to plan activities to address these issues

**Muhammad
Ghazanfar,
Pakistan**

**Vassilis
Psallidas,
Greece**

after this course, the quality of action in MIO/ECSDE is going to be better, and more specifically in the training of trainers of Educators. The dissemination in Greece and as well in Mediterranean region

I feel more able to plan and organise an HRE educational program in a structured way thanks to the last 3 assignments

**Laetitia Barbry,
France**

**Magdalena
Jakubowska,
Poland**

It was great! I have participated in 3 other e-courses and here I got finally what I need in my learning process: assistance in learning, feedback on assignments but also moderation of forums, etc. Questions were very useful for further reflection and a chance to address Call Center was a great idea.

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I feel more competent in designing HRE activity, tuning HRE activity and doing action planning. I think I've improved my educator skills in HRE field.

**Tahiriavelo
Radriamanantena,
Madagascar**

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 would improve the virtual chatting tool to retain messages, cause the first exercise was complicated to do without it.

**Marta Tudela
Sanchez,
Spain**

**Iro Alampei,
Greece**

I would have liked more group work with the fellow participants. Interaction was possible with the forum, but for the assignments, you could design for example one exercise, that would have needed the collaboration of 2 or 3 participants.

The course should allow more direct communication tools among the participants and the coaches.

**Katarína
Nikodemová,
Slovak republic**

**Inga Marie List,
Germany**

more examples for content from all over the world - it is a bit Europe centred which is understandable but a pity

not easy to replace the wealth of communication and the dynamics of a face-to-face workshop. Friendship, empathy, can be achieved, but perhaps more time is needed?

**Mahal Da Costa,
Switzerland**

4. Second course June 2011

The second course took place from 6 June to 1 July, 2011.

The call for this course resulted in 121 applications. Of these 121 applications, 76 submitted the required additional application form. After consultation with the North South Centre, it was decided to increase the number of participants in order to adhere to the larger number of applicants. Out of these 76 applications, 55 applicants were selected and invited to participate.

Comparing to the first course of 2011, there was a great variety in the professional and geographic background of the applicants.

The course resulted in 37 out of 55 participants who successfully completed the course. The general profile of the selected participants was:

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Participation	Number of participants
Total applications	121
Accepted	55
Rejected	66
Successful participation	37
Drop outs	18
Drop out due to health, family, or work	5
Drop out during course	7
Never participated	6

Sector	Number of participants
NGO	19
Civil Society sector	16
Education	15
Government	5

Sex	Number of participants
Female	36
Male	19

Age groups	Number of participants
19 – 25	10
26 – 30	24
31 – 35	11
36 – 40	3
40 +	7

Geographical location	Number of participants
Western Europe	27
Central/Eastern Europe	10
Africa	9
Rest of the world	9

Europe	Number of participants
Armenia	3
Belgium	1
Czech Republic	1
Denmark	1
Finland	2
France	1
Germany	4
Great Britain	5
Greece	2
Hungaria	2
Italy	1
Poland	3
Portugal	3
Republic of Moldova	1
Spain	3
Sweden	1
Switzerland	1
The Netherlands	1
Wales	1

Africa	Number of participants
Egypt	3
Ghana	1
Morocco	1
Nigeria	1
Somaliland	3

Rest of the world	Number of participants
Argentina	1
Brazil	1
East Timor	1
Ecuador	1
Madagascar	1
Pakistan	1
United States of America	2
Uzbekistan	1



For an overview of applicants, and their organisational background, please see attachment course 2⁹.

The overall evaluation of the course was very positive, with a high rating of satisfaction among the participants' evaluation questionnaires, considering participants' diverse professional and geographical backgrounds. This does not mean that there were no critical voices but in general people submitted an overall positive evaluation with one or two critical notes.

Please find some quotes:

The course gave me a good opportunity to reflect on things I haven't thought about before. I have also gained more confidence as an HR educator.

Yasmine Fakhry,
Egypt

Lana Yoo,
USA

I also wanted to say thank you very much for the support throughout the course. It was an enriching learning experience which gave me a wider understanding, perspective, and the tools to continue learning within the HRE field.

I think the exercises were the best part of the course- relevant, interesting, interactive. As a civil servant I take part in Global Education Week activities- for sure I will share experience of that course.

Patrycja Szewczyk,
Poland

Katarzyna Jasikowska,
Poland

I really appreciated and enjoyed the First Module devoted to GE and that was the major reason for me to apply for the entire course - to learn about the GE. I really loved the structure, presentation and the possibility of having feed back on my thoughts both from the students and our tutors. I wish it was one module not the two:-)

What did you learn in this course?
how to deal with different opinions and how everyone thinks about issues little bit differently

Peppi-Emilia Airike,
Finland

Jara Schreiber,
Germany

I got to know how important the role of the HR educators are in HRE and that it always needs reflection of its own environment, situation etc. in order to create activities in a "glocal" way. The course contents showed in a really practical way what HRE means. I would like to deepen this knowledge and become active in an organisation that works on HR and tourism.

The role-play and Bingo. It was the first time that i've done that on a eLearning course and it obliged me to be dependent on others: a good thing, but puts some time and organization related problems.

Maria Alcina Silva,
Portugal

Anahit Hovsepyan,
Armenia

the course was very well structured, i.e. starting from introduction, then developing specific parts of the course and finally producing the main task of the course. It was a correct tactics since according to target group of the course, it was designed not only for professionals in HRE but also for people who are interested in the field of human rights. So, while performing

⁹ See attachment 7, course 2



the assignments in given order, step by step we had opportunity to get familiarized with the main subjects and then occasionally refer to previously learned materials and completed tasks.

Any other comment?

Thank you for pushing me forward on this path!

Anna Sastre,
Finland

Céline
Vanhoenacker,
France

The "questions" included allowing to reflect on what has been learned and one's practice outside of the course. The participative / communicative approach: creating links between people through mails, forums, role play was fun.

For all questions of this evaluation, I kind of think: ask me again in 3-4 months once I have taken time to read the course and really reflect on and with it, and once I have somehow put it into practice.

While in general the feedback was positive, people also had some suggestions or comments. The most commented issues are related to the amount of time available, more in-depth materials/assignments, and requests for more collaborative assignments/tools.

maybe an example of an global education activity where we have to see the challenges/problems or the good things and discuss

Anja Lenz,
Germany

Christian
Nitschke,
Germany

The time to dig deeper is a thing i miss. The concept does not support a slower and more detailed work on one aspect.

Maybe I missed a bit more discussion with the other group members, maybe we could have had some online conference during different times (I know, difficult coz of different time zones and ppl working at different hours).

Marie Katharina
Imogen Friese,
Germany

Mia Eskelund
Pedersen,
Denmark

I've had a much more hectic week than expected, my mom's been ill, so other responsibilities than usual. But when I saw the deadline extention, I thought i'd rather do the assignments properly, rather thsn hastily! So they are in the making!
Thanks for a really amazing course!

I used to download all the contents of the course to word and then read it. I consider it could be useful to have the content in a downloadable format.

Carlos Alberto
Arrieta,
Ecuador

During this course we encountered a slight problem with the discussion forum, contributions by some participants did not appear on the board. After research it turned out that a few days before the start of the course a new version of the Firefox browser was introduced and that we needed to adjust the coding. Since only a few participants had the most recent browser only a few messages were lost.

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5. 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 library, glossary 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:

- How to deal with difficult questions concerning the subject (for instance in a classroom setting or presentation)
- More examples of cases

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. A few participants indicated this course made them feel more competent and confident, yet not enough. 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.

What differed from previous participants and their evaluation reports was that in these two courses more people from the educational sector participated and that they clearly indicated that they will use the knowledge acquired and materials in the course for their own educational activities.

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.
- Reflections on the links between HR, globalisation and social justice. Participants mentioned for example the importance of having a "global" picture and also paying attention to rich and diverse local perspectives.

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- 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 interactive exercises.
- The most challenging exercise was the mapping exercise, followed by the planning assignments, the activity design, the role play and bingo.
- Some comments were made on the discussion forum as being “difficult” due to its format (small font and long contributions).

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

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

Coaching

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

For example: “I appreciate the prompt and objective evaluation of the assignments, the very encouraging comments and suggestions and most wonderful of all the prompt response to questions or comments from the call centre. I give you a pat on the back for a job well done.”

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.

Suggestions for improvement

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

- Need of more interactive methods (like Bingo and role play)
- Need of more examples, case studies and best practices for each type of target group (age, professions, etc., how to make contents accesible to children)
- Discussions with experts
- Information on how to monitor and evaluate HRE
- More time/ longer course

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In the overview per course (chapter 3 and 4) we added some new tables. One of them is on the success rate of participants. We divided the drop outs in three categories:

Drop out due to health, family, or work

Participants placed in this category are those that send a message during the course explaining why they are dropping out. In general there are three reasons for this. First is health and family related, either the participant themselves or their family are sick or died etc.

The second category is work related, people suddenly had a new assignment or, and this is the most mentioned reason, people need to travel for work (field trips or conferences). Since a number of people are professionals, this is something that is always will happen and cannot be prevented.

Drop out during course (but learned from it)

People in this category drop out during the course but they do not send an explanation. Towards the end of the course we send them several messages to stimulate them to participate and to ask if they need any assistance. The people in this category do not respond to these mails. However, the mails do work because some people that drop out at this stage (according to our observations), start participating and finishing the course.

Never participated (or had a look only once)

Some people register, write a motivation through the additional application form (which should take people at least an hour to prepare), are rewarded the scholarship but do not participate in the actual course. An important aspect with regards to participation is the fact that the course is in practice for free. Instead of payment there is the additional form that applicants have to submit. This should make people aware that it is not free, but obviously it does not work for everybody. We tried to contact these people but if they do not start the course for some reason, they are likely to not respond to emails.

Some reasons given for drop out (during course):

I am sorry to inform you that i may (most likely) not be able to continue actively and fully in this great course (very sad to say). I have suddenly, way too much to cope with academically and otherwise at the moment

**Vanessa
Agbedahin,
Togo**

**Katherine
Harbord,
Great Brittain**

I have been at my family home, which is in a very rural area with no internet coverage - we have had a series of family difficulties this week, including the funeral of my grandmother, the presence of one of my brothers in Japan, the illness of my grandfather and the admission of my father to hospital as an emergency

Over the last 2 weeks I've had an unforeseen family emergency consume the greater part of my time. As a result, I am unable to continue in the class. I've fallen extremely behind and won't be able to get to a point of really feeling back on track.

**Catherine Lindskog,
USA**

**Monika Kovacs,
Hungaria**

I am very sorry, but I have been too busy during these weeks to really participate at the course. I understand that you can not give me a certificate.
Thanks for your understanding.

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I'm very sorry that I missed out on the course assignment.
I was down with a bout of malaria.
I'm still recovering. However, I'll try to complete the assignments.

Godwin Yidana,
Ghana

Follow-up

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

6. Evaluation meeting Lisbon

Following the first full year of offering the on-line training course *Global Education: The Human Rights Dimension*, an evaluation meeting was held in Lisbon on 11-13 April 2011. In order to make this meeting efficient, several other topics were put on the agenda as well. The purpose of the meeting was to discuss the current state of affairs and the future proceedings regarding online courses developed and offered by The Network University and the North South Centre. In the attached report topics discussed and their follow up (if applicable) are presented¹⁰. The topics are divided according to the agenda and the report is completed at the end with a conclusion.

The agenda of the meeting comprised of the following topics:

- Evaluation of 2010 exercise
- Update by TNU members of the conceptualisation process of the Intercultural Dialogue E-course
- Prospects for E-courses for 2011-13
- Collaboration with local partners and translation of courses into Spanish (possibly followed by Portuguese and French)
- Development of Training of trainers course

Looking back at the meeting, it can be noted that a lot has been achieved and developed. The course offering is becoming more successful in terms of the number and the quality of applications. Also the offering of the course and the cooperation between the coaches and NSC were positive.

¹⁰ See attachment 8 – evaluation meeting report 2011