



Evaluation Report 2014 – AA-DC-01

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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 offered during the second trimester of 2014.

The first course that was offered during this period was the *Global Education: The Human Rights Dimension* course, which took place from 9 June to 6 July, 2014. Out of the 219 applications 51 participants were selected. Most participants were from Europe, with and another large group from Africa.

The second course that was offered during this period was the *Global Education: The Intercultural Dimension* course, which took place from 25 August to 21 September, 2014. Out of the 97 applications 56 participants were selected. The geographical background of the participants consisted mainly of people located in Europe.

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

2. Course outline Global Education: The Human Rights Dimension

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

The four-week online learning course involves 10 hours of learning per week, which includes reading course materials, online discussion and participation in interactive exercises. The course includes coached interactive individual and group exercises, a discussion forum, chat, a glossary and a virtual library.

The four modules/weeks are:

1. Introduction to Global Education: Human Rights Education Basics

The first module looks at the foundations of global education. It starts with an overview of global education, leading to the positioning of human rights education as part of the global and local processes. It also offers an overview of human rights and their place in a globalized world, where interconnectedness is an integral part of today's learning and living. Finally, this module explores the *glocal* dynamics, methodology and approaches to human rights education.



2. Understanding Human Rights Education in your *glocal* context

The second module of this course addresses the needs for an improved understanding of one's own context in order to be able to assess the necessities and the goals for a human rights education. Through a mapping exercise and an analysis, participants will be exploring the different actors, existing actions and approaches used in practice and the interconnections that exist in between them. Based on this, they will be able to identify the main challenges and reflect on the dilemmas in and for human rights education.

3. Developing strategies for action

The third module of this course examines the possible levels of interventions by helping to develop the adequate strategy for action in the field of human rights education. It also tackles the cross-cutting issues related to human rights education, as well as offers an opportunity to experience a negotiation on implementing a human rights education curriculum as a policy.

4. Developing Human Rights Education activities

The fourth module of this course focuses on the practical aspects of human rights education by focusing on activities design and action planning in the different spheres of action, such as the formal, non-formal and informal education, advocacy and / or policy development. It also includes the evaluation and a debate on the follow up to the course.

The specific contents include:

- Introduction to global education
- Human rights in the context of global education
- Human rights education
- Mapping of existing human rights action at a local level
- Dilemmas and challenges in human rights education
- Development of strategies for action
- Reflecting on cross-cutting issues
- Activities design
- Action planning

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



3. Course outline Global Education: Intercultural Dimension

Like the GE: HRE course, 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 continued to use 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.

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



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.

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.

⁴ See attachment 4, Application form

⁵ See attachment 5, Info pack-GE:HRE

⁶ See attachment 6, Tour of the homepage

⁷ See attachment 7, Welcome-email



From the moment of acceptance to the course, participants are being coached until after the end of the course (late submissions of assignments). The different responsibilities of the coaches are described above in the list of facilitation features. In principle this means that participants are being coached for a period of around 7 weeks (2 weeks leading up to the course, 4 weeks during the course, and one week after the course). During each course three coaches are actively coaching the 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: HRE course - *assignment 8: Design a HRE activity* and for the GE: ICD course - *assignment 7: Analysing an intercultural issue as it appears in public political discourse*). Especially these last requirements turn out to be a threshold, were during the first weeks participation reaches up to 95%, it slowly diminishes towards the end of the course and participants are expected to do the two most complex assignments at the end of the course. Normally this leads to an extension of the deadline for submission of assignments.

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

The package 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)¹⁰
- a CD-ROM with the contents of the course

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

⁹ See attachment 8, Reminder-email

¹⁰ Next to the choice of a printed version of the Global Education Guidelines' in their preferred language, participants also receive information on where to download a digital copy which is available in English, French, Arab, Bulgarian, German, Italian, Polish, Portuguese, Slovenian and Spanish. Greek and Montenegrin versions will be made available during the second semester of 2014). See http://www.coe.int/t/dg4/nscentre/GEguideline_presentation_en.asp



5. Course 9 June - 6 July, 2014 - Global Education: The Human Rights Dimension

The course took place from 9 June to 6 July, 2014.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 219 applications of which 101 submitted the additional application form. Out of these 101 applicants 51 participants were selected.

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 found¹¹.

Geography

Surprisingly there were only a few applications from the Middle East and North Africa (MENA) region whereas during the previous course there were many applications from this region. It is our assumption that the number of applications is directly related to HRE activities in the region like for instance the activity of the NSC *Mediterranean University on Youth and Global Citizenship*. We assume that the networks and sharing of the calls for the course are not as strong as in other regions and we hope this will change in the future.

Participants came mainly from Europe with a strong presence of participants from Central/Eastern Europe. Due to the quality of the applications we also selected a relatively large group of participants from Africa (17).

Start of the course

The start of the course had to be postponed by one week as the server that hosts the learning environment and thus the course came under a so called distributed denial-of-service (DDoS) attack and therefore the participants could not access the learning environment. Because it took some days to identify the reason and then divert the traffic to another server, we decided to postpone the course with one week. During most time of the course running the learning environment was reachable besides some few hours when we had to move traffic again.¹²

¹¹ 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.

¹² In computing, a distributed denial-of-service (DDoS) attack is an attempt to make a machine or network resource unavailable to its intended users. For more information see http://en.wikipedia.org/wiki/Denial-of-service_attack



Participation	Number of participants
Total applications	219
Accepted	51
Rejected	168
Successful participation	32
Drop outs	19
Drop out due to health, family, or work	5
Drop out during course	12
Never participated	2

Sector	Number of participants
NGO	9
Civil Society sector	20
Education	16
Government	6

Sex	Number of participants
Female	35
Male	16

Age groups	Number of participants
18 – 25	16
26 – 30	16
31 – 35	10
36 – 40	6
40 +	3

Geographical location	Number of participants
Western Europe	20
Central/Eastern Europe	10
Africa	16
Rest of the world	5

Europe	Number of participants
Armenia	1
Austria	1
Belgium	1
Bulgaria	1
Cyprus	1
Czech Republic	3
Denmark	2
Estonia	2
France	1
Germany	1
Greece	1
Hungary	1
Ireland	2
Italy	3
Netherlands	1
Poland	2
Portugal	1
Serbia	1
Slovakia	1
Spain	1
United Kingdom	2

Africa	Number of participants
Botswana	1
Cameroon	2
Ghana	1
Morocco	1
Nigeria	2
Rwanda	1
South Africa	1
Tunisia	2
Uganda	2
Zambia	2
Zimbabwe	1

Rest of the world	Number of participants
Pakistan	1
Sri Lanka	1
Turkey	1
United States	1
Vietnam	1

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



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

I have upgraded my knowledge and understanding, beliefs, values and attitudes in human right education.

*Francis Owusu,
Ghana*

*Jan Woska,
Czech Republic*

I found the content of the course very interesting and challenging. I enjoyed communication with other participants, especially in Bingo exercise we cooperate very well. I specially appreciate that course show me complexity of human rights education issue.

In this course I appreciated how it was prepared from the module 1 to module 4. The course has given me a time to work on human rights situation in my country and at global level in general. To do a research on human rights in my country gave me the understanding of how media and other organizations found issues related to human rights protection or violation at different levels of the government, the community, churches and everyone who care about human rights and dignity.

The course gave me the capacity to be able to prepare the HRE course or activity based on the local situation and on the target group that I am going to work with. The course has responded many questions that I was being asked myself. The dilema cases were part what i was asking myself daily. I appreciated how the course gives you the understanding of the context you work in as a HRE and then give you the capacity to deal with challenges that may arise.

I found useful the exercises and assignments. How the assignments were prepared reflected on the needs of a human rights educator.

*Pacifique
Ndayishimiye,
Rwanda*

*Sofie Nielsen,
Denmark*

I think the course gave me a good insight into the concepts of 'Human rights', 'Global Education' and 'Glocalization' with good definitions. The course had a good continuity as the concepts of each module made the next module possible. The exercises also made sense in relation to each other. The exercises are good tools that I can use in my future work.

I improved my knowlede on HRE and GE and organisations active in the HR field in the area where I live and I became more aware of the HR issues. I improved my strategy/activity planning/design skills. I got new ideas and increased my motivation for developing HRE activities. Finally, I improved my communication, language and digital skills.

*Lenka Trpin,
Slovenia*

*Csilla Dobosi,
Hungary*

I think through the assignments, especially the role play helped me to understand why it takes sometimes longer to solve a HR issue in the society.



I learned to be more direct and concise in my critical views. I also understand the main differences between professional education and human rights education. I learned how to address different audiences, think in audience's perspectives, write in ways that would induce the audience to accept the writer's opinions/offers. I would let other colleagues know that this class is very useful once they leave the academic word and enter a field of work. It's perhaps the most helpful online course that I've taken as efl teacher and trainer.

This course has given me the knowledge to write appropriate professional documents. I would tell other people that this course is a lot of work but that the work is extremely useful and the knowledge and lessons gained in this course can be used in many aspects of their lives and professional career.

Amine Bouzham,
Morocco

Dmitri Fefilov,
Estonia

My overall opinion of the course is very positive. I wouldn't say that I learned a lot new stuff but there were many things that helped to sort some things out. Moreover, the course inspired me to learn more about Human Rights and pursue the action plan implementation.

i have increased my knowledge about HR and GE. My work will be highly influenced since i will present some of the things that i have learned to my University as well as promote the introduction of a course concerning the HR on GE at the University.

Helen Vasilopoulou,
Greece

Kelebogile Tlhako Simula,
Botswana

What were the main competences and skills you have developed throughout this course?
Critical thinking, team work, facilitating, evaluation and analytical skills.

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.

I think that course fulfilled its objectives. Maybe I miss even more practical tips, how to behave as an educator in specific situation or simply exercise on that kind of stuff - exercise about how would you as an educator react in named situations...

Jan Woska,
Czech Republic

Csilla Dobosi,
Hungary

I would prefer it to be a bit longer. I also like the group work assignment a lot, but maybe apart from exchanging e-mails with each other, it would be helpful to develop another platform for better teamwork.

A bit more group work and possibly more on-line live chat with coaches and participants.

Fatima Jabeen,
Pakistan

Dominika Zarzycka,
Poland

I would prefer more case studies, where it would be shown how to work in different situations. We had an exercise that dealt with lobbying. It was very interesting to recognize that environment.

I missed audio/video material (lecture-like)

Ane Kristiansen,



I missed having a certain purpose/goal. As a young student with many projects, but none in which I am to execute HRE-activities, it was slightly tricky to imagine a situation relevant for me. On the other hand, it is rather good that one could choose an angle that they personally found useful.

Denmark

6. Course 25 August - 21 September, 2014 - Global Education: The Intercultural Dimension

The course took place from 25 August to 21 September, 2014.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in a low number of applications, 97, of which 64 submitted the additional application form. Out of these 64 applicants 56 participants were selected.

The number of successful participants in this course was relatively high (over 50%) which was a bit surprising with the low number of applications. In other words, this shows there is little relation between the number of applications and the number of successful participants.

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 found¹³.

Geography

In general participants came mainly from Europe with a strong presence of participants from Central/Eastern Europe.

¹³ 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	97
Accepted	56
Rejected	41
Successful participation	34
Drop outs	22
Drop out due to health, family, or work	7
Drop out during course	11
Never participated	4

Sector	Number of participants
NGO	9
Civil Society sector	18
Education	24
Government	5

Sex	Number of participants
Female	33
Male	23

Age groups	Number of participants
18 – 25	11
26 – 30	12
31 – 35	22
36 – 40	6
40 +	5

Geographical location	Number of participants
Western Europe	21
Central/Eastern Europe	20
Africa	12
Rest of the world	3

Europe	Number of participants
Croatia	1
Cyprus	1
Denmark	2
Estonia	1
Finland	1
France	2
Greece	4
Hungary	1
Macedonia	1
Malta	1
Montenegro	3
Poland	1
Portugal	7
Romania	4
Serbia	2
Slovakia	3
Spain	1
Ukraine	3
United Kingdom	2

Africa	Number of participants
Algeria	1
Cameroon	1
Jordan	1
Kenya	2
Nigeria	2
Tunisia	4

Rest of the world	Number of participants
Chile	1
Pakistan	2

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.



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

The contents we learned were explained very carefully, and are very significant. All information provided on the topic seemed very accurate and relevant.

Pedro Miguel Ponte e Sousa, Portugal

Piia Nummela, Finland

I liked the exercises and especially the last ones. I think they were very useful as through them you could put in practice what you had just read. Also, I liked very much the fact that many of them were focused on our social reality/context as this way the usefulness of the exercises is not limited only to the course but to a wider context as at least I got many ideas that I could implement and that way amplify the benefits of the learning achieved.

My knowledge of English is poor, with Google translator, but we understood. Picture is worth a thousand words - the answer is: the first exercise, photography shown essence. You need to use it with other exercises. It's interesting and refreshing course. So, Exercise 1!

Dejan Kreculj, Republic of Serbia

Sava Kovacevic, Montenegro

I think this course is offered many different intercultural perspective. I think that you are the subject dealt with using a holistic approach. I was reminded of the many skills and reconsidered his views on many issues. On the other hand, I used to practice every day thinking about their actions and develop my own skills. Now I am richer for another experience in global education.

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

I was getting the feedback quite quickly. Only the last exercise was quite long. I liked the comments of tutors and having the possibility to answer them.

Elzbieta Kielak, Poland

Maria Georgiou, Cyprus

I found the interaction with the other participants very useful (both in pairs and during the simulation activity). I liked the structure of the exercises and the fact they are constructed in a way to help you work on outcomes that seemed to be very difficult at first. I like the selection of videos in the modules.



The contents are very comprehensive. The materials are easy to find. I gained a complete knowledge about the importance of global education.

*Dusanka Vujicic,
Montenegro*

*Nassima Layfia,
Tunisia*

for me the exercises that we conduct required group work which is the hardest, because at first I was especially wary of the idea of communicating with strangers to discuss various topics and share views

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 missed real time discussion. Dont have FB account and I dont want to open it, so I was limited for discussion on this web but it was not in real time...Maybe you should think how to improve discussions to happend in real time.

*Svetluša Surova,
Republic of Serbia*

*Ivan Pribicko,
Slovak
Republic*

Generally, I would be interested in how the intercultural dimension is approached by other subjects, besides the Council of Europe and international/regional organizations.

I will like more interaction with my colleagues and the trainers. I found it easier to talk on Facebook with my colleagues then on the platform. I am used to a different type of e-learning platform and it was hard, sometimes, to use this one.

*Raluca Stuparu,
Romania*



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*¹⁴.

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.

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 expressed their interest in enlarging the topics dealt with in both courses, in other words, they would like to see more topics in the courses that would help them on a practical level like more case studies especially related to day to day activities in

¹⁴ http://www.coe.int/t/dg4/autobiography/default_en.asp



education, more geographical specific topics, and assistance in follow up of activities after the course ended.

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.

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.

As mentioned before, the DdoS attack disrupted the proceedings of the HRE course considerably as people wanted to start the on Monday morning and the attack started Sunday night. This meant that the course was reachable when people were ready to start.

Despite this and postponing the course by one week we still saw a high level participation with a regular number of succesful participants. So besides the inconvenience, it had no direct impact on the level of participation.

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
- Facebook
- Discussion forum
- 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 course work next to other activities like work or study, too much knowledge to absorb, group work, etc.).
- Specific information on how to implement their action plan (funding, organising activities, etc.)
- more courses on this topic

8. Presentation Global Education: The Citizenship Dimension

The course structure and learning goals of the new course *Global Education: The Citizenship Dimension* was presented to the Global Education Week network which held a meeting alongside the *University on Youth and Development*, organized by the NSC in Mollina from 22 to 24 September, 2014

After presenting the course goals and course structure, a discussion ensued on these goals and how they match the Global Education Week Network. Some suggestions were made by the participants in regards to both the structure as the content of the course. These suggestions have taken into account during the development of the course which started a pilot run on 24 November,

The overall reception of the course structure and content was positive with some small remarks on individual items of the course structure. Also it was mentioned that the realities in relation to civic participation differs depending on the history and composition of a certain society, but that it is the goal of global education to overcome these barriers.

The discussion on the course structure lead to the invitation to the members of the Global Education Week Network to become more involved in the offering of the e-learning courses. Participants were very interested but needed more information on this. It was decided that a joint activity would be started to gather case studies from the members which can be used in the courses and which can be added to the new global education website <http://nscglobaleducation.org>.