



Evaluation Report 2014 - AA01

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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 first 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 17 February to 16 March 2014. Out of the 181 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 Intercultural Dimension* course, which took place from 24 March to 20 April 2014. Out of the 120 applications 39 participants were selected. The geographical background of the participants was more diverse with most people located in Europe, but with a strong presence from participants from Middle East - North Africa countries (MENA).

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 February - March 2014 - Global Education: The Human Rights Dimension

The course took place from 17 February to 16 March 2014.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 181 applications of which 108 submitted the additional application form. Out of these 108 applicants 56 participants were selected.

The general profile of the applicants

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 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*, which took place last year in Hammamet, Tunisia. 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.

Focus of topics

Whereas during the previous course the focus was on issues like democracy, freedom (of speech, press, etc.), and the so called Arab spring and its aftermaths, due to the absence of participants from the MENAA the focus changed back to more 'European' topics (for instance on marginalised communities like Roma and Sinti and (illegal) immigrants), but it had a strong focus on integration HR in education as there were many participants from the educational sector.

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.



| Participation | Number of participants |
|-----------------------------------------|------------------------|
| Total applications | 181 |
| Accepted | 56 |
| Rejected | 125 |
| Successful participation | 35 |
| Drop outs | 21 |
| Drop out due to health, family, or work | 6 |
| Drop out during course | 11 |
| Never participated | 4 |

| Sector | Number of participants |
|----------------------|------------------------|
| NGO | 9 |
| Civil Society sector | 16 |
| Education | 24 |
| Government | 7 |

| Sex | Number of participants |
|--------|------------------------|
| Female | 42 |
| Male | 14 |

| Age groups | Number of participants |
|------------|------------------------|
| 18 – 25 | 7 |
| 26 – 30 | 17 |
| 31 – 35 | 17 |
| 36 – 40 | 6 |
| 40 + | 9 |

| Geographical location | Number of participants |
|------------------------|------------------------|
| Western Europe | 17 |
| Central/Eastern Europe | 26 |
| Africa | 5 |
| Rest of the world | 8 |

| Europe | Number of participants |
|----------------|------------------------|
| Austria | 2 |
| Bulgaria | 1 |
| Czech Republic | 1 |
| France | 1 |
| Germany | 2 |
| Greece | 2 |
| Hungary | 2 |
| Italy | 1 |
| Montenegro | 1 |
| Norway | 1 |
| Poland | 3 |
| Portugal | 4 |
| Romania | 13 |
| Serbia | 3 |
| Slovenia | 2 |
| Switzerland | 1 |
| United Kingdom | 2 |
| Wales | 1 |

| Africa | Number of participants |
|---------|------------------------|
| Egypt | 2 |
| Morocco | 1 |
| Tunisia | 2 |

| Rest of the world | Number of participants |
|-------------------|------------------------|
| Australia | 1 |
| Brasil | 1 |
| Indonesia | 1 |
| Iraq | 1 |
| Palestine | 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.

The most challenging exercise for me was the Bingo sheet.....it made me communicate with the other students and be curious about their opinion.
Assignment no.7 was challenging too.....made me evaluate myself as a HRE educator, made me analyse my weaknesses and strengths as a educator.

*Loredana Ion,
Romania*

*Laura
Nascimento
Duarte,
Portugal*

I found especially interesting in this course the relation which is established between the local and the global which demands from educators a constant consideration and adaptation to the group he is working with. I also found very useful and interesting the contents related to the human rights educator and the planning of human rights activities.

I was very happy with the course objectives and the programme elements. I particularly found useful the structure of assignments and the comments that I found very helpful also found quite useful the available learning materials that were written in appropriate manner to the assignments and exercises we had to fulfil.

*Eva Slamkova, Slovak
Republic*

*Valentina
Georgeta
Stefan,
Romania*

I received quick feedback for all homework, with clear explanations. Thank you!

I hope that in the future I can easily defend the HRE for the children from my school

*Mihaela Ionescu,
Romania*

*Federica
Cicala, Italy*

The course has both theoretical and practical activities related both on the advocacy for HR and on education for HR. I really appreciate this aspect as the two things are strictly connected in order to understand the reality and the possibilities for change.

I like the way of work immensely. It was my first on line and HRE education in such a way. I particularly liked the participatory approach, the time organisation left to the participants but limited, the use of our own experiences and the possibility of discussing the issues and situations with the rest of the participants.

*Bernardka Avsenik,
Slovenia*

*Emilia Marina
Alexe,
Romania*

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

How to organise, plan, evaluate, give feedback in a constructive and non-offensive way for HR activities.

What was the most important or challenging exercise(s) for you in this course?

Mapping HR organizations, because there was not enough data online, and I had to call people from other organizations for the info. Anyway, great exercise and really eye opening.

*Milos Prikic,
Serb Republic*



**Camelia
Andreia
Timofte,
Romania**

Wonderful experience! Very well designed, positive feedback, hard working tutors.

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.

The course was complete enough. Perhaps if I were to extent the duration of the course I will also provide some advice/content on conflict resolution. When you work with multicultural backgrounds in non-formal scenarios, there is always a risk that emotions could risk the activity.

Rocio Cervera, Spain

**Katerina
Boutsia,
Greece**

I would like a bit more information on how to evaluate a HRE course designed by me.

The course was very well structured, but quite intensive. At times I found it hard to keep pace with the workload. I found the schemes useful and the lists of website not so useful - partly because some of them were outdated, and partly because creating a list of resources is not a suitable teaching method.

**Petya Yankova,
Bulgaria**

**Ingrid Egeresi,
Hungary**

What did you miss in this course?
Maybe some Skype talk or video messages from trainers.



6. Course March - April 2014 - Global Education: Intercultural Dimension

The course took place from 24 March to 20 April 2014.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 120 applications of which only 47 submitted the additional application form. Out of these 47 applicants 39 participants were selected. In theory we could select everybody that handed in their additional application form but because the quality of some of the additional application form did not meet our entry levels, we choose to select only those that did qualify.

The number of successful participants in this course was relatively low (a little over 50%). This was due to the low number of applicants and to the fact that some application forms were non-receivable: for instance, one application form contained only the words yes or no and the other application forms displayed that the applicants either had an insufficient education background or no connection to the subject (one applicant wanted to follow the course to set up a business in construction).

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 found¹².

Geography

Whilst there was an absence of applications from the Middle East and North Africa (MENA) region during the HRE course, a considerable amount of the applicants were from Africa (including the MENA region). In general participants came mainly from Europe with a strong presence of participants from Central/Eastern Europe and from Africa.

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 | 120 |
| Accepted | 39 |
| Rejected | 81 |
| Successful participation | 20 |
| Drop outs | 19 |
| Drop out due to health, family, or work | 4 |
| Drop out during course | 10 |
| Never participated | 5 |

| Sector | Number of participants |
|----------------------|------------------------|
| NGO | 9 |
| Civil Society sector | 12 |
| Education | 13 |
| Government | 5 |

| Sex | Number of participants |
|--------|------------------------|
| Female | 25 |
| Male | 14 |

| Age groups | Number of participants |
|------------|------------------------|
| 18 – 25 | 13 |
| 26 – 30 | 10 |
| 31 – 35 | 9 |
| 36 – 40 | 3 |
| 40 + | 4 |

| Geographical location | Number of participants |
|------------------------|------------------------|
| Western Europe | 9 |
| Central/Eastern Europe | 16 |
| Africa | 12 |
| Rest of the world | 2 |

| Europe | Number of participants |
|----------------------|------------------------|
| Austria | 1 |
| Bosnia & Herzegovina | 1 |
| Bulgaria | 1 |
| Czech Republic | 1 |
| France | 2 |
| Germany | 1 |
| Greece | 1 |
| Hungary | 1 |
| Latvia | 2 |
| Poland | 2 |
| Romania | 4 |
| Russian Federation | 1 |
| Serbia | 1 |
| Slovakia | 1 |
| Slovenia | 1 |
| Spanish | 3 |
| Sweden | 1 |

| Africa | Number of participants |
|----------|------------------------|
| Algeria | 2 |
| Cameroon | 2 |
| Egypt | 2 |
| Ghana | 1 |
| Libya | 1 |
| Morocco | 2 |
| Tunisia | 2 |

| Rest of the world | Number of participants |
|-------------------|------------------------|
| Pakistan | 1 |
| Turkey | 1 |

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

As it can be read from the above statistics, there was a considerable amount of participants from Africa. These were not only participants from the MENA region but from the whole of Africa. 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 didn't expect that the course could connect in such a way the educators' role with the activist one; I think that is one of my biggest impressions!

Srdjan Tunic, Serbia

Macovei Adina, Romania

This course represent a good opportunity to challenge prejudices and discover commonalities between us

Now I understand that others and all of us as a whole represent our identity, so we must understand that the other make me also. There is never a perfect democracy; democratization never ends, because there are always problems that needs to be solved. Democracy is a long way to walk through and with using human rights principles and value; we always look for better world, better democracy.

Abdelghani Hafed, Algeria

Lamprini Chartofylaka, Greece

I found the content really FULL and interesting for a course that has a duration of 4 weeks! I liked the links provided, the videos and reflecting questions for a better expansion of our thoughts. Especially the questions for reflection were really useful for better understanding and searching the appropriate tools and what do we think on a subject in order to write an assignment.

I was really fascinated about the relation between the course content and the result we had to produce. In specific, in the module 3 about the policy making, when there was the attempt to create a virtual stimulation and analyzing recent facts on our countries made the learning of the policy tools more interesting and concrete.

All presented in the course is very important and I learned a lot from it, and we are working to integrate many of the lessons in our program this year with youth. Of course I learned new skills and new concepts that I will use within the Organization of Moroccan academic, in particular in the Comair projects and exercises in which I will incorporate many of the concepts within our program of work with young people during this year

Mohamed Laasri, Morocco

Esther Gelabert, Spain

I have appreciated very much the reviewed concepts of intercultural global education, and the overall understating of inter-cultural education in practice and its applications in education, policy, social and political action. It is an excellent framework for further action.

I have reviewed the concepts of intercultural education, I have enlarged my view; and it has helped me to think beyond my original "box", both conceptually, in understanding how to interpret intercultural education issues, how to teach them, how to interpret public policy and how to move into engagement, and in next tools for and approaches for action.



I specifically appreciated the theoretical part of the course - reading the texts in each module. I appreciated the critique of "celebrating diversity" and the emphasis on political dimension of intercultural education. I found videos to be useful and inspiring as well, I found the depiction of pyramid of hate useful and the excerpts from Protesters' handbook.

I also appreciated the responsiveness of coaches to the questions posed through the call centre and getting to know some of the participants.

*Katja Mrak,
Slovenia*

*Amira Ben
Rejeb,
Tunisia*

In this course my awareness about the plurality of human societies has increased. Before I wasn't sure about this dimension. I surely increased my knowledge about intercultural education as I can see know the power-relations and I can manage to make my personal/organisational project.

Motivation is so important thing to keep learning, the course was motivating enough to continue, so I think that designing a good learning program is really important to keep rocking the targeted group. Most of the long courses can be boring if we did not motivate our selves.

*Moamer Kday,
Libya*

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 like more detail about intercultural learning. It can be good to have 8 modules and 2 months.

*Necmettin Meletli,
Turkey*

*Ana Gloria
Merchán
Ponce, Spain*

The most challenging exercise was the simulation. It was a bit frustrating that only a couple of people in my group reacted but later on and thanks to the debriefing in the last activity I came to understand that that is just part of reality and you cannot expect everyone to be equally interested in a topic. That has been indeed an interesting learning experience. Also equally interesting was the involvement of some people of the group, totally proactive and working hard to motivate the rest of participants to join in.

I would have enjoyed more "good practice" examples of intercultural global education practice

*Gundula Bükler,
Germany*



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*¹³.

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

¹³ http://www.coe.int/t/dg4/autobiography/default_en.asp



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 Serbia. This contribution is a clear example of how the multiplier effect of the course takes place:

Apart from building my own capacities as an educator and gaining stronger basis to work more directly in the field of global/intercultural education, I saw a chance within this course to reflect on my experience and develop a draft of activities that I can implement in my educational and civil/freelance work.

I would try to divide this strategic action planning in two parts: first is regarding my Association's role and work within the local context (Belgrade, Serbia), while the second is related to cooperation on transnational and intercultural projects in the Mediterranean.

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 11¹⁴.

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 second course, GE:ICD had a lower number of participants then normally selected. The lower number of participants led to a lower level of collaboration and probably led to a higher number of drop outs as people might not felt connected to the course.

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.

¹⁴ Attachment 11: Assignment example



- 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.).
- Add new modules to the course like geographically specific sections or specific information on how to implement their action plan (funding, organising activities, etc.)
- more courses on this topic