



Midterm Evaluation Report 2017 - AA01

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

Contract reference n°:

FIMS PO n°:

CEAD n°:

Name of Beneficiary: Stichting The Network University

Period covered by this Report: February 2016 to December 2017

January 31, 2018

1. General Overview of Activities	2
2. Course outline Global Education: The Human Rights Dimension	2
3. Course outline Global Education: Intercultural Dimension	4
4. Course outline Global Education: the Citizenship Dimension	6
5. Facilitation of the course	8
6. Course February 2016 Global Education: The Human Rights Dimension	9
7. Course September 2017 Global Education: Intercultural Dimension	13
8. Course October 2017 Global Education: the Citizenship Dimension	16
9. Course October 2017 Global Education: The Human Rights Dimension	19
10. Course November 2017 Global Education: Intercultural Dimension	22
11. Course December 2017 Global Education: the Citizenship Dimension	25
12. Overall course evaluation	28

Attachment 1 - Info pack-HRE

Attachment 2 - Tour of the homepage

Attachment 3 - Welcome-email

Attachment 4 - Course participants February 2016: course GE:HRE

Attachment 5- Course participants: course September 2017 GE:ICD

Attachment 6 - Course participants: course October 2017 GE:TCD

Attachment 7 - Course participants: course October 2017 GE:HRE

Attachment 8 - Course participants: course November 2017 GE:ICD

Attachment 9 - Course participants: course November 2017 GE:TCD

Introduction

The North-South Centre of the Council of Europe offers an eLearning scheme to promote Global Education understanding and practice among formal and non-formal educators, policymakers and media professionals.

This eLearning scheme is based on North-South Centre [Global Education Guidelines](#) – a *Handbook for Educators to Understand and Implement Global Education (Lisbon 2012)*, and responds to the Council of Europe Recommendation [CM/Rec\(2011\)4](#) of the Committee of Ministers to member states on education for global interdependence and solidarity (*Strasbourg 2011*).

The eLearning scheme is implemented by the North South Centre in cooperation with The Network University in the framework of the Joint Programme between the European Union and the Council of Europe, iLegend - Intercultural Learning Exchange through Global Education, Networking and Dialogue.

The North-South Centre's mandate is to provide a framework for North-South co-operation to increase public awareness of global interdependence issues and promote policies of solidarity in conformity with the aims and principles of the Council of Europe: respect for human rights, democracy and the rule of law.

The Network University (TNU) facilitates innovative learning and capacity building for a global network of professionals, students, non-profit organizations, agencies and networks, specializing in creating e-tools for education and networking in the field of development.

The eLearning scheme covers three dimensions of global education: human rights, intercultural dialogue and democratic citizenship. Each course takes place twice a year and lasts for four weeks, which methodology includes reading course materials, online discussion and participation in interactive exercises. The course includes coached interactive individual and group exercises, a discussion forum, chat, a glossary and a virtual library.

1. General Overview of Activities

After the successful running of the online courses *Global Education: The Human Rights Dimension* (GE: HRE) since 2009, *Global Education: Intercultural Dimension* (GE: ICD) since 2012, and *Global Education: The Citizenship Dimension* (GE: TCD) since 2014, all three courses were offered twice during 2017.

The first course that was offered during this period was the *Global Education: The Human Rights Dimension* course, which took place from 1 February to 28 February, 2016. Out of the 106 applications 49 participants were selected.

The second course that was offered during this period was the *Global Education: The Intercultural Dimension* course, which took place from 4 September to 1 October 2017. Out of the 86 applications 54 participants were selected.

The third course that was offered during this period was the *Global Education: The Citizenship Dimension* course, which took place from 2 to 29 October, 2017. Out of the 49 applications 41 participants were selected.

The fourth course that was offered during this period was the *Global Education: The Human Rights Dimension* course, which took place from 9 October to 5 November 2017. Out of the 93 applications 50 participants were selected.

The fifth course that was offered during this period was the *Global Education: The Intercultural Dimension* course, which took place 6 November to 1 December 2017. Out of the 43 applications 37 participants were selected.

The last course that was offered during this period was the *Global Education: The Citizenship Dimension* course, which took place from 13 November to 10 December, 2017. Out of the 40 applications 36 participants were selected.

In this report an overview will be given of the outline of the courses (chapters 2, 3, and 4), the facilitation of a course (chapter 5), participation in the offered courses (chapters 6, 7, 8, 9, 10, and 11), and an overall evaluation of participation in the courses (chapter 12).

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

4. Course outline Global Education: the Citizenship Dimension

The *Global Education: The Citizenship 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. Exploring Democratic Citizenship in a Globalised World
 - ❖ To present the collaborative and co-creative approach to learning used in this course based on global education principles;
 - ❖ To explore and facilitate a process of reflection on the notions related to citizenship, participation and civic engagement;
 - ❖ To question and analyse the existing policy approaches to and practice of citizenship and citizenship education;
 - ❖ To facilitate sharing among participants with regards their individual and institutional citizenship involvement and practice.
2. Co-Design of Impactful Democratic Citizenship Action
 - ❖ To facilitate a process of co-design of new ways and approaches to active citizenship with high social impact;
 - ❖ To discuss criteria for increased social impact of citizenship action;
 - ❖ To identify democratic citizenship practices worth scaling-up.
3. Competences and Strategic Paths for Transformative Citizenship Action
 - ❖ To facilitate a dialogue on democratic citizenship competences;
 - ❖ To explore strategic paths for implementing of co-designed collaborative citizenship action globally and locally.
4. Support Structures and Tools for Collaboration for Follow-Up
 - ❖ To explore the existing tools for collaboration and follow up to this course;
 - ❖ To facilitate a dialogue on support structures for citizenship action implementation beyond this course;
 - ❖ To design a collaborative democratic citizenship action plan.

The specific aims of the course are

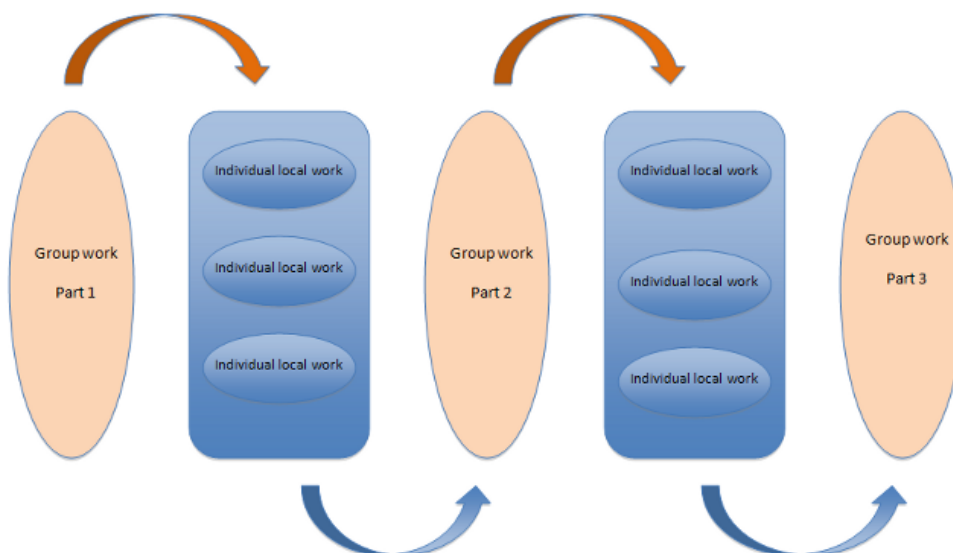
- To offer a collaborative space for reflection on, co-design of, and action towards citizenship locally and globally;
- To review the existing concepts related to citizenship, civic engagement and participation in the context of global education;
- To question the existing policy approaches to citizenship education in a globalised world;
- To co-create new ways and approaches to citizenship and scale-up the pertinent ones;
- To identify competences needed and possible paths to develop impactful context-based citizenship leading to social justice and sustainability;
- To connect thinkers, practitioners, innovators and other relevant actors in the field to strengthen mutual support mechanisms for increased impact.

Methodology

In this course we developed a slightly different approach in comparison to the two other courses. The focus of the learning process shifted slightly from learning to creation (although this is also part of the other courses). This means that a bigger focus lies on the collaborative creation of knowledge and skills. The purpose is to facilitate a process of collaborative design of citizenship action. For this we designed an integrated process of ASK, TRY, and DO.



Each phase is accompanied by individual assignments and guided reflection groups, as is described in the chart below. This process enables the participants to create global connections through the exchange in the group work and, at the same time, facilitate the development of a local dynamics.



This results in the development of a final assignment, creating an action plan, which has both the global and local level integrated. The participants who submit the final assignment made it very clear that this was something they are planning to implement but it also asks a lot of the participants in terms of working together and as a result this course in general has a slightly higher level of drop outs. However, the level of empowerment of those that complete the course is at a higher level than with the two other courses.

5. 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 launched by the NSC and TNU. Based on experiences in the past, at least two calls are being sent out with an interval of approximately two weeks. NSC also uses social media tools like Facebook ads to promote the courses. Once participants submit their application, they are registered.

The first step in the selection process is analysing the data submitted through the application form. The selection criteria are based on the principal aims of the course and the target audience. Therefore we look closely at the professional background (education, policy makers, etc.), and geographical origin. By using a rating system, the 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 create a diverse and well balanced group, especially regarding gender, professional background, and geographical origin.

The selected participants receive the first personal email welcoming them to participate in the course and providing them with general information on the course proceedings.

Before the course starts the participants receive a second email with specific information on the course¹. One day before the course starts they receive a third email with information on the learning environment and how to use it².

On the day the course starts participants receive an email with a welcoming word and instructions for the first week³. Each start of a module (or week), participants receive an email with information on the schedule of that week including activities and proposed assignments.

From the moment of acceptance to the course, participants are being coached until after the end of the course (late submissions of assignments). The different responsibilities of the coaches are described above in the list of facilitation features. In principle this means that participants are being coached for a period of around 6 weeks (1 week 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 participants⁴.

During the course an Excel sheet is maintained to track students' participation. At the end of each week this sheet is being analysed and inactive participants are sent a reminder. At the end of the course each participant receives an update on which assignments they participated in and what is expected of them in order to complete the course successfully. One additional week of time is allowed for participants to finish the required assignments.

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.

¹ See attachment 1 - Info pack-GE:HRE

² See attachment 2 - Tour of the homepage

³ See attachment 3 - Welcome-email

⁴ The coaches are: Celina del Felice, Ditta Dolejsiova, and Vic Kladders

6. Course February 2016 - Global Education: The Human Rights Dimension

The course took place from 1 February to 28 February, 2016.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 106 applications. Out of these 106 applicants 49 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 found⁵.

Geography

Participants came from all over the world with no specific focus as the applicants were selected from 33 different countries.

Focus of topics

Due to this variety of geographical background, there was no real focus on certain topics but it did have a strong focus on the integration of HR activities in events and other activities as there were many participants from the civil society sector.

⁵ 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 applicants
Total applications	106
Accepted	49
Rejected	57
Successful participation	37
Drop outs	12
Drop out due to health, family, or work	4
Drop out during course	3
Never participated	5

Sector	Number of participants
NGO	4
Civil Society sector	32
Education	8
Government	5

Sex	Number of participants
Female	34
Male	15

Age groups	Number of participants
18 – 25	14
26 – 30	23
31 – 35	7
36 – 40	2
40 +	3

Geographical location	Number of participants
Western Europe	17
Central/Eastern Europe	13
Africa	8
Rest of the world	11

Europe	Number of participants
Albania	1
Belarus	1
Belgium	1
Finland	1
France	1
Germany	2
Greece	2
Ireland	1
Italy	4
Republic of Macedonia	1
Poland	2
Portugal	2
Romania	1
Russian Federation	2
Serbia	2
Slovakia	1
Slovenia	2
Spain	3

Africa	Number of participants
Algeria	1
Cameroon	1
Egypt	1
Kenya	1
Morocco	1
Tunisia	2
Zimbabwe	1

Rest of the world	Number of participants
Argentina	1
Brazil	2
Canada	1
Colombia	2
Nepal	1
Palestine	1
Syria	2
Turkey	1

For an overview of applicants, please see attachment 4.

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 and in chapter 12 an overall evaluation is presented.

This course motivated me to continue to learn more on Global education since i wasn't familiar with it before. All literature and theoretical inputs of the course will be great for my future project and training proposals/programme designing.

***Branislav Trudic,
Serbia***

***Tanja Siebert-
Moloko,
Germany***

I found new perspective on the activities we already offer. New methods and approaches. Reminded me to not forget the global to local connection.

I found the final week provided me with the most new skills and strategies that I can apply to creating and designing educational activities linked to human rights education - this was my goal of the course.

***Alexis Sutherland,
Canada***

***Judy Atieno
Ochollah,
Kenya***

Their [the coaches] support was excellent especially due to the fact that the feedback was personalised, helpful and prompt. I hope they still aid us in the implementation stage.

The feedback was constructive, through-provoking, yet encouraging. I hope to be able to turn to the coaches in the future, after the course is completed, in case I have further questions, doubts.

***Anastasia Baskina,
Russian Federation***

***Diego Martinez
Madrid, Spain***

Thanks for the course! This is my second course I have done with Network University. I already did the course on The Citizenship Dimension, and if I have some free time I would like to do the next one on Intercultural Dimension.

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 would like to experience more practice of HRE activities.

***Amanda Reisch,
Germany***

***Tea Jarc,
Slovenia***

More working in groups, pairs, more interactions with others. It could be even longer or more intense.

7. Course September 2017 - Global Education: Intercultural Dimension

The course took place from 4 September to 1 October 2017.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 86 applications. Out of these 86 applicants 54 participants were selected.

The general profile of the selected participants

Most of the applicants were working in the civil society sector and the second largest group consisted of participants from the educational sector.

Geography

Whereas this course in the past had a lot of interest from the Middle East and North Africa (MENA) region, there were no applications from this region. In general participants came from Europe with a strong presence of participants from Spain.

Participation	Number of applicants
Total applications	86
Accepted	54
Rejected	32
Successful participation	24
Drop outs	30
Drop out due to health, family, or work	6
Drop out during course	13
Never participated	11

Sector	Number of participants
International institution	3
Civil Society sector	34
Education	3
Government	11
Private sector	2

Sex	Number of participants
Female	37
Male	17

Age groups	Number of participants
18 – 25	8
26 – 30	27
31 – 35	11
36 – 40	5
40 +	3

Geographical location	Number of participants
Western Europe	34
Central/Eastern Europe	11
Africa	1
Rest of the world	4

Europe	Number of participants
Albania	2
Armenia	1
Belgium	1
Bulgaria	1
Croatia	1
Czech Republic	1
France	1
Germany	2
Greece	2
Ireland	1
Italy	2
Malta	1
Montenegro	1
Poland	1
Portugal	5
Russian Federation	1
Serbia	1
Slovenia	1
Spain	22
Turkey	1

Africa	Number of participants
Morocco	1

Rest of the world	Number of participants
Bhutan	1
India	1
Mexico	1
Nicaragua	1

For an overview of applicants, please see attachment 5.

As it can be read from the above statistics, there was a considerable amount of participants from Spain. This was due to the fact that one of the applicants distributed the call actively throughout Spain. Over half of the applications came from Spain.

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 12 an overall evaluation is presented.

What did you find useful in this course?

Course flexible structure, Course references and links, Course contents, and Course coaches

**Carole Stephan,
Belgium**

**Marien Cuesta
García, Spain**

Would you like to join the Global Education Week network.
Yes, I'm already into the group and thank you a lot for this excellent course.

The wealth of materials provided with many external links and documents; the diversity of content; feedback from the trainers; cooperation with fellow-participants, exercises which required critical thinking and analysis.

**Anastasia Baskina,
Russian Federation**

**Ana Žnidarec
Čučković,
Croatia**

This course is so rich in content and it perfectly fits with objectives.

I think I am more sensitive to the issues around the global and local perspectives and the need to get to know the people and the context and provide meaningful experiences through that knowledge. The meaningful experiences are from both sides, for the participants and the facilitators.

**Raquel Luna,
Mexico**

**Eleni-Ioulia
Soroliou,
Greece**

What was the most important or challenging exercise(s) for you in this course?
Undoubtedly exercise 10, because I had to conceptualize and implement everything that I learned during this course

While in general the feedback was positive, participants also had some suggestions and comments. The most commented issue regarding this specific course was that not everybody is comfortable in participating in forum discussions.

I completed it in the (demanding) scheduled time, managed to complete all the exercises, participated in the group exercises, but most of all I learned, found new references to continue learning and felt increasingly motivated to act. The less positive was the fact I am not very keen on forum discussions and therefore did not participate (often).

**Flavio Ramos,
Portugal**

**Tanit Giner I
Martínez, Spain**

I was active, I watched all the videos and read all information and did all activities but I didn't participate in forums because it is difficult for me, never know what to say.

I think I could have participated more in the discussion forums, and I will definitely try to be more active in the next course.

**Ariadna Montero,
Spain**

8. Course October 2017 - Global Education: the Citizenship Dimension

The course took place from 2 to 29 October, 2017.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 49 applications. Out of these 49 applicants 41 participants were selected.

With these low numbers of applications, we could in theory select everybody but because the quality of some of the applications did not meet our entry levels, we choose to select only those that did qualify.

The general profile of the selected participants

Most of the applicants were working in the civil society sector. To a lesser extend the applicants were distributed equally between the other sectors. The low number of applications also led to the situation that almost 80% of the participants were female.

Geography

In general applicants came from Europe with a higher presence of applicants from Western Europe in comparison to other courses.

Participation	Number of applicants
Total applications	49
Accepted	41
Rejected	8
Successful participation	16
Drop outs	25
Drop out due to health, family, or work	5
Drop out during course	8
Never participated	12

Sector	Number of participants
Government	4
Civil Society sector	28
Education	3
International institution	3
Private sector	3

Sex	Number of participants
Female	32
Male	9

Age groups	Number of participants
18 – 25	7
26 – 30	15
31 – 35	8
36 – 40	7
40 +	4

Geographical location	Number of participants
Western Europe	22
Central/Eastern Europe	10
Africa	6
Rest of the world	3

Europe	Number of participants
Austria	1
Croatia	1
Cyprus	1
Czech Republic	1
France	1
Georgia	1
Germany	1
Italy	2
Latvia	1
Lithuania	1
Luxembourg	3
Poland	3
Portugal	6
Romania	1
Serbia	1
Spain	6
United Kingdom	1

Africa	Number of participants
Kenya	1
Morocco	3
Tunisia	2

Rest of the world	Number of participants
Jordan	1
Lebanon	1
Syria	1

For an overview of applicants, please see attachment 6.

The overall evaluation of the course, sent in by the participants, was positive, but because of the higher rate of drop outs, the number of evaluation forms submitted was low. This course saw the highest number of people that were selected but never logged in to the course (30%).

For illustration purposes, some quotes from this course are presented below. In chapter 12 an overall evaluation is presented.

I found extremely useful that at the beginning there are more exercises that at the end, so if you are not on time with the activities there is a change to do it.

Tanit Giner I Martinez,
Spain

Flavio Ramos,
Portugal

In this course we tried to create the group assignments in a more structural way throughout the course? How did you participate in this and why?
This was very interesting, because we could build on the previous experience and also strengthen ties. I really enjoyed this approach! At the same time, one of the group members never showed up and another started to slow down. This schedule is very demanding. Although I prefer the individual exercises because of time management, I understand the importance and benefits of group exercises. Considering my approach, I tried to take the lead setting up the frame and first comments and I also kept emailing everyone to ensure we would meet deadlines. The exercises were also very interesting, including the group feedback and suggestions.

Coaches did a great job to provide a very detailed feedback.

Kristine Romanovska,
Latvia

Manuela Puscas,
Romania

I feel more confident in discussing the topic, doing workshops on aspects of it.

Do you think it is feasible to work on the assignments in one group throughout a course?

I think so, but we should have more time to. Because in this occasion we just put our contributions together without really discussing or making propositions on other participants' work. Assignment 6 was a loss of time for those who had already done their part, as we were waiting for other participants' contributions which never happened... Finally, xxx and I sent our answers separately.

Ana Isabel Verdu De Bejar,
Spain

While in general the feedback was positive, participants also had some suggestions and comments.

Really consider to offer more time!

Mattia Vinzi, Italy

Ana Silva,
Portugal

I had difficulties with group assignments, both in terms of response from colleagues and also my own response as in some moments I was unable to follow the course. I do not see much added value in group assignments and would rather value dialogue made in a different format (e.g. after doing our individual exercise, having to review and comment on a colleague's work).

Good link to the modules, but assignment 4-7-8-9 (going to the field) takes much more time than planned - should be simplified maybe.

Sandra Oliveira,
Portugal

9. Course October 2017 - Global Education: The Human Rights Dimension

The course took place from 9 October to 5 November 2017.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 93 applications. Out of these 93 applicants 50 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 governmental sector.

Geography

Participants came mainly from Europe with an equal distribution between Western and Central/Eastern Europe. Again there was a strong presence of participants from Spain (due to local distribution by former participants).

Participation	Number of applicants
Total applications	93
Accepted	50
Rejected	42
Successful participation	27
Drop outs	23
Drop out due to health, family, or work	5
Drop out during course	11
Never participated	7

Sector	Number of participants
Government	10
Civil Society sector	27
Education	4
International institution	6
Private sector	3

Sex	Number of participants
Female	43
Male	7

Age groups	Number of participants
18 – 25	11
26 – 30	24
31 – 35	6
36 – 40	2
40 +	7

Geographical location	Number of participants
Western Europe	21
Central/Eastern Europe	22
Africa	6
Rest of the world	1

For an overview of applicants, please see attachment 7.

The overall evaluation of the course, sent in by the participants, was 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 12 an overall evaluation is presented.

Europe	Number of participants
Albania	2
Bulgaria	1
Croatia	1
France	1
Germany	1
Greece	1
Latvia	2
Lithuania	1
Montenegro	5
Netherlands	1
Poland	2
Portugal	1
Romania	4
Serbia	2
Slovakia	1
Slovenia	1
Spain	15
Turkey	1

Africa	Number of participants
Egypt	1
Tanzania	1
Morocco	2
Tunisia	2

Rest of the world	Number of participants
South Korea	1

What did you specifically appreciate or found useful in this course?
Learn how to plan a strategy, activities and actions. I think it is the more difficult part... planning.

**Aranzazu Rodríguez
Tápiz, Spain**

**Almedina
Vukic,
Montenegro**

I must say that all of it was useful. I have never learned anything about strategies, action plans and designing activities and modules 3 and 4 were extremely helpful for me to understand how to do it. Even though I spent a lot of time for the mapping exercise I also found it useful because I realised that government and other institutions should be more active in developing and organizing HR and HRE activities, but that citizens should try to engage and learn more about their rights and freedoms.

One of the most challenging exercises would be the BINGO SHEET. Connect with other people from other countries it was a little difficult but the result was very good. I really like this type of activities, I think that interact with other people is interesting and you can expand your knowledge and share your experiences as educator, student or organisation.
The Mapping of organisations and institutions undertaking human rights education activities or human rights action activity was a challenge too because there were a lot of this type of organisations and contact with all of them is little complicated. Otherwise I learnt a lot!!

**Marta Cunyat Roldan,
Spain**

**Jelena
Mijanovic,
Montenegro**

The course developed my ability to apply theory to practice, it gave me a deeper insight into the topic, ability to think critically about the subject and improved my problem-solving skills.

While in general the feedback was positive, participants also had some suggestions and comments. The most commented issue for this specific course was the request for more collaboration between the participants.

More participation and networking possibilities in order to make future partners.

**Marlen Cuesta
García, Spain**

**Olya
Georgieva,
Bulgaria**

I believe that if the participants get to know each other better, it will be easier and more probable to keep in contact.

More collaborative work with colleagues...I am accustomed to working alone but I think it would have been interesting to have more exercises that compelled to collaborate.

**Carmen Nicoleta
Voinea, Romania**

10. Course November 2017 - Global Education: Intercultural Dimension

The course took place from 6 November to 1 December 2017.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 43 applications. Out of these 43 applicants 37 participants were selected. In theory we could select everybody that applied but because the quality of some of the applications 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 the inability to make a proper selection.

The general profile of the selected participants

Most of the applicants were working in the civil society sector and the second largest group consisted of participants from the Governmental sector.

Geography

In general participants came mainly from Europe with the majority of participants from Western Europe. As mentioned before, due to the low number of applications there was no possibility to have a normal division of sex resulting in high number of female participants (80%).

Participation	Number of applicants
Total applications	43
Accepted	37
Rejected	6
Successful participation	18
Drop outs	19
Drop out due to health, family, or work	2
Drop out during course	5
Never participated	12

Sector	Number of participants
International institution	3
Civil Society sector	18
Education	6
Government	7
Private sector	3

Sex	Number of participants
Female	30
Male	7

Age groups	Number of participants
18 – 25	11
26 – 30	6
31 – 35	8
36 – 40	6
40 +	6

Geographical location	Number of participants
Western Europe	20
Central/Eastern Europe	10
Africa	5
Rest of the world	2

Europe	Number of participants
Albania	1
Croatia	1
Denmark	1
France	6
Germany	3
Greece	2
Iceland	1
Italy	2
Portugal	3
Romania	7
Serbia	1
Spain	2

Africa	Number of participants
Algeria	1
Congo DRC	1
Morocco	1
Nigeria	1
Tunisia	1

Rest of the world	Number of participants
Brazil	1
Lebanon	1

For an overview of applicants, please see attachment 8.

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 12 an overall evaluation is presented.

Please elaborate how this course may impact your work.

I can teach my children about global education, the intercultural dimension of it. I can ask them to look around where they are living and to talk about that.

*Iulia Diana Tutulan,
Romania*

*Pia-Marie
Droste,
Germany*

I really liked the support and feedback of the coaches as normally it was very quick and precise. Especially the feedback was sometimes challenging me to think "further" into directions I have not considered before.

What were your main lessons learned from this course?

I became to understand how political mechanisms are structured and engaging in public sphere.

*Elena-Daniela Ivascu,
Romania*

*Farano
Federica, Italy*

How do you feel about the support and the feedback of the coaches?
They have been very important, in particular with their feedback because you have understood your mistake and try to improve yourself.

I personally liked, that i learned a lot, about the intercultural dimension, all the modules had information, which was very helpful. And i saw improvement in my skills, and other ways of thinking, thanks to the course.

*Célia Vale,
Portugal*

While in general the feedback was positive, participants also had some suggestions and comments. The most commented issues are related to requests for more time available which is illustrated by the comments below.

If you have free time, I believe is sufficient but for me as a teacher I must admit that not always I could find enough or best time and is pity because all if modules offers great information, samples which is good to be read and analyse not in a rush.

*Brindusa Mihaela
Vasile,
Romania*

*Camila Batista
Pinto, Brazil*

I devoted a lot to the course, but I would love to have had more time to read the references and all the activities of the other participants. At times, I had to be more synthetic and specific to not lose the course flow (since a new module was opened every new week).
I suggest that each module lasts at least one and a half week.

I needed more time, so, I could spend more time on homework and I would provide more explanations about the achievement.

*Elena-Daniela
Ivascu, Romania*

11. Course December 2017 - Global Education: the Citizenship Dimension

The course took place from 13 November to 10 December, 2017.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 40 applications. Out of these 40 applicants 36 participants were selected.

The general profile of the selected participants

Most of the applicants were working in the civil society sector. To a lesser extend the applicants were active in the educational and governmental sector.

Geography

In general applicants came mainly from Europe with a relatively high presence of applicants from Western Europe.

Participation	Number of applicants
Total applications	40
Accepted	36
Rejected	4
Successful participation	15
Drop outs	21
Drop out due to health, family, or work	2
Drop out during course	7
Never participated	12

Sector	Number of participants
Government	9
Civil Society sector	16
Education	7
International institution	2
Private sector	2

Sex	Number of participants
Female	26
Male	10

Age groups	Number of participants
18 – 25	4
26 – 30	8
31 – 35	4
36 – 40	7
40 +	13

Geographical location	Number of participants
Western Europe	12
Central/Eastern Europe	19
Africa	3
Rest of the world	2

For an overview of applicants, please see attachment 9.

Europe	Number of participants
Albania	2
Belgium	2
Croatia	3
France	3
Greece	1
Italy	4
Latvia	1
Poland	1
Portugal	1
Romania	9
Russian Federation	2
Slovakia	1
United Kingdom	1

Africa	Number of participants
Morocco	1
Tunisia	1
Uganda	1

Rest of the world	Number of participants
Canada	1
Nicaragua	1

The overall evaluation of the course, sent in by the participants, was positive, but due to the low number of (active) participants, the collaborative exercises, which are central to this course, the active participants expected more out of it.

For illustration purposes, some quotes from this course are presented below. In chapter 12 an overall evaluation is presented.

I'm waiting for other courses.

*Cristiana Stoica,
Romania*

*Iulia Diana
Tutulan,
Romania*

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

Analytical skills
Decision making skills
Communication skills

I think the most important exercise was the reflection (exercise 7) because this combined for me all the knowledge of the previous modules and made it tangible for myself.

*Jeroen Vandenbempt,
Belgium*

*Ivana Šibalić,
Croatia*

I found out what I knew only through practice, but not theoretically. Now is like a puzzle - sense of terms, concepts, models are much clearer.

Very interesting and useful for my work.

*Paola Berbeglia,
Italy*

*Mariana -
Gratiela Dobre,
Romania*

The most challenging exercise was the Citizenship Chair Model because I have to reflect the theory in my reality.

While in general the feedback was positive, the active participants were disappointed about the lack of participation of some of the other participants.

I liked it a lot and I like to work in group, but this time my group was a challenge for me!!

*Ana Žnidarec
Čučković, Croatia*

*Dragana Jevic,
Croatia*

It is great to meet people with great ideas. Only problem is they are not all there and into this.

As with all online courses, group interaction is not always easy, as people don't respond, drop out, etc.

*Anastasia Baskina,
Russian Federation*

12. 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 the 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.

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 each of the courses we have set up a dedicated (closed) Facebook account in order to facilitate the getting to know each other and the progress in the course which works 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.

Methodology and exercises

As already mentioned in the quotes in the description of the courses, participants believed that exercises fitted well the course contents and objectives. Many 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.

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. This is a recurring request but we do not think that spreading the course over time would lead to better participation. We think that the collaborative nature of the courses require an intensity of 10 learning per week.
- more courses within the working field of Global Education

Selection and participation

The number of successful participants in these courses was relatively low, with a gradual decline of percentage of successful participants. As can be read in the statistics regarding the number of applications, there was gradual decline of number of applicants (from 106 for the first course to 40 for the last course). This led to the fact that for the last three courses we could not do a proper selection or even meet the target of 45-50 participants per course.

We think that there were two reasons for this. First of all there was a gap in offering the courses for one and a half year. This meant that the calls were less redistributed by organisations and former participants.

Secondly we offered 5 courses within a period of 4 months which led to a saturation of potential participants.

This was discussed during the evaluation of the courses and the result is that the courses will be offered in the regular mode of 6 courses per year in 2018. We also suggest considering a more targeted outreach strategy as this could help to tap into newer networks.