



## Mid Term Evaluation Report 2015 – AA01/2015

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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, *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 2015.

The first course that was offered during this period was the *Global Education: The Human Rights Dimension* course, which took place 16 February - 13 March, 2015. Out of the 195 applications 49 participants were selected. The geographical background of the participants had a wide variety of people from around the world.

The second course that was offered during this period was the *Global Education: The Intercultural Dimension* course, which took place from 23 March - 17 April 2015. Out of the 115 applications 51 participants were selected. The geographical background of the participants had a wide variety of people from around the world.

The third course that was offered during this period was the *Global Education: The Citizenship Dimension* course, which took place from 8 June to 3 July, 2015. Out of the 108 applications 45 participants were selected. The geographical background of the participants had a wide variety of people from around the world.

The fourth course that was offered during this period was the *Global Education: The Intercultural Dimension* course, which took place from 17 August to 11 September, 2015. Out of the 247 applications 49 participants were selected. The geographical background of the participants had a wide variety of people from around the world.

The fifth course that was offered during this period was the *Global Education: The Human Rights Dimension* course, which took place 31 August - 25 September, 2015. Out of the 85 applications 50 participants were selected. The geographical background of the participants had a wide variety of people from around the world.

The last course that was offered during this period was the *Global Education: The Citizenship Dimension* course, which took place from 9 November - 4 December, 2015. Out of the 247 applications 50 participants were selected. The geographical background of the participants had a wide variety of people from around the world.

In this report an overview will be given of the outline of the courses (chapter 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

After reviewing the proceedings of the previous courses, we continued to use a 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 questionnaire<sup>1</sup> on attitude and behaviour. At the end of the course, participants fill out a Post-course self-assessment questionnaire<sup>2</sup>. By comparing both questionnaires participants can analyse which learning curve they established. In general people clearly defined a change in attitude and behaviour<sup>3</sup>.

## 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.

<sup>1</sup> See attachment 1 - Self-assessment questionnaire of ICD course

<sup>2</sup> See attachment 2 - Post-course self-assessment questionnaire of ICD course

<sup>3</sup> See attachment 3 - Example of response to post course self assessment



The four modules/weeks are:

**Module 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.

**Module 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.

**Module 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.

**Module 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.



## 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 sent out by the NSC and TNU. Based on experiences in the past, at least two calls are being sent out with an interval of approximately one month. Once participants submit their application, they are registered. Next to the online form with details, applicants also need to send an additional application form which contains specific questions on their motivation to participate. This additional application form serves to determine the motivation of the applicant. Since the course is an online course, people sometimes apply through an impulse and do not realise they are applying for an intensive course. Participants will only be selected when they send in the additional application form<sup>4</sup>. In order to ensure that this happens, applicants receive one or several reminders depending on the date of application.

The first step in the selection process is analysing the additional application form. This is a time consuming process because each form contains around two pages of information. The selection criteria are based on the principal aims of the course and the target audience. Therefore we look closely at the professional (education, policy makers, etc.), and geographical background. By using a rating system, a first selection is made. After that, the selection is again analysed on the composition of the group. The purpose of this second step is to make the group diverse and well balanced, especially regarding gender, professional, and geographical background. The selected participants receive a first personal email welcoming them to participate in the course and providing them with general information on the course proceedings.

One week before the course starts they receive a second email with specific information on the course<sup>5</sup>. One day before the course starts they receive a third email with information on the learning environment and how to use it<sup>6</sup>.

On the day the course starts participants receive an email with a welcoming word and instructions for the first week<sup>7</sup>. Each start of a module (or week), participants receive an email with information on the schedule of that week including activities and proposed assignments.

<sup>4</sup> See attachment 4, Application form

<sup>5</sup> See attachment 5, Info pack-GE:HRE

<sup>6</sup> See attachment 6, Tour of the homepage

<sup>7</sup> 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 participants<sup>8</sup>.

During the course an Excel sheet is maintained to track students' participation. At the end of each week this sheet is being analysed and inactive participants are sent a reminder. At the end of the course each participant receives an update on which assignments they participated in and what is expected of them in order to complete the course successfully. One additional week of time is allowed for participants to finish the required assignments<sup>9</sup>.

After this extra week the final decision on the Certificate award is made. Criteria are that at least 80% of the activities should be completed and there is one activity that is obligatory (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 their physical address which 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)<sup>10</sup>
- a CD-ROM with the contents of the course

<sup>8</sup> The coaches are: Celina del Felice, Ditta Dolejsiova, and Vic Klabbers

<sup>9</sup> See attachment 8, Reminder-email

<sup>10</sup> 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, Greek, Italian, Montenegrin, Polish, Portuguese, Slovenian and Spanish. See

<http://www.nscglobaleducation.org/index.php/resource-center/item/126-global-education-guidelines>



## 6. Course 16 February - 13 March, 2015 - Global Education: The Human Rights Dimension

The course took place from 16 February - 13 March, 2015.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 195 applications of which 105 submitted the additional application form. Out of these 105 applicants 49 participants were selected.

### **The general profile of the applicants**

There was an equal distribution of participant's background between NGO's, the civil society sector<sup>11</sup>, and the educational sector. A smaller group of applicants came from a governmental background.

### **Geography**

The geographical distribution of applicants showed a increase of applicants from Africa (with a high number of applicants from Kenya and Nigeria). However, it also showed a decline of number of applicants from the MENA region.

As a general observation we can notice that the higher number of applications from Kenya and Nigeria are due to local distribution via social networks. However, this also resulted in a high number of applicants from Nigeria that did not submit the additional application form. The same goes for Tunisia that saw a high number of applicants that did not submit the additional application form.

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<sup>11</sup> In the category Civil Society Sector we can find organisations that are not strictly NGO's or government. They can include voluntary associations, non-profit sector, not-for-profit sector, charitable organizations, labour unions, trade associations, professional societies, benevolent societies and third sector.



Participation	Number of applicants
Total applications	195
Accepted	49
Rejected	146
Successful participation	28
Drop outs	21
Drop out due to health, family, or work	5
Drop out during course	12
Never participated	4

Sector	Number of participants
NGO	14
Civil Society sector	16
Education	13
Government	6

Sex	Number of participants
Female	35
Male	14

Age groups	Number of participants
18 – 25	23
26 – 30	12
31 – 35	6
36 – 40	5
40 +	3

Geographical location	Number of participants
Western Europe	19
Central/Eastern Europe	17
Africa	10
Rest of the world	3

Europe	Number of participants
Belgium	1
Bulgaria	1
Cyprus	1
Czech Republic	2
Finland	1
France	1
Germany	1
Greece	4
The Netherlands	1
Italy	2
Republic of Macedonia	2
Norway	1
Poland	6
Portugal	2
Romania	1
United Kingdom	3
Wales	1

Africa	Number of participants
Cameroon	1
Democratic Republic Of Congo	1
Egypt	1
Kenya	2
Morocco	2
Nigeria	1
Tanzania	1
Tunisia	2
Uganda	1
Western Sahara	1

Rest of the world	Number of participants
Brazil	1
India	1
Qatar	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 12 an overall evaluation is presented.

The content was really prepared well, I learned a lot in a smooth way and in a logical order. I appreciated knowing something about everything; human rights, global education, HRE, strategy.. etc.

*Mohammed Alsaud, Syria*

I can clearly say that I increased my knowledge and I will actively use it in my everyday working process.

*Teona Katsitadze, Georgia*

I specifically appreciate all the assignments and the feedback from the coaches. It was my first real on-line course and it proved me that this kind of learning could be practical and really useful!

*Dobrawa Aleksiak, Poland*

I really appreciated the balance between the HRE content and the practical exercises that made us apply this knowledge to our specific contexts. In addition, I really appreciated the links that were provided with key words, treaties and organizations. At last, having a complete guideline on working on a HRE project was very useful, allowing us to build bridges between the course and our lives and careers.

*Adriana Balducci Ottoboni Dias, Brazil*

Module 3 and 4 were very important for me and my education. I found very useful comments and suggestions for my exercise for Design of HRE, implementation, monitoring, evaluation and action planning. Also, discussion forum has a large importance of this course for me. I learned new methods and approaches for few issues, which I know that will be effective in my country. All approach, step by step is very useful for me, and for the others because my knowledge and good practices I will exchange with my colleagues.

*Daniela Cvetanoska, Macedonia*

I found it very useful to have a module about strategy planning. Everybody can find information about human rights, but having a strategy planning exercise is essential for this type of online courses.

*Teodora Nguen, Bulgaria*

I actually learned a lot of new things from this course. Getting to know GE and HGE principles, standards and values was really interesting as the two terms are almost new to me. Going over the course contents that included both the local and global dimensions of the concepts was so useful. It is worth mentioning that being in a group of participants from many parts of the world is a plus and made me learn a lot while sharing our findings and discussions in the forums. I do not want to forget the fact that I learned new skills and strategies in a practical way through the assignments.

*Hicham El Ghraoui, Morocco*

It was great to be reintroduced to learning theories I had come across at university and to have them used within the context of HRE. It has given the knowledge I gained at university real meaning and I now feel that I am

*Ella Hogg, United Kingdom*



more capable of putting it into practice.  
I found the way that the content was broken down into different sections for reading very useful as it enabled me to give myself a certain amount of work to get through each day, making the course more manageable amongst my other commitments.

I found useful the integrative approach of the course: providing the educative content and requesting the completion of assignments worked quite well for me. I also liked the simulation exercise, it made us work in teams.

**Elena Ceban,  
Romania**

**Ilias Mastoras,  
Greece**

*It has already motivated me to apply for a HRE activity but I need more time to understand the outcomes of this course on personal level*

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

Maybe I missed "real examples" - I know there were links to organizations, but it would be nice to have some exemplary strategies or activities described and broken down, so we could see step by step how it was done and we could get inspiration in difficult process of creating

**Dobrawa Aleksiak,  
Poland**

**Adriana Balducci  
Ottoboni Dias,  
Brazil**

In general lines, the course was very complete. I would prefer also having few concrete examples of HRE successful and failed projects/activities, not only the name of organizations that work in this field. This would bring us even closer to the concrete aspect the course had.

I missed the live communication. I saw that the group of participants was quite diverse and, while I read the comments on the forum and sometimes the assignments of other participants, I remained with the frustration of not having consistent dialogue and sharing of experiences.

**Elena Ceban,  
Romania**

**Ella Hogg,  
United  
Kingdom**

There could have been some greater emphasis on asking our opinions on specific HR issues in order to spark of more heated debates which I feel would have led to more learning and understanding about how issues are perceived in different contexts. The first week's discussion forum did this but the rest of the course was more focused on the content that was already online.



## 7. Course 23 March - 17 April, 2015 - Global Education: The Intercultural Dimension

The course took place from 23 March - 17 April, 2015.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in a low number of applications, 115, of which 67 submitted the additional application form. Out of these 67 applicants 51 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 applicants from the educational sector. As in the other courses there were less applicants from the governmental sector.

### **Geography**

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



Participation	Number of applicants
Total applications	115
Accepted	51
Rejected	64
Successful participation	31
Drop outs	20
Drop out due to health, family, or work	4
Drop out during course	4
Never participated	12

Sector	Number of participants
NGO	13
Civil Society sector	19
Education	14
Government	5

Sex	Number of participants
Female	34
Male	17

Age groups	Number of participants
18 – 25	10
26 – 30	21
31 – 35	9
36 – 40	7
40 +	4

Geographical location	Number of participants
Western Europe	15
Central/Eastern Europe	18
Africa	13
Rest of the world	5

Europe	Number of participants
Albania	1
Belgium	1
Bosnia and Herzegovina	2
Bulgaria	1
Croatia	2
Denmark	1
France	3
Germany	1
Greece	2
Italy	3
Montenegro	1
Poland	7
Portugal	3
Republic of Macedonia	2
Romania	1
Slovenia	1
Spain	1

Africa	Number of participants
Benin	1
Botswana	1
Cameroon	2
Democratic Republic Of Congo	1
Jordan	1
Kenya	2
Madagascar	1
Morocco	1
Niger	1
Tanzania	1
Tunisia	1

Rest of the world	Number of participants
Azerbaijan	1
Israel	1
Philippines	1
United States of America	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 12 an overall evaluation is presented.

I appreciated a lot of things because I have learned a lot of new things. Specifically I appreciate the library tool where I found a lot of interesting stuff, and also illustrated examples, which was a great form to present us some theory. I very much appreciated the evaluations of coaches, because they were so specific and analitic and I learned some things also from their comments. Also the group exercises were great way to see how we manage to collaborate in a team and present our knowledge.

*Marija Vilimonovic,  
Serbia*

*William  
Fernekes,  
United States  
Of America*

1. Well-organized and detailed content
2. Opportunity to share ideas and perspectives with other participants
3. Well-designed assignments that challenged the learner
4. Feedback provided by coaches on assignments and questions

I appreciated much the opportunity to work in pairs during exercises, although it sometimes slowed down the process. I also appreciated the coaches' feedback and the chance to reflect more on my role as educator.

*Elena Ceban,  
Romania*

*Marta Marakchi,  
Poland*

*What was the most important or challenging exercise(s) for you in this course?*  
Nothing was easy

I believe that one of the strengths of the course were the years because there were moments that made me think and reflect on the reason to have me registered to perform this formação. If the initial idea was to have a better notion of how to put into practice my knowledge and improve the quality of my work in the organization I work for, I think my goals have been achieved.

*José Eduardo Garcia,  
Cape Verde*

*Ana Vieru,  
Moldova*

I liked the tools it gave us specifically those in module 3. It gave some inspiration for methods in global intercultural learning. pairs

I think I am still a bit stuck in the strict Academic system and volunteering helps me think outside of the box. I feel a bit stronger after completeng the course now that I see what it takes to start thinking in a more proactive way.

*Diana Martinovic,  
Croatia*

*Jocelyne  
Sacerdoce,  
Democratic  
republic of  
Congo*

The most important exercises were the exercises 3,8 and 6 because i've done it with others participants for different countries. This was very important for me



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

Unfortunately, the course dealt with many important conceptual approaches on the topic in a very short period of time, not giving the opportunity of a more in-depth insight. Thus, while developing an overall perspective, I fear that I skipped important details.

*Ioana Ghiță,  
Romania*

*Anastasia  
Pantazi, Greece*

*What did you miss in this course?*  
More time to reflect and interact with other participants

The course contents was good and what I would want to advise there were a lot of excercises which at times were too demanding.

*Killion Odidi,  
Kenya*

## 8. Course 8 June to 3 July, 2015 - Global Education: The Citizenship Dimension

The course took place from 8 June to 3 July, 2015.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 108 applications of which 61 submitted the additional application form. Out of these 61 applicants 45 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 NGO sector. Only few applicants were coming from a governmental background.

### Geography

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



Participation	Number of participants
Total applications	108
Accepted	45
Rejected	63
Successful participation	25
Drop outs	20
Drop out due to health, family, or work	6
Drop out during course	10
Never participated	4

Sector	Number of participants
NGO	6
Civil Society sector	27
Education	7
Government	5

Sex	Number of participants
Female	25
Male	20

Age groups	Number of participants
18 – 25	10
26 – 30	13
31 – 35	11
36 – 40	4
40 +	7

Geographical location	Number of participants
Western Europe	16
Central/Eastern Europe	14
Africa	12
Rest of the world	3

Europe	Number of participants
Croatia	1
Cyprus	1
Czech Republic	3
Finland	1
France	1
Germany	3
Greece	1
Hungary	1
Ireland	1
Italy	2
Latvia	1
Lithuania	1
Norway	1
Poland	2
Portugal	3
Serbia	1
Romania	1
Russian Federation	1
Slovenia	2
Spain	1
United Kingdom	1

Africa	Number of participants
Angola	1
Democratic Republic Of Congo	1
Ghana	1
Ivory Cost	1
Morocco	2
Sierra Leone	2
Togo	1
Tunisia	3

Rest of the world	Number of participants
Costa Rica	1
Mexico	1
United States of America	1

For an overview of applicants, and their organisational background, please see **attachment 11**.



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.

I especially liked the first two modules as they were dealing with the different concepts more theoretically. I really liked the idea of working on exercises together with other participants thus sharing our different perceptions on matters.

*Frauke Schmode, Germany*

*Anna Peltoniemi, Finland*

Overall, the course content was interesting. There was substantial theoretical background to every topic and enough practical tips. I especially liked the co-creating perspective and the practical advices for the planning process of activities. The beginning of the course with the definition part was not that useful as I am familiar with the definitions and problematic of the issue.

The most challenging tasks are the group work assignments as we are committed to master how to manage the time and to show empathy and respect

*Maher Ouled Amor, Tunisia*

*Mio Saito, United Kingdom*

It was very helpful and exciting to discuss with other participants (especially reflection group members) with various background. And also lots of materials provided by this course will be useful even after completing this course.

I learnt from every single word and I really appreciated the structure of the course: from the macro to the micro, the tools included. I really feel I have more competences now and I also feel more confident about my project-designing skills. I have really appreciated the chance that you gave to us of co-designing since usually the one who drafts the projects is the only one taking care of the matter and partners just send partnership letters. It has been powerful and important.

*Claudia Maffei, Italy*

*Konan Hyacinthe Diby, Ivory Cost*

I especially appreciated the methodology. This course offered a guided learning that allowed me to analyze and develop gradually.

*What were your main lessons learned from this course?*  
The more I know, I know that I know nothing and I still have a lot to learn.

*Marta Marakchi, Poland*

*Vera Di Gregorio, Italy*

For me it was difficult to work with the other people of my Group for assignment 4 and 6. I tried to stimulate their participation with a fb Group and a Google document was created. Although, I've learnt that this kind of problems could happen in a Group and that a good global educator should be ready to deal also with this



I loved that the Assignments were created very interactively and forced working in groups which meant getting in contact with other participants and learning from their experiences and their work. As well as going out into my usual constituency and consulting them about the content of the course.

*Amanda Reisach,  
Germany*

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

Group work was tough for me because we needed to discuss, summarise and give feedback to other members. The amount of assignments was much more than I had expected.

*Mio Saito, United Kingdom*

*Claudia Maffei,  
Italy*

I just missed a little more time (two weeks more) in order to divide the module 1 and 2 into 4 week rather than 2: they were full of new concepts and reflections and getting started always take more time, so the start should have been slower.

The most challenging exercise for me was the group work. The reason is the time difference in the respective countries where my group mates are as some of the assignments required me to discuss with my group mates on facebook or a group chat

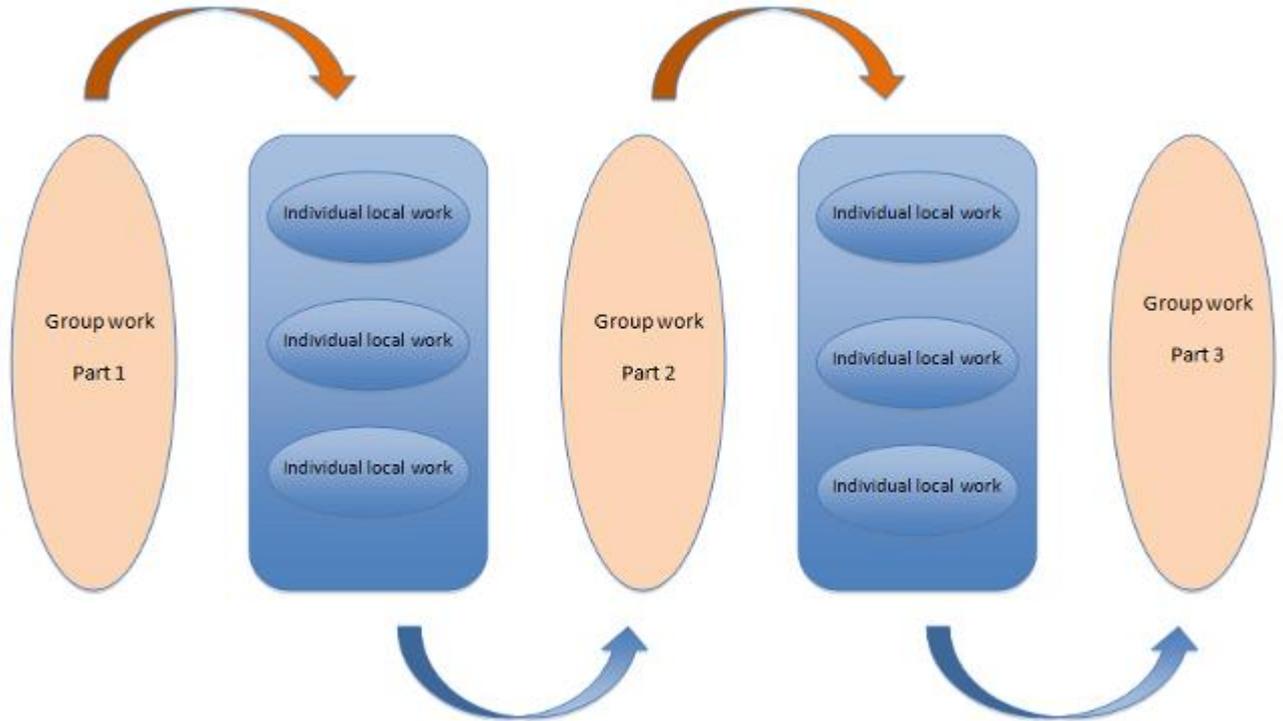
*Mohamed Kanneh,  
Sierra Leone*

## 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 resulted in the development of a final assignment, creating an action plan, which has both the global and local level integrated. The participants who submitted the final assignment made it very clear that this was something they are planning to implement.

This approach means on the one hand that people have to invest more time in communication with their fellow team members but on the other hand leads to well-prepared action plans (which in our opinion raises the possibility that these action plans are implemented).

People submitted action plans for:

Organising a seminar with the goal to set up a teaching unit at my university on what it means to be citizen at schools.	Germany
To develop a democracy education module. This module targets 17 to 29 year old immigrant men and aims to combine sports as a roll in method and democracy education content.	Finland
Launching an awareness campaign in the city and its suburbs to promote interaction between citizens and local governments.	Tunisia
Organise workshops to promote Active Citizenship: The first step to	Japan



participate in a decision-making process	
Strengthening active citizenship in public authorities and introduce young students to the practice of citizenship.	Ivory Coast
Training program of community women on facilitation skills to promote district action preventing Violence Against Women.	Sierra Leone
To deliver 24 workshops for Youth, 12 for local media and to create awareness campaigns through social media, we intend to promote <i>Citizens For Good And Local Governance</i>	Tunisia
To implement my experience from the course as an integral part in the OBESSU Training course for International officers where we have a focus on European citizenship.	Germany
To develop an citizens awareness campaign on peasant agriculture.	France
To work out a set of tools (courses), based on best practices, working on creativity and easy to multiply. Final goal – promotion of civil society, educating population in comprehensive ways.	Balkan region
First set up a training of trainers about debate and citizenship followed by structured trainings and workshops for teachers, youth workers and youth community leaders on debate techniques and citizenship.	Sierra Leone
Youth Citizenship And Participation - Workshop on global education for youth organizations.	Angola
Improving dialogue, students' representation and citizenship action in an university context.	Portugal
The participation in the upcoming municipal elections and the insurance the contribution of the civil society in the local governance.	Tunisia
To organise a structured dialogue engaging all stakeholders of global education practices in local area.	Lithuania
Engage youth from EU countries and non-EU countries in EU politics with a focus on Austria, Belgium, Norway and Serbia.	Norway
Intercultural Forum on Democratic Citizenship and Culture of Peace	Cape Verde
Development of a training to facilitate the engagement of academic and local community to promote active citizenship	Portugal



## 9. Course 17 August to 11 September 2015- Global Education: The Intercultural Dimension

The course took place from 17 August to 11 September 2015.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in a high number of applications, 247, of which 117 submitted the additional application form. Out of these 117 applicants 49 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 applicants working with NGO's. As in the other courses there were few applicants from the governmental sector.

### **Geography**

In general applicants came mainly from Europe with a strong presence of applicants from Central/Eastern Europe. Also there were many applicants from Africa resulting in almost 30% of the participants coming from Africa.



Participation	Number of participants
Total applications	247
Accepted	49
Rejected	198
Successful participation	26
Drop outs	23
Drop out due to health, family, or work	9
Drop out during course	8
Never participated	6

Sector	Number of participants
NGO	14
Civil Society sector	15
Education	12
Government	8

Sex	Number of participants
Female	36
Male	13

Age groups	Number of participants
18 – 25	15
26 – 30	15
31 – 35	15
36 – 40	2
40 +	2

Geographical location	Number of participants
Western Europe	12
Central/Eastern Europe	20
Africa	15
Rest of the world	2

Europe	Number of participants
Austria	1
Azerbaijan	1
Belarus	1
Bosnia and Herzegovina	3
Croatia	1
Estonia	1
France	2
Germany	2
Greece	1
Hungary	1
Ireland	1
Italy	2
Lithuania	1
Montenegro	2
Netherlands	1
Poland	2
Portugal	1
Romania	3
Slovenia	3
Spain	1
Ukraine	1

Africa	Number of participants
Algeria	1
Cameroon	1
Ivory Cost	1
Kenya	2
Madagascar	2
Morocco	2
Nigeria	1
Sierra Leone	1
Tunisia	4

Rest of the world	Number of participants
Argentina	1
China	1

For an overview of applicants, and their organisational background, please see **attachment 12**.



## 10. Course 31 August - 25 September, 2015- Global Education: The Human Rights Dimension

The course took place from 31 August - 25 September, 2015.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in only 85 applications of which 55 submitted the additional application form. Out of these 55 applicants 50 participants were selected. As this course started only two weeks after the previous course, we assume that the low number of applications could be due to the fact that many people already applied for that course.

### **The general profile of the applicants**

There was an equal distribution of participant's background between the different sectors, but civil society sector was over represented. However, as this sector overlaps with the other sectors, this strengthens the cooperation between the participants.

### **Geography**

The geographical distribution of applicants showed again a higher percentage of applicants from Africa. As a general observation we cannot draw any conclusions from that as there were only few applicants in general.



Participation	Number of participants
Total applications	85
Accepted	50
Rejected	35
Successful participation	22
Drop outs	28
Drop out due to health, family, or work	12
Drop out during course	8
Never participated	8

Sector	Number of participants
NGO	11
Civil Society sector	21
Education	14
Government	7

Sex	Number of participants
Female	28
Male	22

Age groups	Number of participants
18 – 25	7
26 – 30	15
31 – 35	13
36 – 40	8
40 +	7

Geographical location	Number of participants
Western Europe	12
Central/Eastern Europe	15
Africa	18
Rest of the world	5

Europe	Number of participants
Bosnia and Herzegovina	1
Croatia	3
Cyprus	1
Greece	2
Italy	3
Lithuania	1
Moldova	1
Poland	2
Portugal	5
Romania	2
Serbia	1
Slovakia	1
Slovenia	1
Spain	1
Ukraine	2

Africa	Number of participants
Algeria	1
Botswana	3
Burkina Faso	1
Ethiopia	1
Ghana	1
Guinea	1
Madagascar	1
Mali	1
Nigeria	1
Sierra Leone	1
Tanzania	2
Tunisia	3
Uganda	1

Rest of the world	Number of participants
India	5

For an overview of applicants, and their organisational background, please see **attachment 13**.



## 11. Course 9 November - 4 December 2015 - Global Education: The Citizenship Dimension

The course took place from 9 November - 4 December 2015.

After the decision on the start date, calls were sent out by NSC and TNU. This resulted in 247 applications of which 129 submitted the additional application form. Out of these 129 applicants 50 participants were selected.

### **The general profile of the selected participants**

Most of the applicants were working in the educational sector with a high number of teaching staff. To a lesser extent the applicants were active in the educational and NGO sector. Only few applicants were coming from a governmental background.

### **Geography**

In this course there was an equal geographical distribution of participants although there was a high number of applications coming from Africa. This is part of a general trend in the applications and we foresee that with activities in the Youth programme of the North South Centre, the number of applications from Africa (both MENA and Sub-Saharan region) will keep increasing.



Participation	Number of participants
Total applications	246
Accepted	50
Rejected	196
Successful participation	32
Drop outs	18
Drop out due to health, family, or work	7
Drop out during course	7
Never participated	4

Sector	Number of participants
NGO	7
Civil Society sector	17
Education	22
Government	4

Sex	Number of participants
Female	30
Male	20

Age groups	Number of participants
18 – 25	12
26 – 30	17
31 – 35	9
36 – 40	7
40 +	5

Geographical location	Number of participants
Western Europe	17
Central/Eastern Europe	17
Africa	14
Rest of the world	2

Europe	Number of participants
Albania	2
Armenia	1
Belgium	1
Bosnia and Herzegovina	1
Croatia	1
Czech Republic	1
Estonia	1
France	1
Germany	2
Greece	1
Italy	2
Lithuania	1
Luxembourg	1
Macedonia	1
Poland	3
Portugal	4
Romania	2
Serbia	2
Slovakia	1
Spain	3
United Kingdom	2

Africa	Number of participants
Algeria	1
The Gambia	1
Ivory Cost	1
Kenya	2
Mali	1
Morocco	1
Nigeria	1
Rwanda	1
Sierra Leone	1
Tanzania	1
Tunisia	2
Uganda	1

Rest of the world	Number of participants
Philippines	1
Sri Lanka	1

For an overview of applicants, and their organisational background, please see **attachment 14**.



## 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).

Participants expressed their interest in enlarging the contents 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 especially related to day to day activities in education and more geographical specific topics.

### Knowledge, competences and skills.

Many participants indicated that they have developed knowledge, but most participants indicated they have learned more practical skills on how to 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 these courses a dedicated (closed) Facebook account was created in order to facilitate the getting to know each other, which works very well and is much appreciated by the participants. We also noticed that due to this Facebook group participants contacted each other easier for the group assignments. However, some of the younger participants have difficulties in understanding the role of the Facebook as they are used to Facebook as the primary communication tool, whilst here it is used as a supportive communication tool.



Due to the function of the Facebook group, the chat tool is not used much anymore. Even the weekly 'chat hours', where participants can talk to each and ask questions to the coaches, are visited by only a few people even though some people indicate in the evaluation that they would be interested in such a 'real time' event. This does not mean that the tool is not adequate. In our opinion this has to do with the existence of the Facebook group and the fact that this can be accessed whenever people want. This could lead to the conclusion that people prefer so called a-synchronous interaction.

### Methodology and exercises

- Participants believed that exercises fitted well the course contents and objectives.
- Participants indicated they were interested in more case studies. They indicated that these would be helpful when developing their own action plans.
- They also indicated that the exercise to develop their own action plans was very useful as it helped them to focus more on what they want to do after the course.
- 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.).
- Practical information on how to implement their action plan (how to look for funding, organising activities, etc.)
- more courses within the framework of Global Education

## Applicants

During the last year we have seen a slow shift of geographical background of the applicants. During the last years we started with mainly participants from 'Western' countries followed by a strong increase from applicants from Central and Eastern Europe. During the last years we also saw an occasional increase of participants from a certain African country (for course x there was a big number of applicants from country y which we identified as being the result of the local distribution by either an individual or organisation in that certain country for that specific course).

Nowadays we identify a general increase of applications from Africa, both from Northern, as from Sub Sahara Africa. For Northern Africa this could be the direct result of the promotion of the courses during the activities within the framework of the Euro-Arab and Mediterranean Dimension of the North South Centre and the subsequent distribution of the calls by the local participants.

In regards to the applications from Sub Sahara Africa we see an increase from not only Eastern Africa, but also from Southern and Western Africa. On the one hand this can be the result of Africa-Europe Youth Co-operation program of the North South Centre and on the other hand due to the growing access to Internet and social media in these countries. However, social media cannot be the only driver of the growing interest from these regions as those applicants that hand in their additional application form are mostly highly qualified and fall within the target audience.

One example is the increase of applicants from Madagascar who all submit their additional application form and who are not only highly qualified but also highly motivated and successful in the course.

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