

Centre for Global Education



Global Educator Course

An External Evaluation by

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July 2013

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1. Executive Summary

This report outlines the key findings of an external evaluation of the Centre for Global Education's (CGE) accredited Global Educator Course, developed and delivered by the Centre for Global Education, which commenced in September 2008 and is in its fifth year of delivery. The evaluation was carried out by Dr Seán Byers from the University of Ulster.

The evaluation consisted of a survey of twenty mixed (open/closed) questions designed with the specific intention of gaining an in-depth understanding of the *impact* of the Global Educator Course on the personal lives and professional practices of participants. The findings are presented in a series of tables and accessible statistics, supported by the anecdotal evidence – mainly quotes – provided by respondents. In the interest of achieving accuracy and academic comprehensiveness, the results are cross-referenced, where possible, with the findings of previous evaluations of the Global Educator Course.

Several aspects of the Global Educator Course stand out as impressive. Since 2008, the course has continuously succeeded in: fulfilling its main objectives; making a significant contribution to the personal and professional development of participants; enhancing the capacity of participants as trainers/educators and creating a cohort of global education 'multipliers'; and promoting collective action and the establishment of networks between black and minority ethnic (BME) and global education practitioners.

Conversely, some aspects of the course have been singled out for improvement. Most relate to the provision of post-course support: awareness of and access to related learning opportunities at a more advanced level; post-course mentoring sessions and avenues for collaboration between participants; and access to organisations that are willing and able to provide course graduates with direct experience of global education practice. The final recommendation is that the Centre for Global Education takes additional steps to tailor the course so that it meets the needs of specialists and beginners alike.

On balance, the positive effects and potentials of the Global Educator Course greatly outweigh the caveats with which respondents have delivered their optimistic collective appraisal. The Centre for Global Education is to be commended for its expert delivery of the course and for supporting participants in making a positive contribution to society.

2. Background

The purpose of the Global Educator Course is to enhance global education practice by organisations and individuals working in, or in support of, the black and minority ethnic sector and global diaspora in Northern Ireland. It seeks to increase knowledge and understanding of international development issues and furnish the sector with the skills, values and attitudes that will support action toward social justice and equality at a local and global level.

Accredited by the Open College Network Northern Ireland to Level 3, the Global Educator Course is targeted primarily at practitioners in the BME sector but has also benefited staff, volunteers and Management Board members of development and development education organisations interested in strengthening their working links with BME communities. The course aims to enhance global education capacity in the BME sector and spread the ideas of global education more generally. The CGE accepts participation from community organisations beyond the BME and development sectors that have an interest in collaborating with minority ethnic communities and strengthening their knowledge of global education.

3. Context and purpose of evaluation

In December 2010, Vipin Chauhan of Lotus Management Consultancy completed an all-encompassing external evaluation of a CGE project entitled ‘Making Connections’ of which the Global Educator Course was a central element. Making Connections was funded by the Department for International Development (DFID) as a capacity-building initiative for the BME sector and included an annual conference, the development of a web site and course delivery. Vipin Chauhan’s evaluation of Making Connections included a detailed appraisal of the Global Educator Course, using data gathered from interviews and focus groups with participants. Chauhan concluded that in the areas of networking, activism, professional development and understanding of global issues, the course had a fundamentally positive impact on participants (2010: 19-28). Furthermore, his report made a number of telling points as regards the legacy and future of the Global Educator Course:

“The significance of running such a project ought not to be underestimated. There was a view that ‘the legacy that will be left will be massive’ especially in terms of

having a pool of trained global education trainers ('multipliers') from diverse backgrounds, the strengthened partnerships, the contribution to intercultural working and the reminder to non-governmental organisations that addressing global dimensions should be a routine part of their work (ibid: 30)."

Similarly, in an academic study on collective action towards social equality that included the Global Educator Course, Alex Steinhart noted how participants reported 'uniformly' that the course has influenced their personal and professional lives for the better. The course enhanced their capacity as multipliers in terms of teaching and learning methods, communication skills and clarification of the core values which underpin global education practice (2012: 48-53). Consequently, there is a general appetite for the Global Educator Course to be rolled out, widened in scope and mainstreamed in BME and related sectors (Chauhan, 2010: 31).

This research returns to the main aims of the Global Educator Course in order to elucidate these points and build a more definitive picture of its legacy in the medium term. Affording a period of reflection, the research focuses predominantly on the *impact* of the Global Educator Course on the personal and professional lives of previous participants. Most importantly, it establishes the full extent of the course's reach in terms of enhancing participants' overall capacity as 'multipliers' and a collective force for positive social change.

4. Methodology

From a population of eighty-five participants who completed the Global Educator Course between 2008 and 2011, this research took a sample of seventy (50 female; 20 male). We excluded the remaining fifteen participants who were unavailable to contribute to the research in the consultation period.

We provided the sample of seventy participants with a survey of twenty mixed (open/closed) questions relating directly to the aims and impacts of the Global Educator Course (see Appendix). We afforded a period of one month to complete and return the survey, after which time we had received a total of twenty-four responses (19 female; 5 male). This quite satisfactory response rate of 34 percent provides a reasonable basis of course assessment using the data available.

The study employed a basic combination of quantitative and qualitative data analysis methods to draw out the key findings and make recommendations concerning the future of the Global Educator Course. This was supplemented by desk research on previous studies, which allowed for a critical interrogation and rounded interpretation of the data. The key findings are presented in a thematic summary.

5. Demographics

As a preface to the study, we asked respondents to provide their age, organisation, occupation, country of origin and race/colour/ethnic/national origin. Ten of the twenty-four respondents availed of the option to remain anonymous. The remaining fourteen responses reveal that course participants originate from all corners of the world: Australia, China, Colombia, Poland, Romania, Serbia, Spain, the UK and Ireland, and a number of African countries. These responses also indicate that the course attracts a diverse range of ages and ethnic groups. Finally, the course participants include, but are not limited to, individuals working in the BME sector: accountants, community workers, education managers, non-formal educators, teachers, Teaching English as a Foreign Language (TEFL) instructors, translators and writers also responded to the survey. This suggests that the course is having some success in extending its reach to practitioners working *on behalf of* the BME community and to individuals interested in introducing global education principles and facilitation skills into their respective professions.

6. Key findings

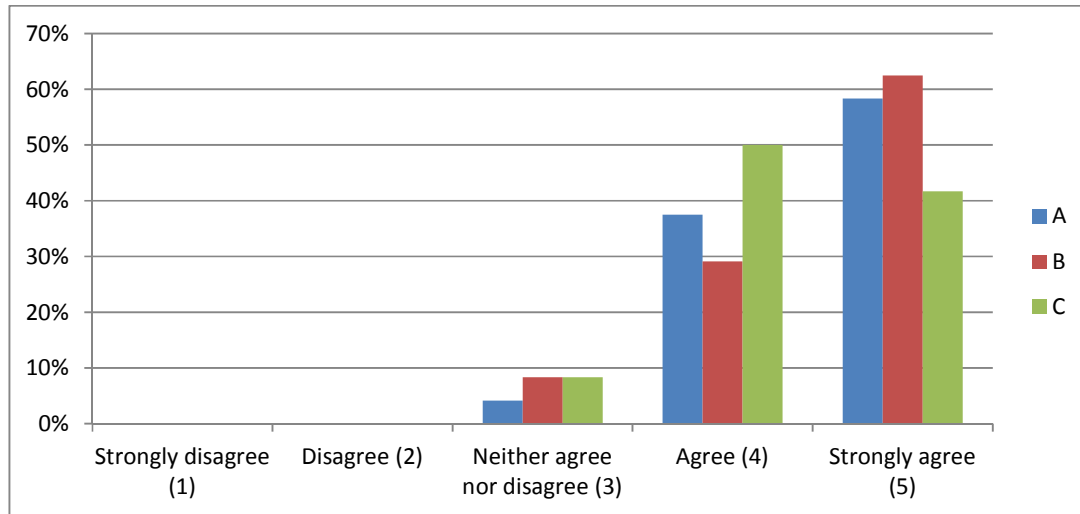
a) Fulfilment of main objectives

We asked respondents to state (5= Strongly agree; 1= Strongly disagree) whether the Global Educator Course had succeeded in fulfilling its three main objectives:

- A) Provide knowledge and skills central to an understanding of global issues;**
- B) Deliver methodologies and resources that enhance participants' ability to deliver global education training and/or organise intercultural activities; and**
- C) Demonstrate the effectiveness of global education methodologies in training delivery.**

The results are shown below (Figure 1).

Figure 1: Global Educator Course fulfilment of its main objectives.



The survey reveals that just over 95 percent of respondents either strongly agree or agree that the course provides knowledge and skills central to an understanding of global issues. Meanwhile, 92 percent of respondents strongly agree or agree that the course successfully delivers methodologies and resources that enhance participants' ability to deliver global education training and/or organise intercultural activities. Similarly, 92 percent of respondents strongly agree or agree that the course demonstrates the effectiveness of global education methodologies in training delivery. There is substantial evidence that participants are very satisfied that the Global Educator Course is fulfilling its overarching aims.

b) Personal and professional development and practice

A previous evaluation of the Global Educator Course noted that the professional value of the Global Educator Course is to be found in the opportunities it offers BME practitioners 'to consider their roles and responsibilities as officers within key organisations' (ibid: 29) and 'build their skills, competences and aptitudes' (ibid: 20). The option to work towards accreditation with the Open College Network Northern Ireland, meanwhile, represents a an important selling point in terms of attracting capable and motivated individuals interested in exploring the vocational possibilities of global education (ibid: 19).

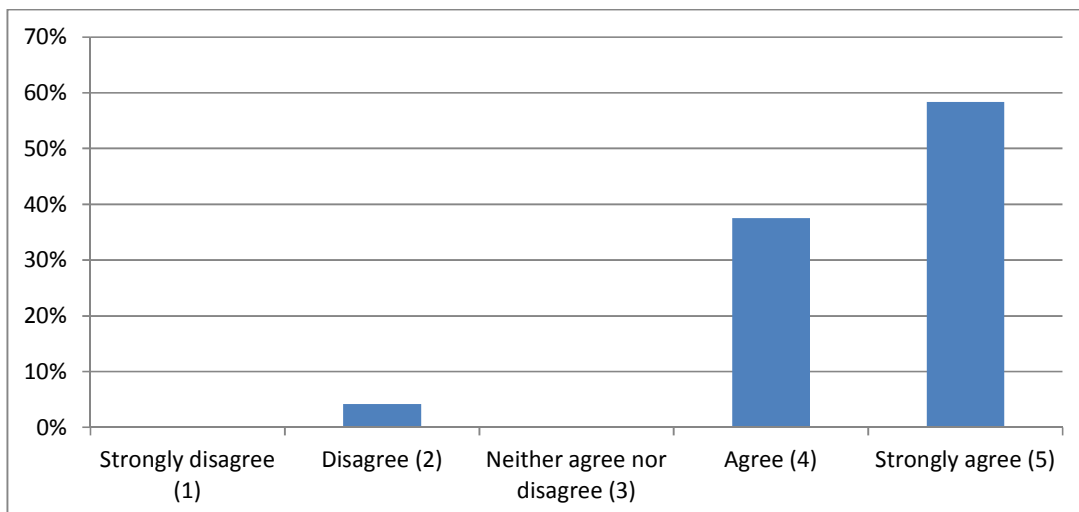
These findings were prevalent in our study which indicated that there is a high uptake of the certificated course, with twenty-one of a total twenty-four respondents (88 percent) proceeding to accreditation. When asked for their thoughts on how the training has

enhanced their professional development, the respondents painted an overwhelmingly positive picture. One respondent noted that the course had reinforced ‘the centrality of critical literacy as an approach in many areas of my professional life’ while another stated that the training had helped them to overcome ‘the language barrier between the voluntary/statutory service staff and members of BME communities’. Christina Graham, a Belfast-based accountant and course participant, revealed that the principles advanced by the Global Educator Course now underpin all facets of her personal life and professional practice:

“Through completion of this training, I have re-examined each choice I make in my own life – from where I work and with whom I work with, to what I spend my free time doing and the people I interact with also. In terms of my professional development, it has helped me to become more engaged in the workplace and to strive to understand the impact of my role on the people and environment around me.”

The study also elicited views on the impact of the Global Educator Course on specific aspects of personal and professional development. We asked respondents to state (5= Strongly agree; 1= Strongly disagree) whether the Global Educator Course had improved their understanding of the connection between global education and the key activities of BME groups. The results are provided below (Figure 2).

Figure 2: Strengthened understanding of the direct connection between global education and BME groups.

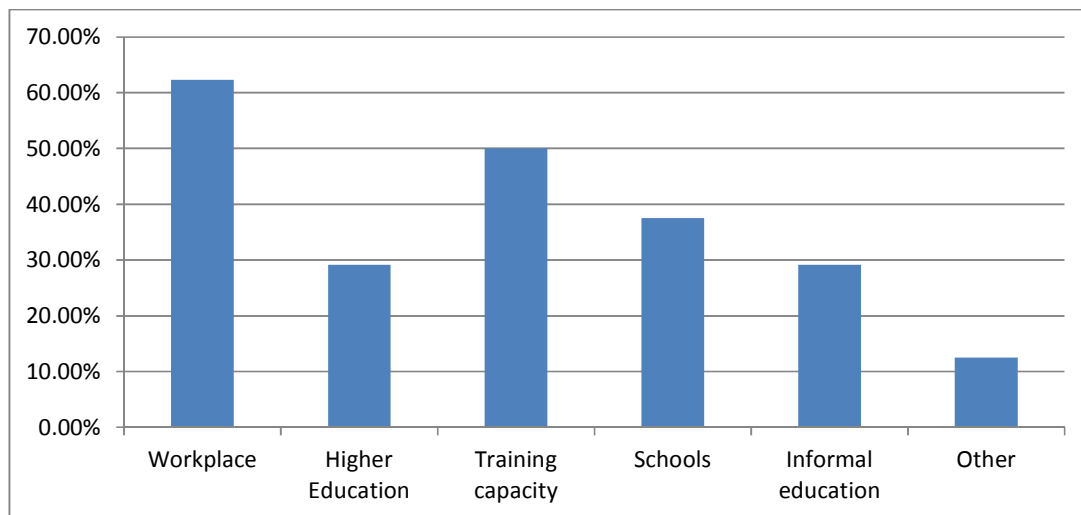


These results demonstrate convincingly that course participants return to their respective occupations/vocations with a greater comprehension of the connection between global education and the BME sector, with just over 95 percent of respondents either strongly agreeing or agreeing that the course improved their understanding of this relationship. A number of respondents explained that the course ‘empowered’ them, led to a greater awareness of their ‘role in a multicultural society’, and ‘reinforced’ and ‘expanded’ existing knowledge of global education in the BME sector. The experience of Karolina Morgan, a project worker with Barnardo’s, is illustrative of the potential impact of the course in this respect:

“I work with children and families from the BME community. Global education training helps me to raise the standard of the Intercultural Parenting Programme delivered by my project. The training has encouraged me to take a different approach regarding mythology [i.e. stereotyping] when working with parents from BME and local communities.”

This anecdotal evidence is supported by the fact that the vast majority of respondents (92 percent) have had an opportunity to transfer the knowledge and skills acquired during the Global Educator Course to one or more settings. The relevant data is provided below (Figure 3).

Figure 3: The use of the knowledge and skills acquired during the Global Educator Course in different settings.

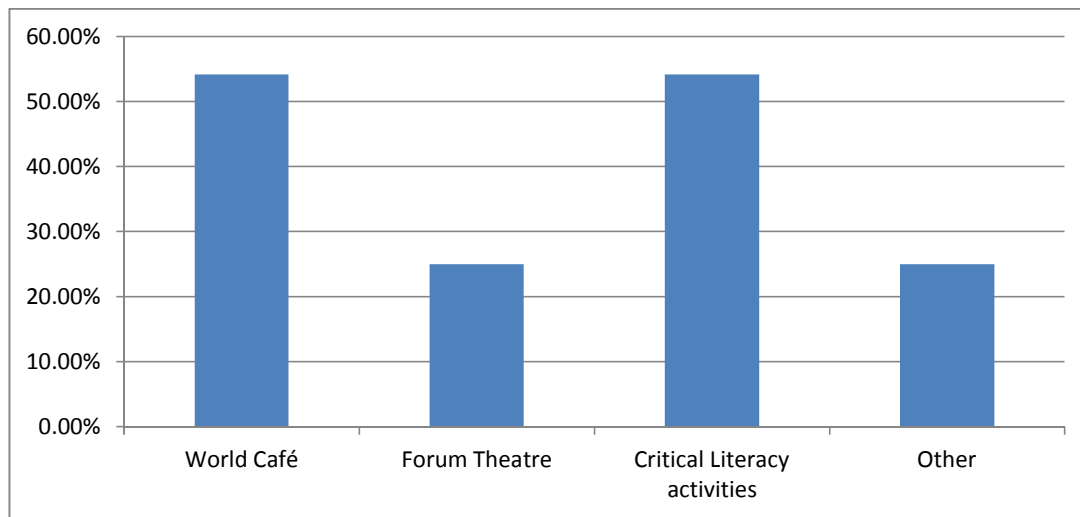


Clearly, it is hugely beneficial to participants that the principles and practices garnered can be, and are being, implemented in BME/development education training settings and schools as well as higher education, informal education, the workplace and a number of other sectors. This testifies to the wide scope of the course and its general applicability across a wide range of educational sectors and target groups.

That the course now enjoys widespread use and dissemination is evident from the various curricula, articles, theses and training programmes into which its content has been integrated. One example from the teaching profession is Joanne Bargewell, who has incorporated course material into whole sections of curriculum-based activities used in the classroom. Yvonne Naylor, a community relations facilitator and writer, has co-authored Thematic Units on global issues for the Council for the Curriculum, Examinations and Assessment (CCEA) with a view to supporting delivery of global issues through the Northern Ireland curriculum. Another former participant working in the field of race relations has developed a 'race and identity' training programme and 'mixed relationship workshop' that are both heavily imbued with global education content and principles drawn from the course. Finally, several respondents have indicated that the course material will provide a firm footing for embarking on related Master's and Doctorate programmes in the future.

It is also interesting to note that a high percentage of respondents have utilised the training methodologies taught through the Global Educator Course to introduce global education perspectives to the BME and related sectors, and to aid the task of making global education relevant to their different settings. The results of this part of the survey are detailed below (Figure 4).

Figure 4: The use of training methodologies taught through the Global Educator Course.



We see above that 54 percent of respondents have used the World Café exercise since completing the Global Educator Course. There was much discussion about how the World Café supports the ‘active involvement’ of participants in discussions of global issues. Similarly, 54 percent of respondents stated that they had used critical literacy activities in their practice since completing the course. Jakub Skrebsky commented that these tools have proved indispensable in enabling him to a) ‘introduce critical thinking in an informal way’ and b) build up a picture of ‘the knowledge and mindsets of my participants so I can tailor the rest of the programme to their needs’. This description resonates with the experiences of respondents who have found critical literacy to be a valuable approach to initiating discussions around issues such as discrimination, prejudice, identity, diversity and multiculturalism.

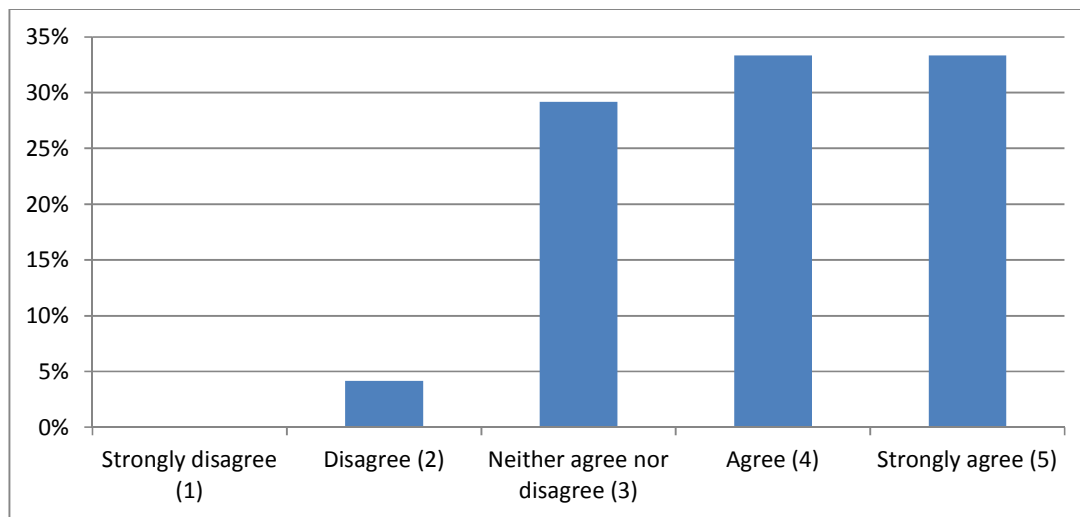
A quarter of respondents have used forum theatre since completing the training and a quarter have been introduced to global education training methodologies such as interconnection and debating activities, silent debate, the ‘sharing a bus journey’ activity, and global education evaluation exercises. With the exception of four respondents, all have had the opportunity to use one or more global education training methodologies since completing the course, which bodes well for this specific dimension of the project.

c) Capacity building and the multiplier effect in global education

Another important function of the course is to equip participants with the necessary knowledge and skills to impart the content, methodologies and values of global education to

individuals within their sphere of influence. Accordingly, the survey paid particular attention to capacity building and the potential role of course participants as global education multipliers. We first asked respondents to state (5= Strongly agree; 1= Strongly disagree) whether the Global Educator Course had succeeded in instilling confidence in their ability as a trainer/global educator. The results are shown below (Figure 5).

Figure 5: Global Educator Course success in instilling confidence in participants' capacity as a trainer/global educator.



The results confirm that the course is meeting the capacity building needs of participants, with two-thirds of respondents either strongly agreeing or agreeing that the training has succeeded in instilling confidence in their capacity as a trainer/global educator. This is a particularly important indicator of success because it helps to generate an impressionistic understanding of how the course is helping to create a new cohort of global educators with the aim of generating awareness of international development issues, challenging dominant stereotypes of BME groups and working for social justice on the local and global level. If the course continues to enjoy success in this respect, a greater number of individuals will be empowered to take steps towards positive social change.

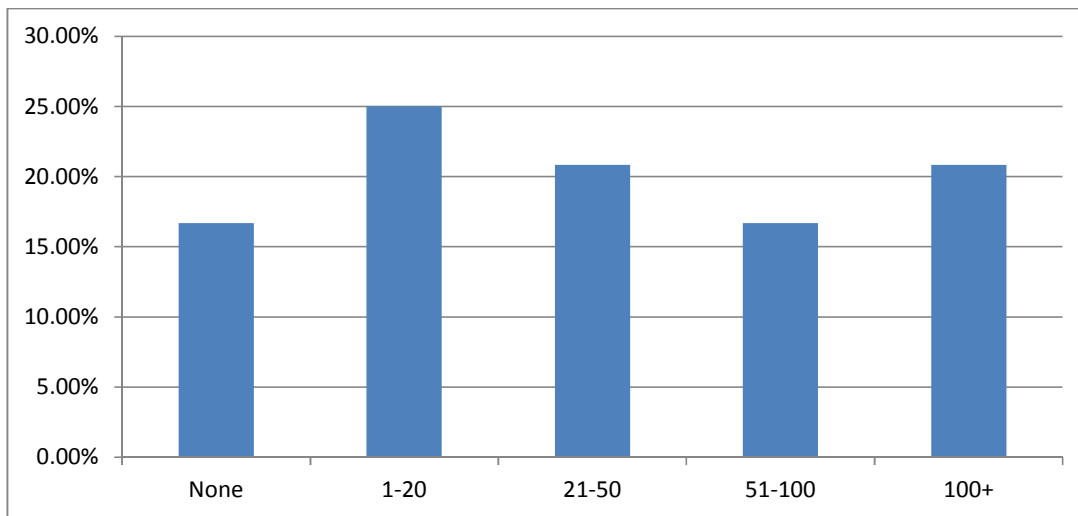
A recent academic appraisal of the Global Educator Course noted that participants have historically felt:

“Some effect in transforming their surroundings, little by little with some form of ripple-effect. In this way, global issues are solved by fostering understanding of

those in their personal relationships and getting other people to do the same. These experiences seem to bring a positive experience with it and bring hope” (Steinhart, 2012: 48).

In an effort to quantify the multiplier effect generated from the course’s delivery, we asked respondents to give an approximate indication of the number of people they have trained or directly influenced using one or more of its constituent elements. The results (Figure 6) are once again encouraging.

Figure 6: Approximate number of people participants have trained or directly influenced by since completing the Global Educator Course.



While the results here are quite evenly spread, the most striking finding is that just over 40 percent of respondents have each trained or directly influenced more than fifty individuals since completing the Global Educator Course. In total, the respondents to this survey have trained or directly influenced at least 394 people. If extended to the sample of seventy participants, this rises to 1,149 people. Of course, this is an extremely conservative estimate and the number of people trained or directly influenced by course graduates is likely to be much higher. This bolsters the view that the role of participants as global education multipliers is being realised in practice.

d) Networking and collective action

As documented previously by Chauhan, participants attach great value to the networking opportunities offered by the Global Educator Course. Additionally, many participants

appreciated the timely reminder ‘that local-global relations and global education were about power and politics’. Upon completing the course, therefore, they were ‘determined to become more active global educators’ (2010: 28). Participants now record that they have developed close contacts and collaborations across Britain, Ireland and Europe as a direct result of the Global Educator Course. The specific networks to which participants are affiliated include the Global Education Network Northern Ireland (GENNI), the Irish Development Education Association (IDEA), Fashion Against Racism, Comhlámh, Dóchas, the British Council and Think Global. Participants have also reported developing a positive working relationship with specific organisations, most notably the Centre for Global Education.

In the interest of working towards positive social change, the course was designed to a) strengthen participants’ identification with disadvantaged groups; b) strengthen participants’ belief in the need for collective as opposed to social action; and c) encourage the sense of belonging to a larger movement working in unison. Respondents’ views on the accomplishment of these specific objectives are set out in Figures 7, 8 and 9 respectively.

Figure 7: Strengthened identification with disadvantaged groups.

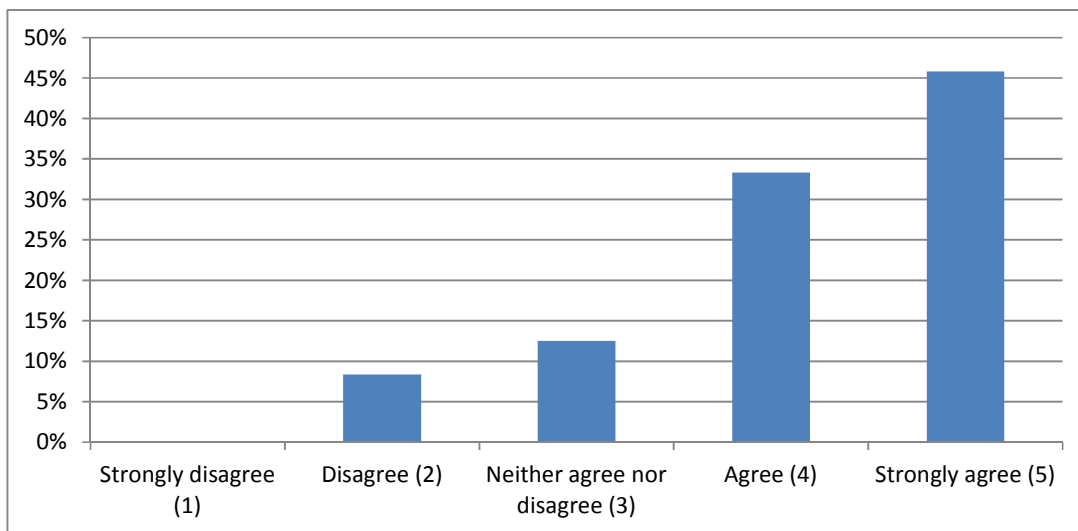


Figure 8: Strengthened belief in collective action.

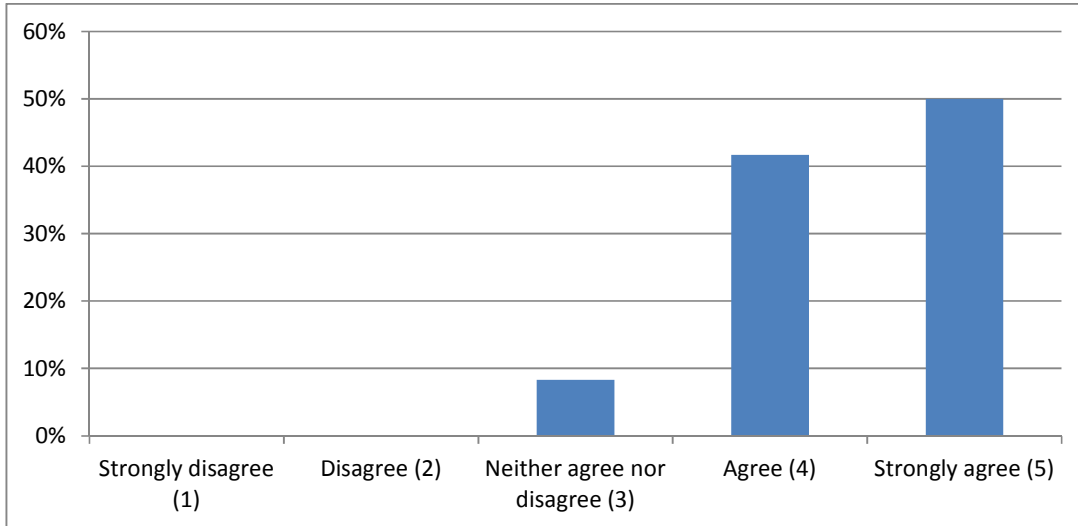
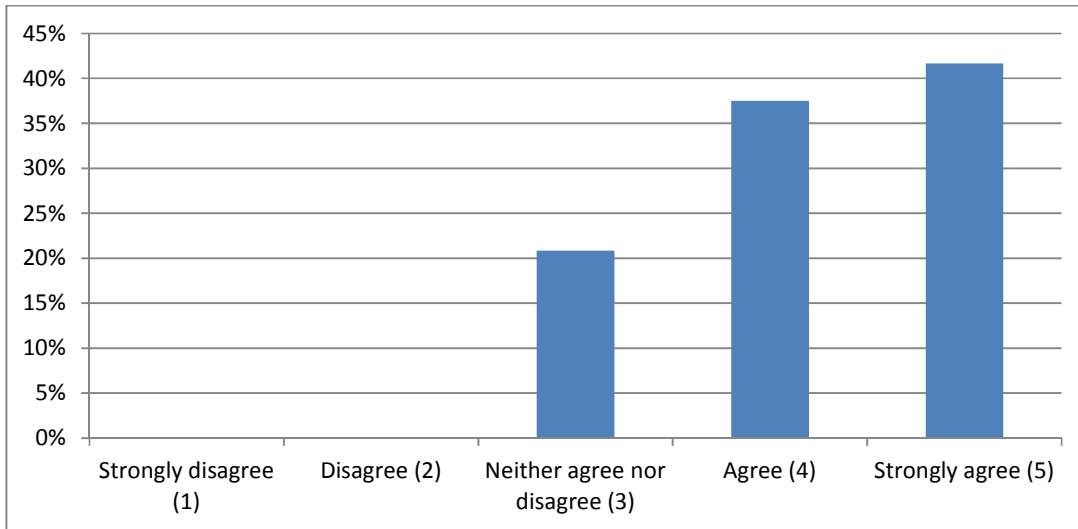


Figure 9: Feeling of belonging to a larger movement that contributes to positive social change as a direct result of the Global Educator Course.



The results can be summarised as follows:

- Over 89 percent of respondents either strongly agree or agree that the Global Educator Course has strengthened their identification with disadvantaged groups;
- Respondents reported almost uniformly (92 percent strongly agreeing or agreeing) that the Global Educator Course strengthened their belief in the need for collective as opposed to individual action; and

- A total of 79 percent of respondents either strongly agree or agree that, as a direct result of the course, they now feel part of a larger movement that contributes to positive social change.

It can therefore be argued with some confidence that the Global Educator Course is fomenting relationships within and between the BME and development education sectors. At the same time, the course is helping to draw participants' attention to the efficacy of collective action on issues of local-global importance and is strengthening the desire of practitioners to combine ongoing global education training with greater levels of advocacy and activism.

Indeed, the course appears to have prompted greater active involvement with global/development issues in a variety of ways. In all, 75 percent of respondents reported carrying out one or more of the activities listed in the survey. The individual results are outlined below:

- Campaigning activity (25 percent);
- Affiliation to development/human rights organisation (29 percent);
- Writing articles/contributing to publications (25 percent);
- Participation in actions on global issues, for example marches, demonstrations and protests (42 percent);
- Consumer actions, for example buying fair-trade products (54 percent).

In support of these figures, it is apposite to provide some examples of action outcomes described by participants. A number of respondents have remarked that the Global Educator Course has helped them understand their 'power as an individual consumer' and has thus encouraged more ethical and altogether more sustainable consumerism. Individual participants such as Helena Daly have said that, upon completing the course, she felt confident enough in her knowledge of global issues 'to write a paper on migration for a private circulation magazine which reached over 1,000 people'. Natasha Francis, formerly with the Citizens' Advice Bureau but now working as a TEFL instructor in China, has been inspired to introduce paperless activities to the workplace. Yet another respondent has written and presented two plays on the consequences and global impact of the 2011

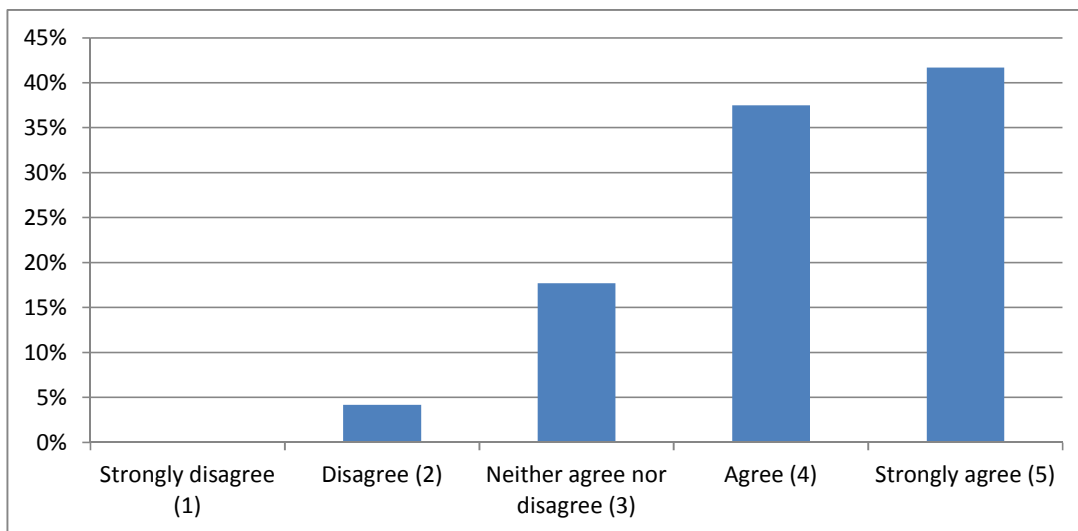
Tohoku earthquake, tsunami and resulting accident at Fukushima nuclear power station. Finally, several course graduates have disclosed their participation in anti-racist, trade union, anti-capitalist, social justice and civil liberties demonstrations and protests.

It is apparent that the Global Educator Course has helped provoke a radical shift in attitudes and has instilled participants with greater awareness of the connection between global education and good citizenship. It has bridged the gap between education and action, theory and practice – in other words, it has brought participants closer to the realisation of praxis.

e) Overall impressions of the Global Educator Course

The consultation with participants invited their overall appraisal of the contribution the Global Educator Course had on the work of BME practitioners in general and to their lives in particular. In the first instance, respondents stated (5= Strongly agree; 1= Strongly disagree) whether they believed the course benefits the BME sector in a general sense. The results are provided below (Figure 10).

Figure 10: The extent to which participants believe the Global Educator Course benefits the Black and Minority Ethnic sector.



As a general indicator of success, it is instructive to note that 89 percent of respondents either strongly agree or agree that the Global Educator Course benefits the BME sector. Natasha Francis argues that the course demonstrates ‘how we are all connected’ and ‘gives BME communities an active role in their new environment’:

“It allows BME members to become directly involved in challenging stereotypes and widening views. I think it is also important that the course brought BME people from different parts of Northern Ireland together and provided networking and exchange opportunities.”

Denis Iliescu, a development worker with the Roma community in Belfast, is well placed to provide an illuminating perspective on the course’s impact:

“The Global Education training is a good opportunity for capacity building in the BME sector. It helps people voice their experiences in a comprehensive manner, one that is explicit but not exclusive to a particular cultural background.”

On a personal level, the Global Educator Course has affected participants in myriad positive ways. This is how some respondents described their experience:

“An empowering, insightful, helpful and worthwhile experience, which has heightened my awareness and stimulated compassion for my fellow humans.”

“Fascinating self awareness journey which helped me build confidence and prompted me to take informed decisions in a personal and professional capacity.”

“Stimulates curiosity, motivates learning and thus contributes to the raising of standards.”

“The world is not black and white – the colour scale is pretty wide. That means there are more possible conflicts to be avoided but also more new, amazing harmonies to be created.”

“Enlightening and exciting. It has equipped me with ideas, methodologies, and energy to engage others in global education ideas and concepts.”

“Should be delivered to as many young people as possible all over the world to raise awareness.”

“It was a brilliant experience in many ways and one of the courses that helped me grow most in a very short time not only because of the content of the course but very much also due to the enthusiasm and professionalism of the course tutors...”

“The Global Educator Course helps participants to understand the impact of their views, perceptions, and actions on the wider global community.”

“The course provided the opportunity to think outside the box and to challenge our opinions and the opportunity to widen our network and contacts.”

“It has been such positive influence for me in a short course. Revealing and useful, a course that should be done by everyone.”

7. Recommendations for strengthening future delivery

While the vast majority of responses accentuated the many positive aspects of the course, the evaluation also produced a number of suggestions for improvement.

Firstly, ten respondents (42%) expressed an appetite to pursue related educational opportunities at a higher level upon completion of the Global Educator Course. At least three of these respondents have found suitable Master’s and Doctorate programmes to embark on. Yet it appears that the remainder are unsure about their options. It would therefore be advisable to explore the idea of developing a more advanced course for those wishing to progress to a higher level. This course could plausibly find a home in a university lifelong learning programme, a teacher training curriculum or a university school prospectus, which would in turn broaden its reach. At the very least, facilitators ought to ensure that the Global Educator Course enjoys closer links with related learning experiences and that, once completing the course, graduates are offered detailed advice on their options.

Secondly, it remains unclear in some quarters as to whom the course is principally directed at. This is evident from the fact that a small number participants from outside the BME sector have had difficulty applying the course concepts and methods to their own occupations, while three respondents from the BME sector felt that the course occasionally lacked the necessary degree of specialism for their professional practice. This tension between universalism and specificity is far from terminal, but steps ought to be taken to bridge this gap in order to sustain the course’s broad appeal.

A third issue raised by a number of respondents is that they would have liked to have seen greater levels of relationship building in the aftermath of the course, whether in the form of follow-up sessions, agreed joint actions or the establishment of a graduate network. This

can be rectified without undue cost or effort by setting up a mechanism that allows for post-course mentoring as well as regular contact and collaboration between course graduates.

Finally, although the majority of course graduates have quite clearly had opportunities to train or directly influence others using global education content and techniques, five respondents (21%) complained that these opportunities have proved insufficient. In conjunction with the strengthening of post-course mentoring and collaboration, therefore, it is imperative that all participants are assisted in identifying opportunities to gain experience of global education work in CGE partner organisations and sectors such as formal and non-formal education. In addition to enhancing the capacity of participants to pursue global education as a vocation, this will widen and deepen the course's overall societal impact.

8. Conclusion

This research has been carried out to determine the value of the Global Educator Course and its impact both on participants' personal and professional lives and on wider society. The results concur with Chauhan's finding that the course is highly valued and is a hugely inspirational component of the Centre for Global Education's suite of training (2010: 41). There is substantial evidence that the course is having a fundamentally positive impact on the BME sector and a profound influence on the worldviews and actions of the overwhelming majority of participants. A number of significant conclusions arise from the research:

- The Global Educator Course is succeeding in fulfilling its three stated objectives;
- Upon completing the course, the bulk of participants enjoy a much greater understanding of the connection between global education and the BME sector;
- The knowledge and skills acquired during the course are being used regularly, not only in a BME/development education setting and in schools but also in informal education, higher education, the workplace and other locales. Additionally, the course content is suitable for incorporation into curricula, articles and training programmes;

- Global education training methodologies, particularly the World Café exercise and critical literacy activities, are highly regarded by course participants and are ostensibly applicable to their practice;
- The Global Educator Course is progressively helping to create a qualified, well-informed, confident and passionate community of global educators who have in turn imparted their knowledge, skills and values to over 1,000 people. This is the multiplier effect in action;
- The ideal of a strong 'rainbow' global education movement (ibid: 46) is gradually becoming a reality due to the networking opportunities afforded by the course;
- The Global Educator Course has undoubtedly inspired in participants a sense of collective belonging and a proclivity towards direct, collaborative action on global issues with the aim of achieving positive social change.

The findings of the research present a compelling case for the retention and rolling out of the Global Educator Course in order to continue raising awareness of global issues in the BME/community development sectors and further afield. Participants appreciate not only the opportunity to become acquainted with the complex and interconnected issues addressed by global education, but also the fact that the course is hands-on and of practical utility. It attracts individuals from diverse backgrounds and inspires them to go forward, combine global education with activism and effect change in the views and actions of others. Based on the research consultation with former participants, this is translating into positive outcomes on the ground. It would be remiss to allow this to go unnoticed and to let pass the opportunity to build on the success of the course in the areas pinpointed in this report. At the same time, implementation of the suggested improvements put forward by survey respondents will ensure that future incarnations of the course are more rounded and even better equipped to address the challenges facing the BME and related sectors.

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Dr Seán Byers received his PhD in Political Science from the University of Ulster and has recently been working on an Arts and Humanities Research Council (AHRC) funded project entitled 'Past or Place? Exploring the relationship between violence and commemoration in the 'new' Northern Ireland'. He has published articles in peer-reviewed journals and media outlets, and is currently writing a political biography of the socialist republican Seán Murray. He enjoys a long standing relationship with the community/voluntary sector, having carried out research and project evaluations for a number of organisations. Queries regarding this report can be directed to the author at byerssean84@gmail.com.

Appendix

Sample survey

1. In which year did you complete the Global Educator Course?
2. One of the course's stated objectives was to 'provide knowledge and skills central to an understanding of global issues'. To what extent would you agree that the course fulfilled this objective? (5 = Strongly agree; 1 = Strongly disagree)
3. The second stated objective was to 'deliver methodologies and resources that enhance your ability to deliver global education training and/or organise intercultural activities'. To what extent would you agree that it fulfilled this objective? (5 = Strongly agree; 1 = Strongly disagree)
4. The final stated objective was to 'demonstrate the effectiveness of global education methodologies in training delivery'. To what extent would you agree that the course fulfilled this objective? (5 = Strongly agree; 1 = Strongly disagree)
5. Did your participation in the Global Educator course lead to accreditation?
6. To what extent would you agree that the Global Educator Course improved your understanding of how global education specifically relates to Black and Minority Ethnic (BME) groups? (5 = Strongly agree; 1 = Strongly disagree) Please comment:
7. Have you had an opportunity to use the knowledge and skills acquired during the Global Educator Course? If yes, please indicate the setting in which they were used.
 - In the workplace
 - In higher education
 - In a training capacity
 - Schools
 - Informal education (please specify):
 - Other (please specify):
8. Has the course enhanced your professional development? If yes, please provide a practical example of how it has assisted your practice in the workplace or in education.

9. If you have used training methodologies taught through the course please indicate which you have used below? Please tick all that apply and provide details below.

- The World Café
- Forum Theatre
- Critical Literacy activities
- Other

10. Have you incorporated content or methodologies from the Global Educator Course into any research, articles or curriculum design work? If so, please provide details below.

11. To what extent would you agree that the Global Educator Course succeeded in instilling confidence in your capacity as a trainer/global educator? (5 = Strongly agree; 1 = Strongly disagree)

12. Since completing the Global Educator Course, approximately how many people have you trained or *directly* influenced using one or more of its constituent elements?

- None
- 1-20
- 21-50
- 51-100
- More than 100 people

13. Are you affiliated to any global/development education organisations or networks as a result of the course? If so, please provide details below.

14. a) Has the Global Educator Course supported your active involvement with global/international development issues? If yes, please indicate which of the following apply.

- Campaigning activity
- Affiliation to a development / human rights organisation
- Writing articles / contributing to publications
- Participation in actions on global issues like marches, demonstrations and protests
- Consumer actions (e.g. buying fair-trade products)
- Other (please state):

b) Please provide an example of how the Global Educator Course has supported an action outcome.

15. To what extent would you agree that the Global Educator Course strengthened your identification with disadvantaged groups? (5 = Strongly agree; 1 = Strongly disagree)

16. To what would you agree that the Global Educator Course strengthened your belief in the need for collective as opposed to individual action? (5 = Strongly agree; 1 = Strongly disagree)

17. To what extent would you agree that, as a direct result of the Global Educator Course, you feel part of a larger movement that contributes to positive social change? (5 = Strongly agree; 1 = Strongly disagree)

18. a) To what extent would you agree that the Global Educator Course benefits the Black and Minority Ethnic (BME) sector? (5 = Strongly agree; 1 = Strongly disagree)

b) Can you provide an example of how you believe the course benefits black and minority ethnic communities?

19. To what extent would you agree that the Global Educator Course has equipped you with the knowledge and skills to influence friends and colleagues on global issues? (5 = Strongly agree; 1 = Strongly disagree)

20. Please describe your experience as a learner on the Global Educator Course in one sentence.



The Centre for Global Education (CGE) is a development non-governmental organisation that provides education services to increase awareness of international development issues. Its central remit is to promote education that challenges the underlying causes of poverty and inequality in the developing world and effect action toward social and economic justice.

The Centre equips individuals and organisations to understand the cultural, economic, social and political influences on our lives that result from our growing interdependence with other countries and societies. It also provides learners with the skills, values, knowledge and understanding necessary to facilitate action that will contribute to poverty eradication both locally and globally.

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