University of Ottawa

COURSE "COMMUNITY MOBILIZATION AND SOCIAL CHANGE"

From September 21 to October 6, 2018

In partnership with: the Institute of International Relations, University of Brasilia, Brazil, and the American University of Beirut, Lebanon.

Evaluation Report

Between September 21 and October 6, 2018, the Community Mobilization in Crisis (CMIC) Project of the University of Ottawa, Canada, jointly with Umanità Project of the Institute of International Relations (IREL), University of Brasilia (UnB), Brazil, promoted the course "Community Mobilization and Social Change" for UnB undergraduate students. The course was addressed to and promoted by undergraduate students, mostly engaged in Umanità Project, a student-based Human Rights research and outreach group.

1.1 The Institute of International Relations (IREL)

Founded in 1974, the Institute of International Relations at the University of Brasilia is the first specialized institution on International Relations created in Brazil, being also one of the greatest centers in Latin America. It has been created in brazilian capital, which conferred it an advantageous position regarding national and international institutions. The institution promote the study of International Relations in a multi-disciplinary approach, offering students a diverse program based on elements of Political Sciences, Economics, Law and History.

Initially bound to the Political Science Institute, the Institute of International Relations nowadays has its own structure and coordination and headquartered important projects as UMANITÀ, American Model of United Nations (AMUN), a Special Training Program (Programa Especial de Treinamento) – PET, Domani Junior International Consultancy Entreprise, United Nations Model for Secundarists (SINUS), SpeakREL, Marias and RELnindo.

1.2 UMANITÀ Project

Launched in 2012, UMANITÀ is a student-based group headquartered at the Institute of International Relations of the University of Brasilia (UnB) which develops activities on teaching, research and extension regarding several issues related to human rights. The group was created in response to demands for more human rights debates and human rights activities. The creation of the group received great support from its honorary founder, Prof. Antônio Augusto Cançado Trindade, from Prof. Eiti Sato. From 2012 to 2016, Umanità developed self-organized activities and projects by its undergraduate student members. In 2016, Prof. Rodrigo Pires de Campos accepted the invitation to become its supervisor, and, in the same year, the group was recognized as a formal UnB outreach project[1].

The group is structured in 5 coordinations (academic, marketing, administrative, projects and human resources), all organized in a horizontal structure. Its main activities are based on the tripod teaching, research and outreach through weekly debates on Human Rights topics; the development of research on Human Rights, national and international challenges; and the development of outreach activities in different communities such as EDUCARE.

Through this project, undergraduate students visit public schools in Federal District in order to promote human rights issues debates with high school students.

1.2. Umanità Members

In general, UMANITÀ has around 20 members, all undergraduate students between the 2nd and 5th semester of International Relations, Social Sciences and Political Science courses. The

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[1] More institutional information on Umanità Project available in
<http://dex.unb.br/catalogos-de-peacs?download=923:catalogo-peacs-2018>.

group is open to all undergraduate students and seeks to build an interdisciplinary approach to human rights. Its members are engaged on debates and activism for LGBTQI, migrants and black rights through social awareness and education.

Some of its members have participated in occupations at the UnB against cuts in national education budgets. Among them, 16 students, between 17 and 22 years old, participated in the course, 3 of them having attended just the online lessons. The majority of the students identify itself as white (Among 11 students who answered the final survey, 9 declared themselves as white, 1 as mixed, or "pardo", and 1 as black), and one student declared being part of the socio-economic assistance of the University of Brasilia.

In general, they have had previously experience with online or blending courses, but they prefer presential courses and they took over 1h and a half to complete each unit. They have previous experiences with mobilization in human rights either through some NGOs and projects or through students' groups.

1.3. The Course

Institutionalized as an outreach activity on September 20, 2018, the course was a student-based initiative, supervised by professor Rodrigo Pires, from UnB, and by professors Emily Regan Wills and Nadia Abu Zahra, from uOttawa.

By mixing local knowledge and experiences on community mobilization with online materials developed by the Community Mobilization in Crisis (CMIC) Project, the course was conducted during the UnB University Week 2018, organized in daily online lessons and face-to-face activities, which followed the program indicated below:

Friday, September 21 (6 p.m. - 8 p.m.): Course introduction and technical informations

Segunda, 24	Terça, 25	Quarta, 26	Quinta, 27	Sexta, 28
14h - 17h30: Community and shared problems	14h - 17h30: Leadership and resources	14h - 17h30: Intercommuniy dialogue and challenges	14h - 17h: Knowledge	14h - 17h30: Assesment

Saturday, October 6 (8 a.m. to 12 a.m.): Case studies seminar and final evaluation

During these activities, students were invited to think about their own communities and, most of times, about UMANITÀ itself in order to identify their shared problems, resources, challenges, as well as solutions to these challenges. Besides attending to the online course, through CMIC platform (which was translated into portuguese), students answered assessment questions available at an online individual e-portfolio and also build, in groups, case studies presented in the last day of activities. Case studies aimed to promote the application of the course content in local projects in which they have personally participated or had a particular interest in.

Regarding the course activities, on the first day, students introduced themselves, built the pre-evaluation post and received instructions regarding the online material and their responsibilities during the course. On September 24, after completing, at home, the three online lessons (community mobilization, shared problems and opting out), students were invited to think about the importance of working together - through the "forest dynamic"-, and, afterwards, were invited to discuss about "what is community mobilization". Based on that, students were finally invited to discuss, in focus groups, "if UMANITÀ was a community and why". After that, they participated of the "power flower activity", whose main goal was to develop self-recognition regarding world power structures.

On September 25, students studied the "leadership", "build a team" and the "pick a model" lessons through the online platform. They also received, as complementary bibliography, one Brazilian conceptual text on "community mobilization and team" from Toro and Werneck, 2007[2] and the guide for Non-governmental Organizations and Citizens' Initiatives, written by the Academy for Educational Development (AED)[3]. After concluding the debate on Community Mobilization, students were introduced to resources mobilization and participated of the "Apple Pie" and of the "Power Shield" activities in order to recognize their potential talents to be used in a mobilization. Some students complained that they found hard to find the talents or thought that this was selfish.

After a break, students completed the "skills" activity, in which they needed to identify "skills that I have", "skills that I want to learn" and "skills that I can share". In line with this, we received a local mobilizer, Felipe Fiuza, who has developed some musical activities with children in the city of Paranoá, Federal District. As a local mobilizer, he uses his musical talents to promote development in that city, building instruments with scrap and teaching how to play them. Besides sharing his life experience and motivation, Felipe played some instruments that he constructed by himself and brought to share with students, such as the marimba and pandeiro.

On September 26, at home, students completed the online modules on "Intercommunity support, intercommunity dialogue and burnout". At UnB, in turn, activities started with the "balloon

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[2] TORO, Jose Bernardo; WERNECK, Nisia Maria Duarte. Mobilização Social: um modo de construir a democracia e a participação. Belo Horizonte: Autêntica, 2007.
[3] ACADEMY FOR EDUCATIONAL DEVELOPMENT (AED). How to mobilize local resources: a guide for non-governmental organizations and citizens' initiatives. 2004.

dynamic". In this activity, each student has a balloon and all the balloons together represent the group responsibility. The activity requires everyone's engagement so that balloons do not fall on the floor. After sometime trying to keep balloons up, the instructor starts to take some students out of the activity, telling them they have had a burnout. After that, students discussed their feelings during the activity and the relation of the activity with the online material available at CMIC platform.

Besides that, students were introduced to strategies of effective communication: "active listening" and "I statement". At this point, some students added their personal experiences and doubts regarding this kind of communication. Finally, they filled in the "coping activity", identifying their own coping strategies. At the end of the day, students were able to listen and to interact with volunteers from the "Quiet Time" local project, which develops meditation with and for students and volunteers engaged in an english teaching project in a peripheral area of Brasilia, called "Inglês na Estrutural".

On September 27, students completed the first three modules of the online platform regarding knowledge accountability and they also have read Bell Hooks[4] and Paulo Freire[5] texts on education and knowledge. At the university, they completed in pairs the other activities of the online platform, focusing on understanding the content and identifying one activity that UMANITÀ had already been doing regarding this and one activity that can be developed in order to apply this knowledge.

Students have also discussed about the readings on Paulo Freire and Bell Hooks, in a circular debate. Finally, students engaged on a leadership dynamic which aimed to promote the self-identification of their profiles while working in groups and of others' talents and types of leadership. In this activity, participants were challenged to choose a person placed in opposite sides and profiles, geographically predefined in the classroom, and to express what they thought that they could learn with that person.

On September 28, besides online activities on "assessment", students read the introduction of Coletivo da Maré report[6] concerning Brazilian favelas and their cartographic representations. At UnB, students debated the bibliography and developed their own community asset map (regarding UMANITÀ). The students have also had the opportunity to meet Prof. Emily Wills on Skype, clarifying some doubts about the course and getting to know more about Lebanon pilot. Finally, on October 6, after one week of debates and preparation, students presented their case studies and participated of the final evaluation.

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[4] HOOKS, Bell. Ensinando a transgredir: a Educação como prática de liberdade. São Paulo: Wmf Martins Fontes, 2013.

[5] FREIRE, Paulo. Carta de Paulo Freire aos Professores. Estudos Avançados 15(42), 2001.

[6] GUIADERUASMARÉ. Apresentação. Rio de Janeiro: Observatório das Favelas, 2014. Available at: <http://redesdamare.org.br/wp-content/uploads/2014/05/GuiaMare_26mai.pdf>. Consulting on September 20, 2018.

2. Course evaluation and feedbacks

During the first part of the participatory evaluation, students built a pre-evaluation post answering the three main questions regarding their expectations:

1) What do you think that are the most important challenges in working in groups and community mobilizations?

2) Regarding conceptual knowledge, what do you expect to learn in this course?

3) Regarding skills, what skills do you want to develop?

First of all, in focus groups, students discussed the questions and choose 2 words that summarized the answers. After that, they shared answers with the entire group and built this post below:

This and the focus groups discussion on 'what is community mobilization' formed the pre-evaluation. In the middle and in the end of the course, with the support of this poster, students were asked if they achieved those expectations, which form the participatory evaluation. In addition to this, they answered two online surveys on support, accessibility, logistics and content.

Regarding what did they expect to learn, they highlighted:

Challenges:

- Disunity ("people tend to see more what they have as different than what they have in common")

- Lack of resources (it came out, first of all, as money, but they added human resources, and others)

- Evasion, money and acceptance (this came out more as a top-down approach when the community concerned need to have more acceptance of the others that are coming to help)

- Lack of information ("it seems difficult to do the information to achieve people that need")

- Motivation/people start to lose "força-motriz" strength

Knowledge:

- Researching ("how to do research and to get valuable and useful information, not just for academic purposes")

- Public policies ("curiosity about what is the relation between public policies and community mobilization")

- Leadership

- Knowledge about other contexts and projects from Lebanon and Canada (since the course was built in partnership with AUB)

- Community (what is community)

Abilities:

- Empathy and humility (to not say that is arriving there to save the homeland)

- Leadership; "Jogo de cintura" - capacity of aggregate, to make people go together, and to overcome conflicts; know-how

- Management and communication

- Oratory (capacity to change communication according to the context)

- Capacity of action (how to apply the knowledge that we acquire)

In the beginning, when asked about 'what is community mobilization', students also came out with a lot of different answers and doubts about it. In focus groups, they naturally started to discuss about it through examples. Among them there were charity groups, ngos and projects with a more top-down approach (AMUNkids), but also community based work and associations (neighborhood associations). It was possible to highlight that students had different perspectives and experiences with the issue, one of them with a vision more similar with the CMIC vision, highlighting community based projects. We chose not give any answer to the question in order to reintroduce the discussion in the next day, so they were able to go home with this question in mind and to study though the platform and literature.

In general, they questioned if a community mobilization need to have:
- Different people - or not - with a common goal
- Characteristics in common or not
- Outsiders and insiders in community mobilization processes
- In a context of absence of public policies

It is not possible to compare systematically students' development on the understanding and knowledge of this concept since the final evaluation did not include the same activity of asking formally students 'what is community mobilization'. However, it was possible to assume (without measuring) this learning through students testimonials and through their final case studies, in which they explained human rights and social projects with a critical narrative, enquiring themselves about the top-down or collaborative approach.

In the final debriefing activity, which makes part of the participatory evaluation, students highlighted that the course made them more united. The impact of the course on promoting community links and improving UMANITÀ as a group can also be noticed through students' answers to both surveys, as shown below:

Mid-term
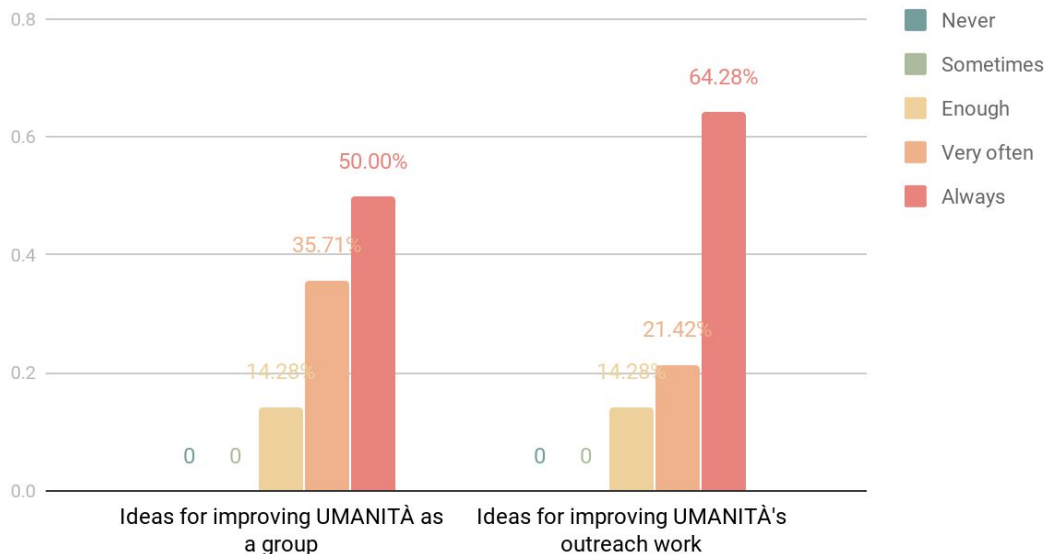
Final term
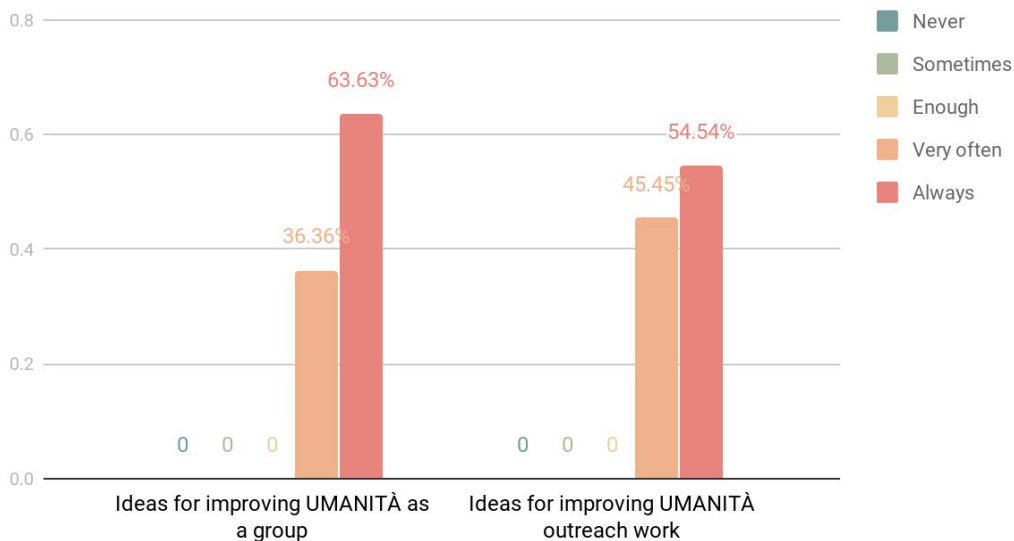
During the debriefing, students also highlighted that they found the assessment map really enriching and that it was also important to understand the principle of "going to the community and seeing their demands". In testimonials, some students also indicated the community based approach as a learning experience from the course. Finally, they highlighted that it would be interesting to have more theory regarding how to tackle challenges.

One student also indicated, during the final de-briefing, that their expectations changed with the time: they arrived in a different way, expecting to learn more theory, but the "best learning was on how to work better in groups, on feelings and on how to communicate". According to evaluators, this is related to the capability of the course to promote self and social conscience and reliance, mainly through face-to-face activities.

The general evaluation of the course was exceptional and showed an improvement between mid-term and final-term evaluation regarding these factors, as expressed in the graphics below:
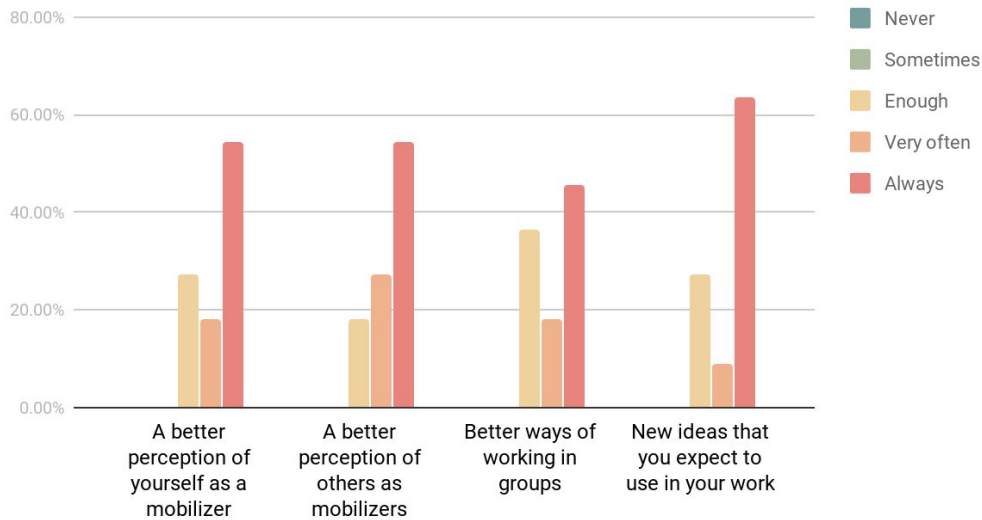
Mid-term:

In what mesure did the online and face to face activities promote...
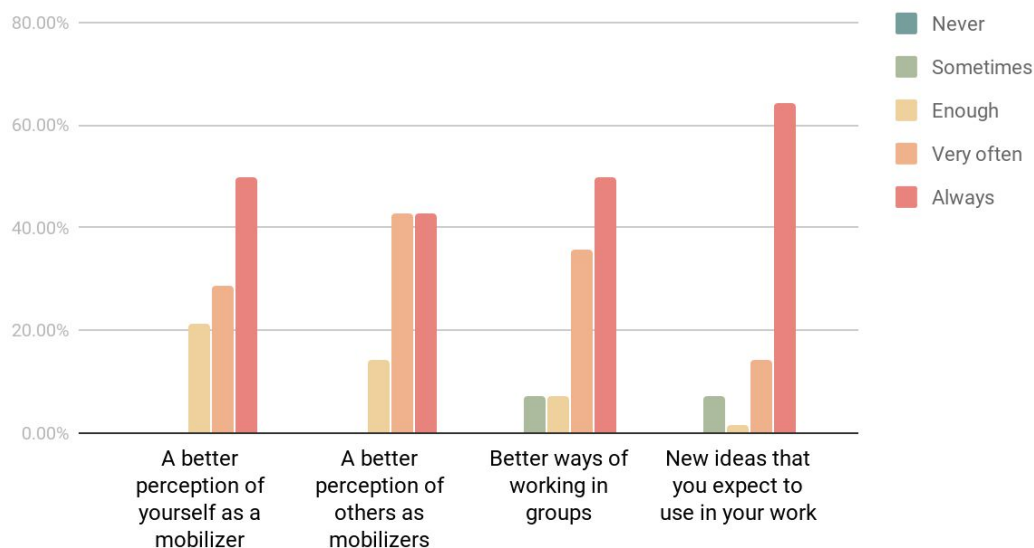
Final-term:

In what mesure did the online and face to face activities promote...

Besides that, although, we have not prepared any formal evaluation to measure students perspectives regarding speakers participation, students voluntarily raised the issue on friday and during the final debriefing evaluation, highlighting the importance of the local mobilizers and how interesting they found their participation in the course. They highlighted that it could be interesting to add more bibliography into the material, in order to enrich the debates.

2.1. Accessibility

In the first survey, 7 students of 14 answered that they did not find any technical barrier, and the others indicated as technical barriers the initial problem to log in into the platform and subtitles going too fast. In the second survey, when asked the same question, the majority answered that they do not (10 of 11) and one student indicated that there were failures at some subtitles, which shows an improvement on accessibility and the stability of the platform after the log in.

In general, it was possible to notice, through testimonials, that students who completed just the online course highlighted the platform as less friendly than other students did. It was not possible to confirm this through surveys since these were confidential. Our hypothesis is that this reflects the fact that they were limited to the online platform, which pushes them to be more critical to it.

In the final-term survey, students (11) shared their views on accessibility, evaluating the efficiency as shown in the graphic below:

How efficient were...
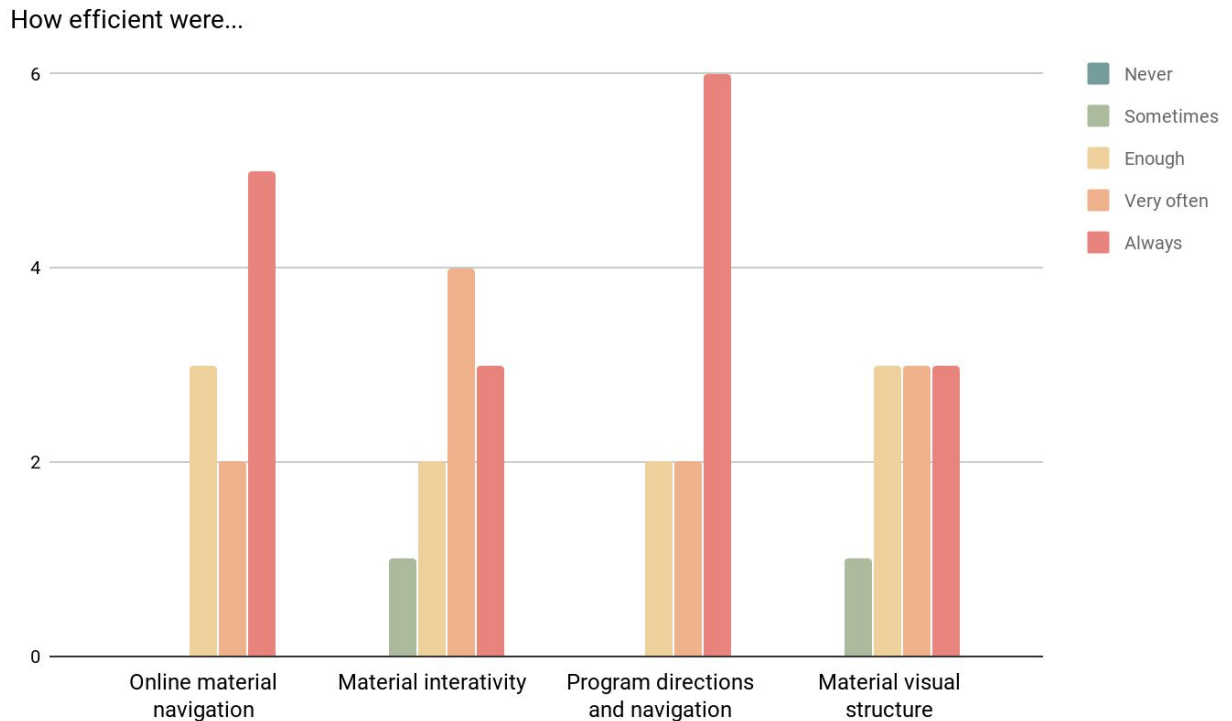
In sum, the main challenges on accessibility were regarding the initial login due to human failures on adding students' emails at the platform and, sometimes, regarding subtitles timing in some videos. In general, the evaluation on accessibility was exceptional, and it also shows directions and possibilities of improvement focused on "material interactivity" and on "material visual structure".

2.2. Content

Even if mid-term (11) and final term evaluation (14) surveys have not collected the same number of answers, it is not possible to identify any huge change regarding the quality of the content provided in online materials (the comparison was made in percentage). In both surveys, students informed that, very often or always, the online material provided critical ideas, different examples and different perspectives, as well as opportunities to share their perspectives, as showed at the graphics below:

Middle-term evaluation on content
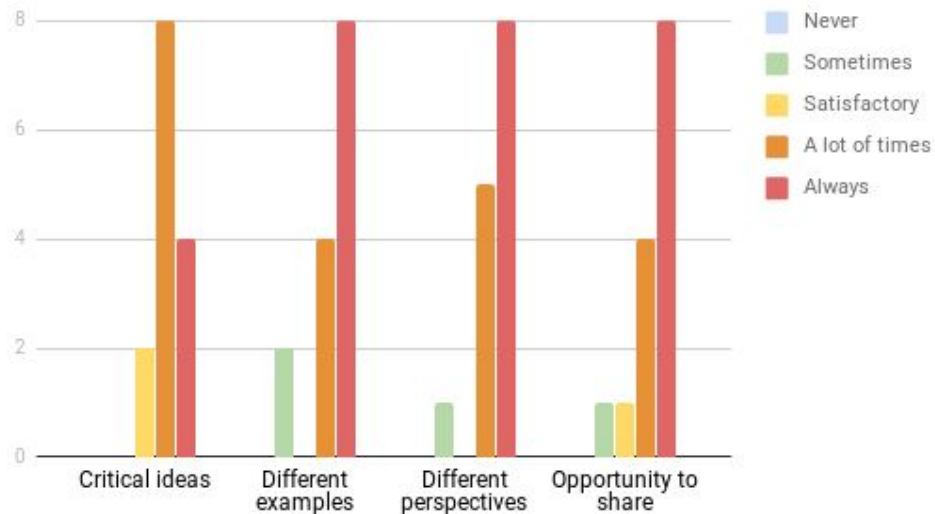
Final term evaluation on content
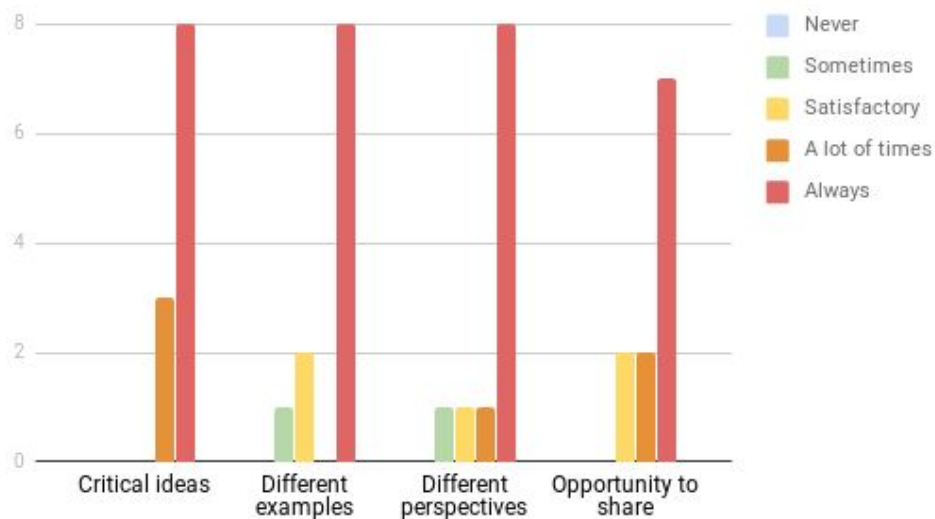
Even though the results were similar, if we attribute values(V) to each answer possibility (0 to 4 to correspond to a scale of never to always), as in the calculation developed to explain critical ideas results, it is still possible to see and to compare deeper the expression of some indicators available in both surveys.

The Calculation

Critical Ideas (M)	Number of answers (N)	Number of answers (N%)
Never (V=0)	0	0.00%
Sometimes (V=1)	0	0.00%
Satisfactory (V=2)	2	14.29%
a lot of times (V=3)	8	57.14%
Always (V=4)	4	28.57%
middle (V x N)	44	314.29%
middle % (V x N)/14	3.14%	-
Critical Ideas (F)	Number of answers (N)	Number of answers (N%)
never (V= 0)	0	0.00%
sometimes (V= 1)	0	0.00%
satisfactory (V=2)	0	0.00%
a lot of times (V=3)	3	27.27%
always (V=4)	8	72.73%
final (V x N)	41	372.73%
final %(V x N)/11	3.73%	-

So, the development of a graphic that compares the amount (%) regarding each indicator in both surveys allow us to observe some progress made between the mid-term and final-term

evaluation in all indicators. The columns represent the value in percentage of: (V x N)/number of students who answer the survey (either 11 for the final survey, or 14 for the mid-term).

Comparing mid-term and final-term evaluation
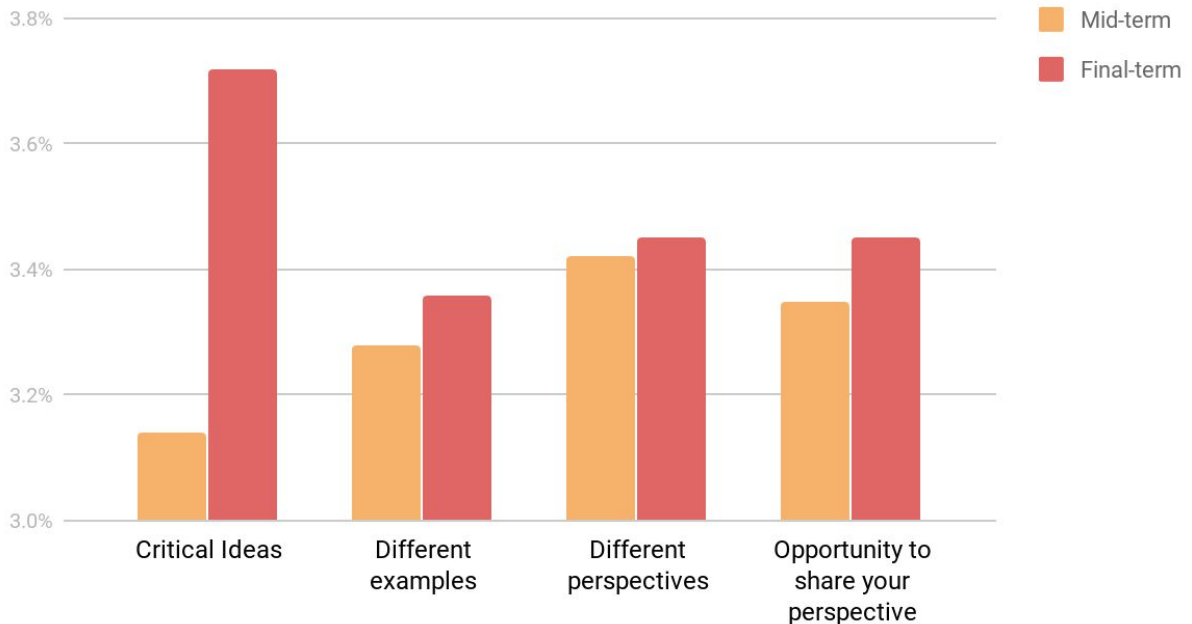
At this point, it is important to highlight that this analysis is limited since the students perspectives could have changed through time, but mainly since a more qualitative indicator hardly correspond to an accurate quantitative expression (sometimes to you can be different of sometimes to me). Even though, these data is confirmed through the participatory evaluation, in which, mainly during the final debriefing, students highlighted the richness of the course in terms of providing different perspectives, critical ideas, and etc.

Concerning the clarity of the concepts available at the course, surveys showed that there was a meaningful and positive change between the mid-term and the final term evaluation (more expressive than the others indicators studied above), which can be seen in the graphic below:

Clear concepts

| Category	Mid-term	Final term
Always	■	■
Very often	■	■
Enough	■	■
Sometimes	■	■
Never		
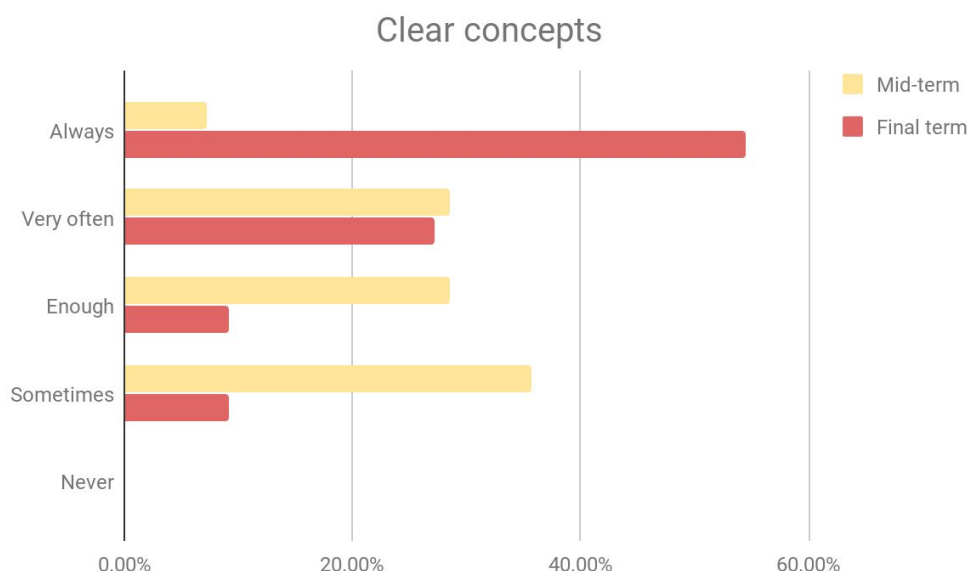
Since the adjustments made after the mid-term evaluation did not focus on the online material, the improvement concerning the clarity of the concepts can be attributed to the fact that the two last modules were clearer written - knowledge and assessment - or it can be attributed to the fact that students got used to the language and to the online platform with the time. Some students have also mentioned that the "pick a model" lesson, which is part of the activities before the mid-term, was not so clear as the others.

In general, students also judged each lesson in terms of relevance, most of them being shown with the best result: very relevant. Therefore, the lessons "Opting Out", "Intercommunity dialogue" and "Intercommunity support" received the best evaluations at the mid-term survey, followed by "leadership" and "burnout". During the activities and de-briefings, students also highlighted their particular interest by these lessons and the importance of them. Regarding the final lessons, "Existent resources", "Healthy community" and "Community Assessment Map" were the better evaluated. The lessons that were evaluated as less relevant than these still received a good evaluation, being analysed as very or significantly relevant, as "pick a model", in the mid-term, and "reflecting after action", in the final survey. Face-to-face activities were also well evaluated in terms of relevance, specially regarding the "powershield" and the "coping" activity, in the mid-term evaluation, and the "community map" in the final evaluation.

Regarding the relationship between online and face-to-face material, on average, 40% of students thought that the face-to-face activities reinforce, promote and complement the online activities at the same time, result available in both evaluations. Though the diagrams, it is possible to understand students' evaluation of this relationship, understood as a complex relation: for some students understood as complementary, for others understood as boosters, reinforcers, and for others face to face activities were understood as promoters of abilities discussed in the online material. Since students were able to set more than one option for this question, the majority of them showed their understanding of this complex relation in the intersection of factors.

Mid-term diagram

Final diagram

Reinforce

Complement

1

0

1

4

2

2

1

Promote
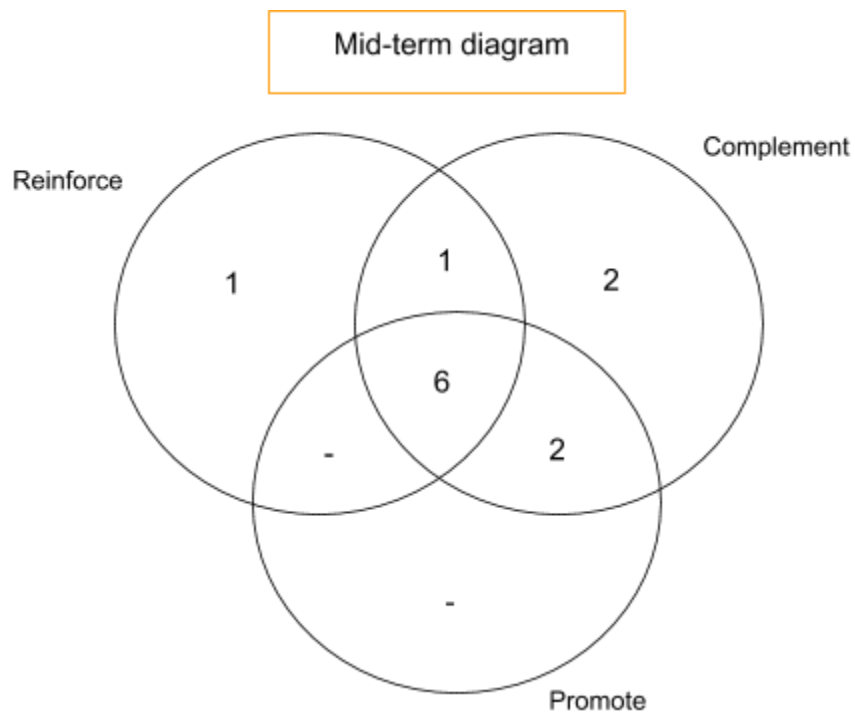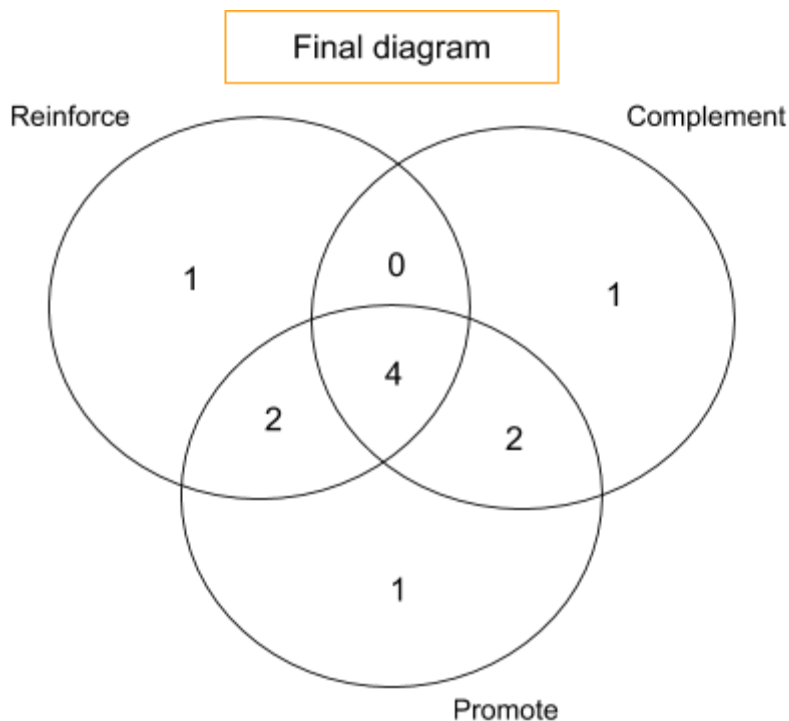
Proportionally, there was not any significant difference between middle and final term evaluation regarding this, even though the students highlighted, through the middle and final de-briefing, that this relationship became clearer after the third day of activities.

In sum, the evaluation of the content was outstanding and it also shows an improvement between the mid-term and final term evaluation. In order to improve even more the material, it is important to adjust the clarity of some lessons as "pick a model" and, also, to add more theory into lessons.

2.3. Support

In summary, the evaluation of support intends to identify the opinion of the students of the course about the support they received from the evaluation team that facilitated or hampered their learning process, both on the online and face-to-face activities.

The analysis of the Final Term evaluation indicates that all the students were satisfied with the support they received about the online platform. 54,5% of them defined it as extremely good,

27,3% as very good, and 18,2% as satisfactory. Also, 81,9% affirmed that had not faced any kind of technical obstacle during the activities of the course.

Concerning the relationship between the evaluator's team and the students, the evaluation was very satisfactory. The disponibility, attitude and given instructions in relation to the questions and needs of the students was very well perceived by them: 81,8% of the collected opinions pointed it out as extremely appropriate. Also, when asked about the interactions between instructors and students, 81,8% perceived it as adequate.

The incentives for interactions between the students and the received attendance related to the eportfolios was still well evaluated, but the numbers indicate these are points that could be better implemented or demand more efforts to be well implemented.

3. Evaluators' narratives

Isadora de Lima Branco

International Relations undergraduate student at University of Brasilia and Mitacs fellow at University of Ottawa between May and July 2018, I was responsible for organizing the evaluation team and implementing the course at University of Brasilia. Conducting the evaluation at UMANITÀ, with Guilherme and Gabriela, was an incredible experience of learning, since we could exchange and analyse perspectives regarding the course through evaluation process and outputs. Furthermore, we were able to analyse the implementation of the evaluation itself, which I was responsible to design during the Mitacs' internship.

I see myself as an academic and activist on human rights, highly influenced by my experience with culture and migration issues and by the studies on Human Rights Law. As a mobilizer, although this perception of myself has been recently developed, I've been engaged in activities of integration, education and diversity, with the development of the Choir Solusyon, between

September 2015 and December 2016 and the activities at UMANITÀ, mainly regarding Chair Sérgio Vieira de Mello. During this path, I did not have a lot of experience with evaluation, although I have had a meaningful academic experience with the development of the CMIC evaluation strategy and with the implementation of an evaluation in Ottawa before the course.

Placed at the formal education in Brazil as a white middle-class university student, highly influenced by Northwest culture and by non-traditional ways of learning, my analyse and conduction of the course is highly positive, since the course itself values circular learning and local communities.

My regard to the process is also probably influenced by my good long-term experience of learning in UMANITÀ, between march 2015 and march 2017, which used to influence me to see the students of the project as engaged and empathic mobilizers, as well as to see the group as a unity. I considered myself as someone huge influenced by organizational culture analysis, which made me highlight more elements from the community organizational culture and to take general notes from the group itself, and not as much from individuals, which probably matched with the purpose of this course implementation. During the course, however, I tried to listen and to observe more students' positions regarding community mobilization and regarding UMANITÀ, considering the UMANITÀ huge capability to change according to membership (due to its horizontal structure and innovations) and considering the time passed between march 2017 (when I left the group to do other activities) and the course, on September 2018. This process of starting to pay more attention to individuals inside group than only to organizational structures was dynamic and also influenced by personal reflections, by knowing each student during the course and mainly by the leadership activity conducted by Guilherme on Thursday, 27.

In my point of view, the main challenges were related to time management in order to write notes and to put myself in perspective between one activity and other, since we had a lot of logistic and academic issues to handle during the course. I learned a lot about the evaluation process, in practice, which provides substantial and objective feedbacks to improve activities, as we have done in the mid-term evaluation, but it can also bring out subjective feedbacks and issues harder to notice if you do not have available time to put yourself in perspective as an evaluator daily.

I also learned about myself as an evaluator, where the exercise of coming back to a community that I participated recently challenged me to see myself as an insider-outsider in this specific case. Initially, I considered myself as an outsider, since members did not know me in person and I was not a formal member, although UMANITÀ organizational culture seemed familiar. This experience challenged me to use my knowledges about the community to promote a participatory evaluation and helped me to build easily a good relationship with students, but challenged me, mainly, to recognize changes and to see UMANITÀ as a non-homogenous group, knowing new people and personalities inside this community itself.

In my point of view, the initial process of participatory evaluation (building the poster) was interesting since a lot of students were engaged in the process, what was expected according to the bibliography of participatory evaluation which I based this part of the design. However, conducting the mid-term and final evaluation using the initial poster as a reference was different from what I've imagined since students did not focus on the initial expectations. According to some students, after starting the course, their expectations changed, which can explain why students seemed to not focus on this. The participatory evaluation, in this case, seemed to support students to engage themselves in the evaluation process in an organic way, as well as to value this process.

Guilherme Queiroz Silva

Political Science student at University of Brasília and current member of Umanità since the first semester of 2018. My biggest interests in academic studies are human rights, democracy, authoritarianism and post colonialism. These interests brought me to join the Umanitá Project at UnB, as well as the opportunity to engage on the outreach activities organized by us, through the Educare project. It has been certainly one of the most significant places of learning on my undergraduation path.

I joined the team to work on preparing, implementing and

evaluating the course at UnB by invitation of Isadora. This group work was coordinated and guided by her. My participation on it consisted on helping her on planning the face-to-face activities; applicating the Mid-term and Final Term evaluation tools with the Umanità students; providing the needed material to be used on the face-to-face activities (such as paper and camera); joining the online meetings with the CMiC team; taking notes on the functioning of the face-to-face activities and translating the questions to be explored by the students in their individual e-portfolio, related to the topics studied in the online activities. I really appreciated the fact that we, as a group of evaluators, faced our activities as a team, keeping good communication and meeting frequently, so that all the members understand the work being developed on a big picture view.

Although it was my first experience with the work of organizing and evaluating a course, and I have had difficulties, the developed work was pretty good. One of major obstacles was dividing my energy in the two demanding separated roles during the course (evaluator and student). But I could learn through these mistakes and solve my doubts during and after the course with Isadora's assistance.In summary, I learned a lot on how to implement, measure the course through evaluation tools and elaborate detailed reports about it.

Both the experiences as evaluator and as student learning through the course were very significant to me, on personal and academic levels. The course helped me to identify interest around the study of community mobilizations. It was my first contact with this topic, like most of Umanità's members. This knowledge has been very relevant, helping on our perception of our political identities both as individuals and as a group. Furthermore, the topics discussed during the course are currently being used on the organization and implementation of the teaching, learning, and specially, on the outreach activities.

Gabriela Lopes de Sousa

International Relations student at University of Brasilia and UMANITÀ's member since March 2018, I volunteered myself to help Isadora and Guilherme in the evaluation process during and

after the course application in University of Brasília. As a result, I participated in the CMIC course both as a student and as an evaluator.

For me, it was difficult sometimes to separate both roles in the beginning. As I got immersed in the activities, at times I forgot I was supposed to evaluate them too and I had to quickly pull myself back and see things from the evaluator perspective. Other times, I was too deep in my evaluation and my participation in activities wasn't very strong or even effective. But the evaluation process in general was an interesting opportunity to learn with Isadora's and Guilherme's point of views and perspectives and share mine as well.

At first, I was a bit skeptical about the course as I wasn't sure it was going to be very useful for UMANITÀ and feared that, as evaluators, we would have to adapt a lot to fit the group's needs. I was pleasantly surprised that not only we learned a lot about community mobilization but we also learned a lot about ourselves and about our dynamic as a group. For me, the course was a nice experience to discover new ways to be a better community mobilizer as well as the abilities and resources that I bring to the group through the activities we did during the course like the apple pie and power shield we did on Tuesday, 25 and the leadership activity we did on Thursday, 27.

Overall, it was clear that the group was more engaged in face to face activities than in online activities, maybe because some modules were too extensive and took a lot of time to get done or because they prefer practice over theory. They were very engaged with the local mobilizers that we received, participating in activities like meditation with "Quiet time" mobilizers and listening to music that Felipe Fiuza played for us.

At the end, we got a very positive result, not only in terms of learning abilities and resources to improve our work, but also in terms of group dynamic. We noticed that making activities and debating together during the week made us feel closer to each other, understanding our strengths and weaknesses and trying to overcome them in cooperation and I think that was the greatest thing this course brought to us.

4. Final remarks:

The "Community Mobilization and Social Change" course explored critical studies and debates on community and shared problems, leadership and resources, intercommunity dialogue, knowledge production and assessment. In sum, the evaluation shows that the course has the possibility to promote community links, mainly through face-to-face activities, as well as to promote self-awareness regarding mobilization.

The course was also well evaluated in terms of accessibility, content and support, presenting, in general, an accessible online material with unusual and isolated technical barriers; an enriching and critical content with different perspectives - in which the online material was well integrated with face-to-face activities; and a well evaluated support either regarding technical issues or regarding general instructors endorsement and instructions. Finally, in order to enrich the course, the evaluation shows that it is important to add more theory to the material and to improve the platform interactivity.