

**SUMMARY OF EVALATION RESULTS,  
LESSONS LEARNED AND RECOMMENDATIONS**

**EUROMED HUMAN RIGHTS EDUCATION SUMMER SCHOOL  
Limassol (Cyprus), 23-29 July 2007**

## **1. Introduction**

The Euro-Mediterranean Human Rights Network (EMHRN) “2007 Summer School” was held in Limassol, Cyprus from 23-29 July 2007. The Summer School was organised by the Working Group on Human Rights Education & Youth and the EMHRN Secretariat.

Thirty two participants between the ages of 19 and 35, 16 men and 16 women, from 14 countries participated in the summer school.

The purpose of this document is to summarise the results of daily and final evaluations and to document some of the “lessons learned” based on the evaluations, observations during the summer school and conversations with participants, organisers and facilitators. It concludes with recommendations for the organisation of (a) future summer school(s).

## **2. Aims and expectations**

The Euromed Summer School was organised in the *framework* of the new EMHRN project on Human Rights Education and Youth funded by DANIDA. The focus is on *methodologies*, so as to facilitate human rights learning in youth related environments in the formal and non-formal sectors. Designed as *training for trainers*, the Summer School aimed at promoting the dissemination of a human rights culture and human rights values through active education activities addressing young people in the Euromed region. It sought to empower those who work with youth with the tools and the ideas behind human rights learning on a number of levels. The last overall aim of the Summer School was to provide an opportunity to build a sustainable network in the field of human rights education (HRE) in the Euromed region.

### Objectives of the Euromed Summer School

The Summer School aimed at:

- creating and building a better understanding of HRE among participants in an engaging and empowering manner;
- providing resources and materials for use by participants during and after the Summer School with a focus on the Euromed region and its human rights mechanisms;
- exploring HRE methodologies and tools to be developed and delivered at a regional and local level within the Euromed region;
- facilitating the development of personal action plans.

The Summer School also intended to:

- support capacity building in HRE on organizational and personal levels and to foster greater understanding and delivery of human rights education activities organisationally, personally and within EMHRN as a whole;
- share ideas and methodologies used in human rights education for the purposes of promoting and delivering human rights values and human rights education approaches in the Euromed region;
- explore ways of co-operation within the field of human right education in the Euromed region, following the outcomes of the Summer School.

The aims and objectives of the Euromed Summer School were included in the call for applications. Participants who were selected for the Summer School received an acceptance letter stating the aims and objectives of the Summer School. The resources distributed via e-mail in the weeks before the training included the objectives as did the programme that was provided to the participants at the start of the Summer School. Aims and objectives were also included in the Memorandum of Understanding between EMHRN and the participant’s organisation that was signed before arrival at the Summer School.

### Expectations of the participants

It seems that the aims and objectives of the Summer School were communicated clearly to the participants and participants' expectations matched the aims and objectives as set out by the organisers. During the first day of the summer school participants were asked to write down on a card one or two *needs* and one or two *expectations*.

*Needs:*

1. new methods/methodologies (13)
2. develop skills and knowledge on HRE with youth (6)
3. networking (3)
4. increase knowledge about human rights (3)
5. share experiences (2)
6. learn about HRE in the Euromed region (1)
7. how to teach about controversial issues (1)
8. learn about Cypriot culture and history (1)
9. to get trained as a trainer (1)
10. membership of EMHRN (1)
11. launch a campaign like "All different, all equal" campaign, starting from the Southern agenda of needs (1)
12. to build a working group specialised in HRE (1)
13. an action plan (1)

The expectations obviously were very much in sync with the needs of participants:

*Expectations:*

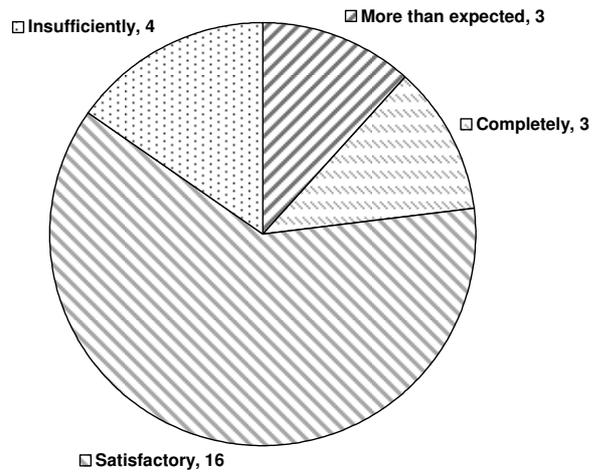
1. learn new methodologies (10)
2. networking (8)
3. exchange of practices and experiences (5)
4. gain experiences and skills (4)
5. participation in future projects (3)
6. acquire general knowledge about human rights (3)
7. get to know other cultures, ideas, people and build new friendships (3)
8. joint activity and cooperation after the summer school (1)
9. develop participatory youth programme (1)
10. learn more about EMHRN (1)
11. joint work plan (1)
12. learn more about HRE in Euromed region (1)
13. build cooperations with other organisations (1)
14. find out how to increase human rights knowledge in my country (1)
15. to come out with a practical recommendation frameworking the progress of partnership projects between CSO in the Euromed region (1)

Learning new *methodologies*, *networking* and *exchanging experiences and skills* were the most mentioned expectations by participants.

## ***“ The Summer School inspired me to work within the field of human rights education ”***

In the final evaluation participants were asked to what extent the Summer School had met their expectations. 85% indicated that their expectations were either met satisfactory, completely or more than expected. Four participants (15% of the respondents) answered that the Summer School had met their expectations insufficiently (see chart below). For these four participants the Summer School may not have been a good match as their evaluation forms seem to suggest that they lacked sufficient human rights background and were not trainers either.

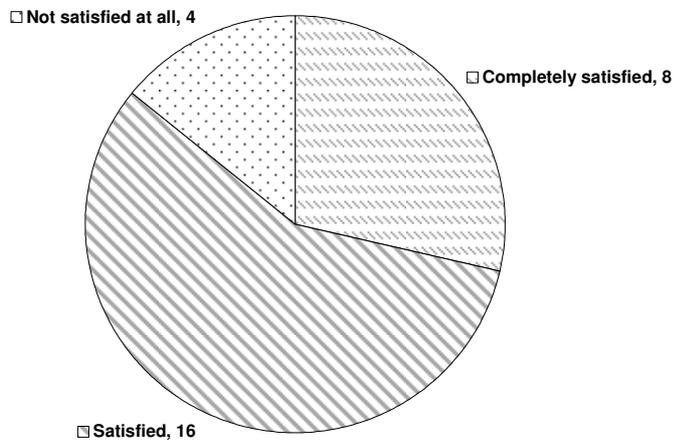
To what extent has the school met your expectations?



### 3. Organisation

Participants rated the organisation of the Summer School very high. 85% of the participants expressed that they were satisfied or completely satisfied with the organisation of the Summer School.

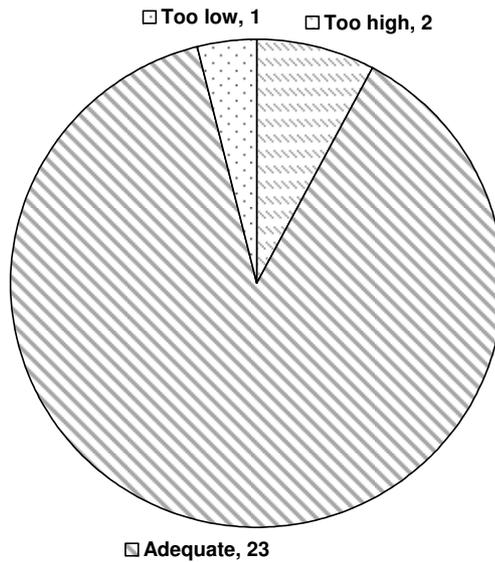
To what extent are you satisfied with the school organisation?



#### **4. Programme**

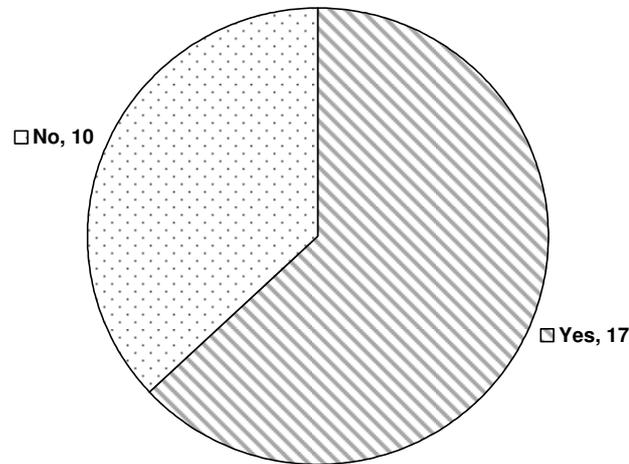
The level of the **programme was rated very high**. Almost all participants indicated that the level was adequate with only one participant saying the level was too low and two being of the opinion that the level of the programme was too high.

**What is your opinion on the overall level of the programme?**



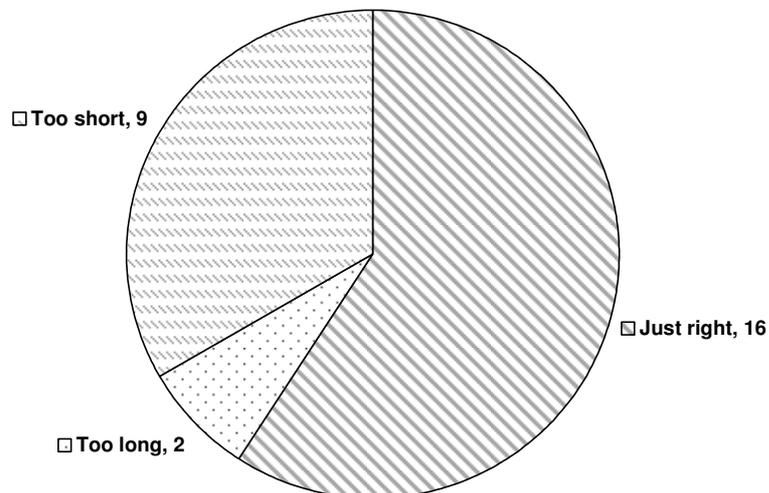
Almost most two-thirds of the participants thought that **subjects were adequately covered** during the Summer School. Participants who felt that some subjects were not adequately covered mentioned the following topics: children's rights (3), women's rights (2); conflict; intercultural and interfaith dialogues; rights of Roma; LGBT rights; right to education.

### Where there any subjects that were not adequately covered in the programme?



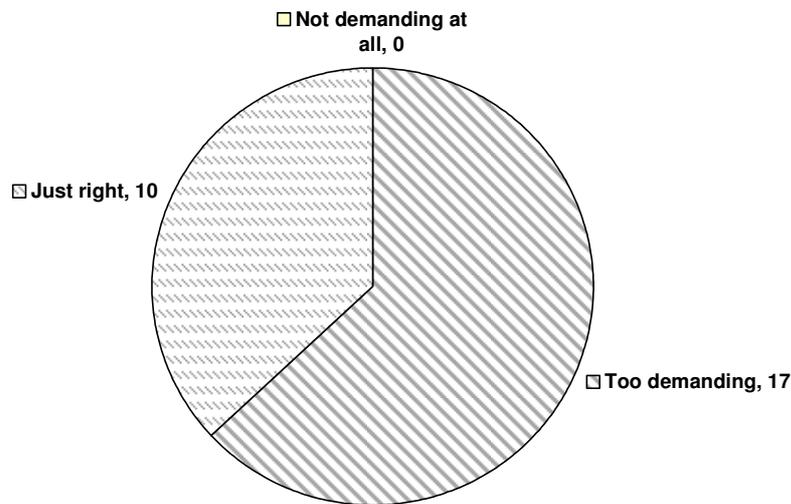
Almost two-thirds of the participants considered the **duration of the school** (six days) appropriate, although as many as nine participants thought six days was too short.

### The duration of the school was...



More than 60% of the participants found the **daily schedule too demanding**. Many participants expressed a desire for the **lectures to be shortened**. There was also criticism on the **time management** as sessions didn't always start on time and sometimes continued far beyond the originally scheduled time.

## How did you find the daily schedule?



***“ I would eliminate some lectures and focus more on energisers, games, methodologies ”***

The **ratings of individual sessions** varied, as is often the case in summer schools. The screening of the film “Borders” received the highest rating. The overall satisfaction with individual sessions seemed to have been quite high as most sessions received scores between 3 and 5 on a 5-point scale. (See annex A for detailed evaluation results of individual sessions.) Comments on the final evaluation forms indicate that the **“self-conducted workshops”** were also highly appreciated.

### **5. Participants**

Thirty two participants, 16 men and 16 women, took part in the summer school. The age of participants ranged from 19 to 35 years old. Participants came from the following countries: Algeria, Cyprus, Denmark, Egypt, Greece, Israel, Italy, Jordan, Lebanon, Morocco. Occupied Palestinian Territories, Slovakia, Syria, Tunisia and Turkey.

The participants were selected from a pool of 300 applicants.

Selected participants had to meet the following minimum requirements:

- \* between 18-35 years;
- \* be competent in at least one of two languages: Arabic and English;
- \* be active in human rights NGO/CSO working with youth.

Other valuable criteria for the selection of the candidates:

Formal education:

- Teachers who are inclined to work on human rights related issues -- civics, history, social science, literature -- that is, those who have a potential to integrate human rights learning in their regular teaching.

- Teachers who are involved in extra curriculum activities which have a human rights connection.

Informal education:

- Trainers in human rights education from EMHRN member NGOs.
- Individuals working with youth groups.
- Members/guides/counsellors in human rights NGOs.
- Members/guides/counsellors within youth NGOs.

Teacher trainers:

Those who train teachers and possess the above characteristics.

Individuals working in human rights education:

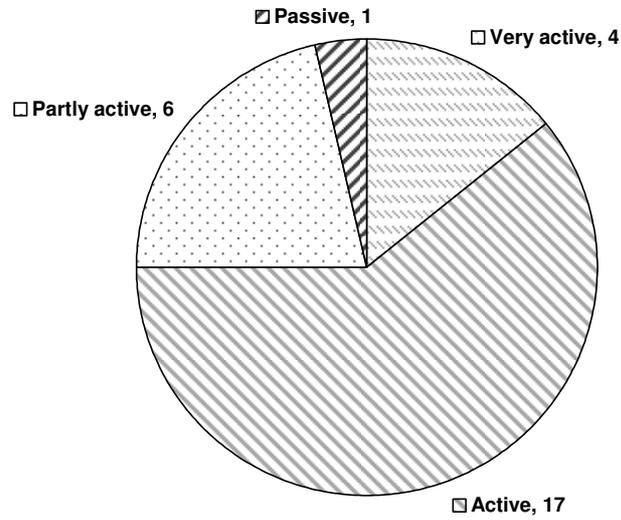
- Involved with EMHRN member organisations.
- Involved with non-EMHRN member human rights NGOs.
- Involved in non-human rights organisations but with potential for human rights work/involvement such as a public or private school, a youth organisation or an academic institution.

Individuals with a demonstrable human rights interest / experience / knowledge.  
A minimum familiarity is necessary.

***“ I met people from different countries who sometimes even risk their own life for the protection and promotion of human rights ”***

75% of the participants considered themselves either “active” or “very active” participants in the Summer School (see chart below). A relatively high number of the trainees perceived their participation as either partly active or passive given the fact that the summer school was a training of trainers event. This group included participants who were not trainers and had with little knowledge human rights background were overrepresented.

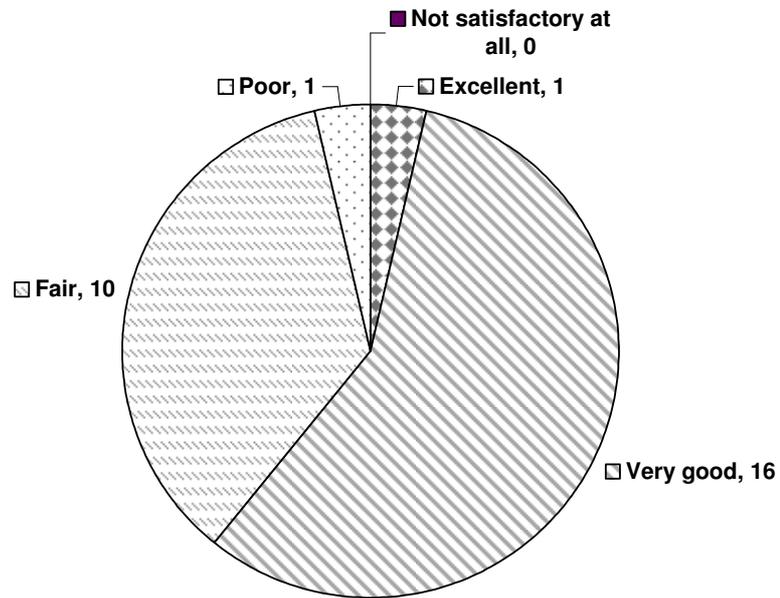
## How would you evaluate your own participation in the school?



### **6. Lecturers and facilitators**

Lecturers and facilitators were generally appreciated by the participants as the charts below indicate. More than half of the participants found the overall standard of the lecturers either very good or excellent. The overall standard of the facilitators was rated a little higher.

**How did you find the overall standard of the lecturers?**

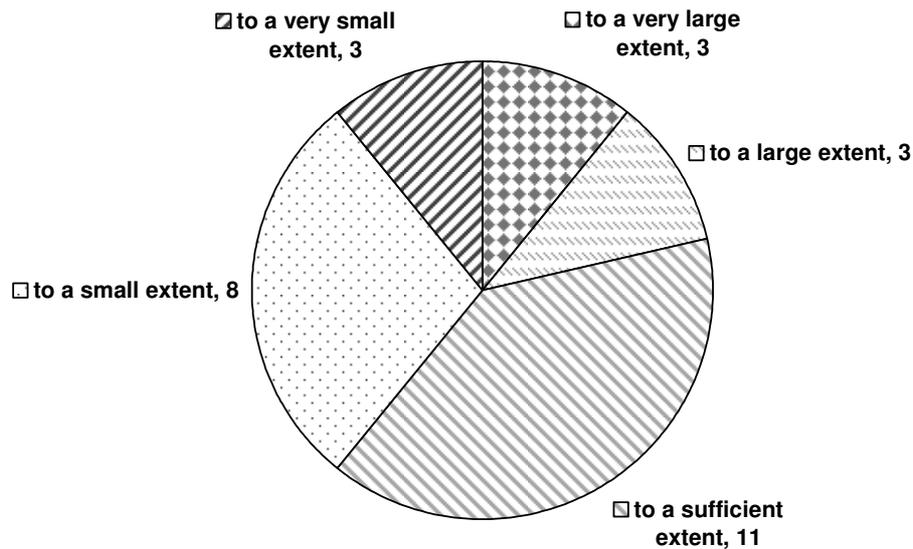


**How did you find the overall standard of the facilitators?**



However, apparently the theoretical knowledge presented at the school did not always correspond with the needs of participants: although 60% of the participants indicated that the knowledge presented met their professional needs to a sufficient, large or very large extent – 40 % of the participants indicated that it only did so to a small or very small extent.

### **Did the theoretical knowledge presented at the school correspond to your professional needs?**



The comments on the final evaluations forms provide some explanation for these numbers. Many participants complained about the fact that in general there were too many lectures and not enough interactive workshops in the Summer School. Others commented that some lectures took more than the allotted time and requested better time management.

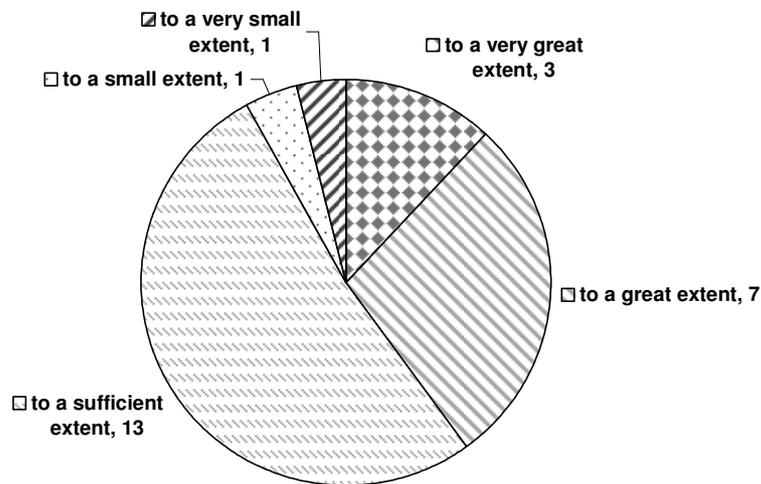
Finally, participants were not always clear on the distinction between lecturers, facilitators and organisers. Some remarked that the relationship between participants on the one hand and facilitators and the lecturers on the other could have been better if they had inter-acted more with each other, not only during the session but also during meals and social events. Some thought that the fact that not all lecturers/facilitators could stay for the full six days of the Summer School contributed to this perceived gap.

## 7. Follow-up

The organisers emphasised from the beginning the importance of follow-up to the Summer School. Participants were asked to prepare an **Individual Action Plan** and a **Memorandum of Understanding** was signed between participants, participants' organisation and EMHRN before they came to Cyprus. A specific session on follow-up was organised on the last day of the Summer School, during which participants and organisers jointly decided on concrete and realistic follow-up activities, including the creation of a Yahoo group through which alumni can stay in touch, exchange information about potential collaborations, and training, scholarships and internship opportunities; a website with education and training resources; and the production of a resource guide with methodologies.

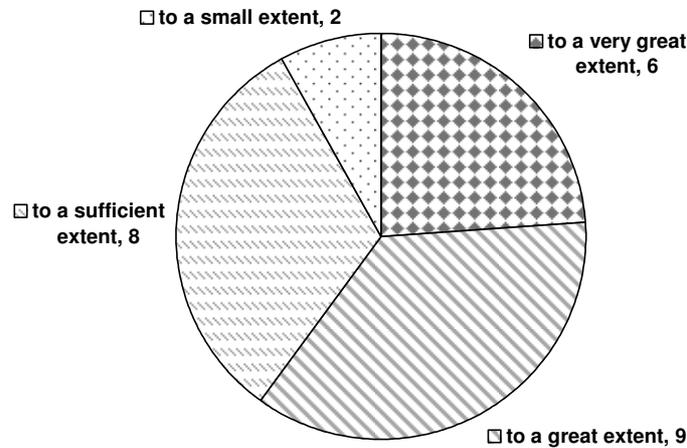
Two questions in the final evaluation queried specifically about follow-up to the Summer School. Almost all participants indicated that what they learned in the Summer School will be relevant in their HRE work (see chart below).

### **Did you find the contents of the program relevant to the conditions prevailing in your employment?**



According to the final evaluation participants will have the opportunity to apply what they learned in the Summer School (see chart below).

## Do you think you will have an opportunity to apply the newly acquired knowledge and experience?



### **8. Evaluation process**

Comprehensive written daily evaluations and a final evaluation were administered to participants.

However, changes in the programme were not reflected in the daily evaluations so the results were not always indicative of what had taken place, especially in the second half of the Summer School when the changes in the programme, based on feedback from participants, were most significant.

The final evaluation, although comprehensive, did not completely reflect the aims of the Summer School and the programme as it had an emphasis on lectures and knowledge and did not include questions about interactive workshops, methodologies or skills.

Organising formal daily debriefings could have helped the organisers and facilitators to get immediate feedback on the training and to adjust the programme if necessary. The Working Group members should be commended for their hard work and flexibility when on the second day of the Summer School participants requested changes in the programme to which they responded dutifully.

***“ The organisation was really superb regarding facilities provided and the infrastructure ”***

## **9. Recommendations**

Based on the evaluation results the following recommendations are made:

### **Expectations and aims**

- communicate more clearly to (potential) applicants that the Summer School is a training-of-trainers event

### **Organisation**

- provide more (and extensive) materials that can be referred to during the Summer School and can be used by participants after they return home

### **Programme**

- shorten the daily programme
- make the programme more interactive with only a minimal number of sessions with a lecture format
- create space in the programme for spontaneous sessions organised by the participants using “open space technology”
- schedule lectures in the (optional?) evening programme, especially when it concerns topics that are not directly relevant to HRE
- include one or several sessions that can facilitate networking among participants like a bazaar (market place) where participants can present their work, show a video or distribute materials (this can be scheduled in the evening programme)
- include a recreational afternoon in the programme (ideally on the third or fourth day) during which participants can explore the host country
- include more group building activities
- improve time management
- schedule a “daily debriefing” (15-30 minutes) to give participants the opportunity to give feedback on the day and look ahead to the next day

### **Participants**

- be stricter in the selection of participants to ensure that all participants are trainers and have sufficient human rights background (despite the importance of guaranteeing geographic distribution)

### **Lecturers and facilitators**

- give lecturers more detailed and stricter instructions on time allocated for their presentations and make sure there is sufficient time for discussion
- make sure that facilitators are present for the whole duration of the Summer School
- make a clear distinction between lecturers, facilitators and organisers and their different roles and responsibilities; this should be clear to both participants and organisers

### **Evaluation process**

- bring the evaluation process more in sync with the programme and organisation of the Summer School
- administer the daily evaluation at the beginning of the “daily debriefing” to ensure that everyone completes the evaluation and get participants into a “reflective mode” for the rest of the debriefing
- results from daily evaluations (and debriefings) should immediately be incorporated into planning for the next day(s)
- make sure that all evaluations (daily and final) are available in the working languages (in both Arabic and English)
- include questions about the quality of facilities and logistics in the evaluation forms.