



EURO-MEDITERRANEAN HUMAN RIGHTS NETWORK
RÉSEAU EURO-MÉDITERRANÉEN DES DROITS DE L'HOMME
الشبكة الأوروبية - المتوسطية لحقوق الإنسان

The Euro-Mediterranean Human Rights Education Network Summer School 2007

Summer School Report Tips for future Summer Schools



CYPRUS 2007

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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. It was a week long event comprising of workshops and lectures focusing on human rights education.

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

The Cyprus Summer School 2007 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 Cyprus Summer School 2007 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.

This document, based on information gathered from participants and organisers, provides some ‘**tips for the future**’ or a **checklist** for future EMHRN Summer Schools.

There are two key things to remember here – **communication and organisation**. If these two aspects are dealt with from the beginning, any Summer School will run smoothly!

Additional information gathered during and after the Summer School may also be found on the EMHRN website www.euromedrights.net



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Initial Organisation – location, venue, accommodation, facilities, and food

- Choose a destination within the region, preferably where a member of the EMHRN resides, to maximise local knowledge and contacts.
- The location of the Summer School should meet the needs of participants and presenters which could number up to 70 people. It is vitally important that the venue is people and workshop friendly (with adequate windows, air conditioning, space (remember the Interpreters need space too!), accessible facilities, food to meet a variety of requirements, and bedrooms). Therefore, at the very least, there should be one main room and a number of 'break out' rooms.
- It should be possible to arrange a 'deal' with the hotel/venue well in advance of the Summer School taking place. It is important that items such as computers, photocopiers, projectors, the Internet (arrange a set amount of usage for the organisers), etc are all available to the group for the smooth running of the event.
- Sufficient secretarial support should be provided at the earliest stage in order to lay strong foundations for the Summer School.

Interpretation

- Ensure that interpretation is available for those languages advertised to potential participants and that those participants are well aware of this.
- Remember, the more 'break out' rooms and workshops you have, the greater your dependency on interpretation. Therefore it is vital to have enough interpreters to meet the need set down by the timetable and participants.
- Employing a good local organisation to supply the booths and necessary equipment means that the pressure is reduced on the organising group.

EMHRN Working Group preparation for the Summer School

- From the outset, fair division of labour should be in place to ensure all members of the group play an equal role in the organisation and running of the Summer School. This is one of the key learnings from Cyprus. From very early on in the process, those who are attending the Summer School should be given responsibility for various aspects of delivering the Summer School programme and should be clear as to what is expected of/from them.
- Breaking into small workshop groups to ensure the Summer School is delivered should be continued so long as everyone else has an opportunity to feed back. And this is before the SS even begins – over the Internet!
- It is important that those given responsibility are clear about their duties and know where they should be and at what time. Good time keeping by the organisers is a must!
- Organiser meetings should be held each evening to analyse what happened during that day and to especially identify any difficulties or problems that need to be addressed before the next days activities.



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- Each member of the organising group should be given a listing of the participants.
- Each member of the organising group, who attends the Summer School, should be given responsibility to 'check' in with a certain group of participants.
- This ensures a good mix between participants and organisers.
- During the Summer School, if the programme is not meeting the needs of participants, a room should be given to adequate and balanced changes balance within the perimeters of the decided program. But obviously, you don't really want this to happen!!

Participants and preparation for the Summer School

- Potential participants should be matched with the type of Summer School the EMHRN decide to run. If it is a Training of Trainers (TOT) then all applicants should be measured against this requirement. Having a strong human rights education background in this instance, is therefore a necessity.
- It should be stressed to all participants that their 100% participation and involvement is required for the overall success of the Summer School (this includes everything from timekeeping to taking active part in the workshops and discussions).
- Active participation should be ensured before the beginning of the summer school by asking selected participants to prepare and send a presentation of their own methodologies work and not a conventional presentation of their organisation.
- In choosing participants, where possible, geographic spread should be achieved.
- Be realistic about the number of participants you decide to accept into the programme and be sure that you have the facilities, documentation, etc to meet the needs of these participants.
- Details of the Summer School (a training of trainers event?), its aims, objectives, methodologies, requirements, etc., should be included in all advertising for the Summer School and indeed again provided to those who are chosen to participate in a clear and concise manner.
- Should participants be required to bring materials with them or have completed forms etc., this must be notified to them well in advance especially as many participants may take more than one day to get to the Summer School destination. Deadlines in sending documents and materials should be kept as to ensure a fair approach to all involved.
- There should be some point of contact for participants – for example an individual who will take responsibility for answering queries relating to the event.

Documentation

- All documentation should be sent well in advance to those who are participating including expectations, rules and regulations so everyone is aware of what is involved.



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- In relation to presentations and additional readings, these should be made available at the earliest stage by those running a workshop/ presenting/lecturing and these should be available in the languages of the Summer School.
- At the very least, a listing of where additional materials can be found should be presented to participants – in their own languages and to meet their needs. There are a wide variety of organisations who have produced many documents relating to HRE which are readily available on the web. This should be relayed to all participants and perhaps downloads of these could be placed on the EMHRN website.
- Each participant, lecturer, presenter and organiser should continue to receive a 'Summer School Pack' with all necessary information included.

Visas

- It is of utmost importance that any dealings with visas are clear and transparent. From the outset, organisers and participants should know who has responsibility for organising visas to travel. This should be decided by the organisers well in advance.
- The EMHRN should draw up a list of countries and the visa requirements for each of these.
- WG Members in charge of visas should be able to address/ respond to participants in more than 1 language to avoid misinterpretation.

The Programme

- A successful Summer School can largely hinge on a programme which meets the needs of its participants. Serious decisions must be taken in advance to identify what the organisers want from the Summer School and where possible, what potential participants will want from it too.
- The programme should not be overloaded despite us wanting to do and tell everything you ever wanted to know about a subject! And, there should be time for breaks in between. It might be Summer School but it is also NOT Boot Camp! **See possible programme outline at end of this document**
- Will the Summer School look at a specific theme and if so, how well in advance should work begin?
- There should be enough space for the formal and the non formal, with greater emphasis on interactive, non formal sessions. Afterall, if participants are trainers, they need to have the practice as they will probably already bring the knowledge (although this should not be discounted completely).
- Good group dynamics are vital. Therefore, on the first day, significant time should be timetabled for participants, presenters and organisers to introduce themselves and to get to know each other. This should be a non moveable block in the earliest part of the first day. Also, throughout the week, group activities, games, energisers, etc, should be timetabled in with perhaps some of the participants taking the lead on this.



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- Each day should include a debriefing (no more than 30 mins) so all involved are fully aware of how the day and the event is progressing.
- Space should be left for participants to use as they wish. Many travel from different countries and want to tell their story and space should therefore be provided. Open Space Technology is one method that could be used. Video and ICT is another way of sharing information as too is a bazaar or market place where people can bring and discuss information from and about their own organisations. It is vital however, that this aspect of the timetable is well documented and it may be necessary to assign people to various groups to ensure this is so.
- Getting to know more about the country where the Summer School is situated and visiting organisations and places of importance should continue.
- Time should also be set aside for when participants can explore the locality by themselves and this should occur in the middle of the programme to give people a break from the SS formalities.
- The programme is always under stress to be completed and certainly time management plays a major role in this. Therefore, someone should have responsibility for time and take charge of ensuring people are where they are supposed to be.
- The Cultural night should be continued with specific tasks given to participants, lecturers, facilitators and organisers in the area of food, song, dance, etc. This could be communicated to all in advance so people come prepared!

Lecturers and facilitators

- Human Rights Education is very broad and so some attempt should be made to ensure that there is a link between the workshops and lectures at the Summer School. Perhaps look to having themed days on specific subjects/issues and match lecturers and facilitators to this.
- Where possible, lecturers and facilitators should be involved in devising the programme, methodology and process for the day they are 'working'. However, this needs to begin very early on if it is to be successful.
- Be clear with lecturers and facilitators of what their obligations, roles and responsibilities are and provide strict instructions regarding timing of their presentation/workshop, audience/participants, space for discussion/debate, availability of their presentation to the wider audience, etc.
- From the Cyprus SS, it was felt that facilitators should be present throughout the whole summer school.

Evaluation process

- Despite often it being a tedious task, it is very important for each part of the programme as well as the overall programme to be evaluated.
- The evaluation form and the process by which it is undertaken should be more inline with the programme and organisation of the Summer School.



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- It is imperative that we hear everyone's feedback no matter how short. Therefore daily evaluations should be passed to participants and others at the beginning of the daily debriefing and time given to fill in the forms so that these can be collected when the debriefing is over.
- The organisers should meet after the debriefings to discuss the outcomes from the session as well as from the forms and should take note of any major issue arising for following days that may need to be addressed.
- As usual, all documents pertaining to the Summer School should be prepared in the languages of the Summer School.
- Additional questions relating to facilities and logistics should be included into current evaluation forms.



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POTENTIAL SUMMER SCHOOL 2008

Istanbul (Turkey), 21 July – 28 July

Draft Programme Structure

	Monday, 21 st	Tuesday, 22 nd	Wednesday, 23 rd	Thursday, 24 th	Friday, 25 th	Saturday, 26 th	Sunday, 27 th	
09h30	Arrivals Registration Icebreakers Welcome Programme Outline	Opening¹ Introduction to the Programme Discussion Icebreakers	Workshops A B	Workshops A B	Open Space Technology	Challenges for Action <i>Action Plans etc</i>	D E P A R T U R E S	
11h00 Break 11h30								
13h00		<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>		
13h00 – 14h30								
15h00		Workshops A B	Workshops A B	Workshops' Sharing	Open Space Technology <i>(continuing)</i>	Evaluation in Workshops		
16h30 <i>Break</i>				FREE AFTERNOON		16h00 Conclusions² & Closing		
17h00		Debrief Free time	Debrief	Debrief	Guided Tour <i>Dinner in Town</i> FREE	18h00 Home Groups		17h30 FREE
18h30						Market - Setting		Market
18h30 – 19h30								
19h30 – 21h00		<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>		<i>Dinner</i>		<i>Dinner</i>
	Market - Setting	Market	Market		Market	Farewell Intercultural Party!!		
21h30								

¹ This session will be open to Turkish NGO and other stakeholders.

² This session will be open to Turkish NGO and other stakeholders.



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NOTES / COMMENTS:

	<p>These working blocks are open to all. The official opening of the summer school includes an opening and welcoming words from the organisers, the hosting organisations and the local authorities. There should be as well an introduction to the week programme by the prep team and perhaps a keynote speech. The conclusions and closing session includes a presentation of the main results of the summer school by the organisers, as well as contributions by external partners and stakeholders.</p>
	<p>The Workshops are in reality the “core” of the SS contents – they are expected to provide the space and the conceptual frame for the participants to explore the variety thematic aspects addressed by the SS aims and central theme. They will include a combination of working methods – from case studies to external inputs, enabling space for games, simulations, working groups, or whatever exercises necessary from a pedagogical point of view. There will be two workshops in total, run in parallel (this could be upped to four but that may be too much).</p>
	<p>The “Open Space Technology (OST)” is the method proposed to allow participants to come out with their own proposals, their own thematic concerns and working methods, to share experiences or simply to reflect deeper on certain aspects. The OST is basically a method devoted to participants’ needs and expectations. For further info, please see annexed documents on this method.</p>
	<p>This working block is essentially focusing on action or, in other words, “from discussion into action”. It should start by gathering the results or the conclusions of the “home groups”, by national delegations on the various contents of the SS and then try to identify points of consensus and convergence at a regional level.</p>
	<p>The Home Groups are no more than groups of 5-10 people gathering national delegations or groups of national delegations. Its aim is to allow the participants to channel and integrate the different learning acquired during the week into their national realities (in a more systematic way). The results of this effort will be shared Saturday morning. You may want to title this differently or choose a different approach.</p>
	<p>The “Market Place” is basically the exhibition of organisations present at the summer school. It should be set up during the first day – using posters, leaflets and all available information materials – and it will be permanent along the week. At the end of the two first working days there will be an hour dedicated to visiting the market (optionally).</p>
	<p>The Social Dimension of the Summer School is not of least importance; actually, just the contrary is true. In order to promote, support and enhance further collaboration and networking within participants it is necessary to provide the adequate space and frame for such a big group to socialise and find its own developing process. The social moments are a combination of offers, from simply free evening to organised parties, visits, cultural events or informal meetings.</p>



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