



YouthPartnership

DJS/EYCB/Euro-Med/ArabicTCs/2008/17

Budapest, 15 May 2008

**Evaluation and follow up meeting of
the regional training courses for trainers and
multipliers in human rights education
based on the Arabic version of *COMPASS***

29 – 31 October 2007, Swedish Institute in Alexandria, Egypt

YouthPartnership
Council of Europe
European Commission



Education and Culture DG



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Background and Framework to the meeting:

The Euro-Med co-operation between the European Union and the Mediterranean countries signatory of the Barcelona process, was initiated in order to, among other things, promote greater understanding and co-operation among the peoples of Europe and the Mediterranean area. This co-operation is based on mutual respect, democracy, human rights and intercultural exchange. It can not be pursued without a strong emphasis on human rights education and intercultural learning with and for young people.

Recognising the potential of human rights education, the Youth Partnership between the Council of Europe and the European Commission has, among others, a specific objective of promoting, human rights education, intercultural and respect for diversity. The activities carried out so far in the framework of the Partnership confirm the opportunity and the need to deepen practices of human rights education as an open educational approach valid and relevant to all the partners in Euro-Med projects.

The publication of the Arabic version of Compass “Ittijahat” by the Council of Europe provided an opportunity to enlarge the circle and scope of human rights education while allowing to reach new target groups and organisations.

Similar to the process being set in Europe, the role of Compass as a catalyser of human rights and human rights education activists depends on the existence of trainers and educators at national level who will be able to use it and train other people to use it and disseminate it. The purpose has been, obviously, not to “promote” Compass but rather to promote human rights education using Compass as a starting point.

In order to address different needs and realities of young people and youth organisations, the Council of Europe and the Youth Partnership decided to run three sub-regional training courses in human rights education for Arabic-speaking trainers using Compass as a starting point:

- For the Middle East and Gulf States region (Amman, Feb 2006), in cooperation with the National Centre for Human Rights in Jordan;
- An Arab-European course for Middle Eastern and European participants (Alexandria, April 2006), in cooperation with the Swedish Institute in Alexandria, Egypt;
- A Maghreb-European training course (Fès, Morocco, May 2007), in cooperation with the Conseil Consultatif pour les Droits de l’Homme and the Initiatives pour la protection des femmes in Morocco.

These three sub-regional courses have involved over 100 trainers and multipliers from more than 20 countries. They were held in Arabic, essentially by trainers from the regions concerned and were held in partnership with local/regional human rights organisations. In order to prepare the trainers for these activities, the Council of Europe organised a training course for trainers in human rights education in December 2005 at the European Youth Centre Budapest.

The evaluation and follow up meeting of the sub-regional training courses was held at and hosted by the Swedish Institute in Alexandria, Egypt, in October 2007 and coordinated by the Youth Partnership, with the main purpose of bringing together organisers, trainers and participants involved in each of the training courses to evaluate them and make proposals for the consolidation of the courses and their further follow up.

Additionally, the Youth Partnership has commissioned an ‘Evaluation and Impact Study’ on the sub-regional training courses in human rights education in Arabic which was conducted by an external consultant, Ali Chaine, in preparation to the meeting and whose results were also presented in the meeting in Alexandria and taken into consideration within this report.

The specific objectives of the evaluation and follow up meeting in Alexandria were:

- To evaluate each course in terms of process, outcomes and impact;
- To review the developments regarding human rights education training in the Arabic-speaking regions;
- To contribute to defining the future strategy for human rights education and intercultural dialogue by the Youth Partnership Council of Europe-European Commission in the broader Euro-Mediterranean region.
- To prepare recommendations and suggest future actions and partnership for a closer Euro-Mediterranean and Euro-Arab cooperation for human rights education with young people.

Initial conclusions from the evaluation of each training course:

During the meeting, individual evaluations took place of the three sub regional training courses in human rights education in Arabic as well as the training course on human rights education for enhancing intercultural dialogue with young people held in Budapest, 2007, in cooperation with the Anna-Lindh Foundation for the Dialogue Between Cultures. The evaluations were based on the findings of the external evaluator and on the specific evaluation reports and were conducted by the trainers’ team, co-organisers and participants of each course.

These following conclusions and recommendations were drawn from the evaluations.

The **preparation process** was an essential element within each of the courses. A specific preparation meeting held at the venue of the training course helped in the building of positive group dynamics amongst the team and a thorough preparation of the programme including the programme elements along with the roles and responsibilities that the trainers took in preparing the programme. The preparation meeting was generally used as the beginning of a preparation process where the trainers’ team used on line communication to further discuss various aspects of the training course.

The **selection of participants** varied slightly in each course and in most courses the preparation meeting was also used in order to make the final selection of participants. A general reflection was made on the quality of applicants for each course. In each course there appeared to be applicants with large disparities in terms of age, experience and even language of communication. This resulted in extremely diverse groups of participants for each course and proved to be challenging in participant selection and further in the implementation of the training courses.

Within the implementation of the training courses, there were various aspects that were evaluated. The **team work** within the trainers’ team was often challenging in each course for various reasons. In most courses there was no clear course director or coordinator which caused confusion amongst the team and lengthy discussions when different points of view were presented. In another course, however, where a clear course director was present, the role division also caused tension, particularly when decisions had to be made that not all team members endorsed. Nevertheless, each team of trainers was complimentary in terms of varying competences and experience, furthermore, an intercultural dimension was always present: trainers came from different backgrounds, when possible both from European and “Mediterranean” countries.

The **interaction between the team of trainers and participants** throughout the courses was mostly evaluated positively. Some aspects which caused tension in this relationship were present when the trainer's team spent too much time in team meetings and little informal time with the participants or when some participants perceived they had more experience than the trainers.

The **methodology** used in each course focused largely on Compass and the knowledge, skills, attitudes and values of human rights education also present within the manual. All trainers and participants felt they gained new knowledge and skills, in particular related to the use of Compass in different contexts and furthermore the ability to train others on the use of Compass. In one course, participants went to local schools in order to practise working directly with young people and this aspect was evaluated extremely positively by participants and trainers alike. Some reflections for further improvement on the methodology used in the courses include having more group work throughout the course, using more participatory methods in presenting Compass and lengthening the courses by a day or two.

The **follow up** of the training courses by participants and co-organisers varied. Almost all of the participants from each of the training courses followed up the training course in some way. Most participants introduced or started using Compass in further training courses or activities and some participants introduced the results and experience of the training course to the rest of their organisation. Only few of the concrete projects that were planned by the participants and co-organisers within the course have been implemented and often the visibility and role of the co-organisers has been questioned or deemed inadequate throughout the courses.

The **role of the trainers and co-organisers in the post-course process** was not strong enough and often left participants 'on their own'. More time dedicated to follow-up was needed within the training courses themselves and the role of the trainers and co-organisers within the follow up needed to be made clearer with a closer interaction of the co-organisers with the participants.

These more specific **recommendations** come directly from the evaluations of each training course and should be taken into consideration for similar activities:

- There should be a meeting for the partners and the training team shortly after the training course to conclude all documentation/reporting and to evaluate the training course.
- There needs to be ample time given between the call for participants and the deadline for applications for the training course. The call for participants should also be disseminated widely and not simply through the internet, but through local NGOs, networks, associations, etc.
- The call for participants and aims and objectives of each training course should be specific and targeted to participants with a certain level of experience (either a training of trainers or a training of youth leaders/youth workers).
- A course director or coordinator should be appointed for each course and they should be involved with the training throughout the entire course.
- A representative of all co-organisers and institutions involved in the training course should be present at the training course as much as possible, to assist the trainer's team and participants where necessary and also to be responsible for administrative and logistical support.

- The training course should take place in close proximity to the place where participants are accommodated.
- A large part of each training course should be dedicated to practical exercises (genuinely learn by doing), in particular those activities coming from Compass. Some participants should get the opportunity to implement exercises within the training course itself.
- The partners and co-organisers should be more active in networking and in the courses themselves.
- There should be a stronger focus on local and national level follow-up projects as opposed to regional ones so that participants can first gain experience and then move to sub-regional or regional initiatives.
- Allow for sufficient time for networking and financing of projects during each course and if possible involve donors and co-organisers in working sessions.
- Trainers should also be involved in follow up initiative and projects together with some participants. Partners can also serve as liaison between participating NGOs/participants and donors.
- In the follow up period, contact should be maintained from the trainer's team and co-organisers with participants, but also with their sending organizations to ensure that "promises" made during the course are upheld. Perhaps one trainer can have a given responsibility to be support the follow up of the training course.
- External experts or resource people invited to the training courses should be properly briefed and more communication is needed between the trainer's team and the resource people in the preparation process.

Recommendations for the future:

The following recommendations are made up of the discussion that took place in the 'Evaluation and Follow up Meeting of the Sub-regional Training Courses in Human Rights Education in Arabic' and the results of the 'Evaluation and Impact Study of the Sub-regional Training Courses in Human Rights Education in Arabic'.

The Partnership on Youth between the Council of Europe and the European Commission should take the following recommendations into consideration in their decision making structures when planning the follow up of the sub-regional training courses in human rights education in Arabic.

- Follow up training should be organised in order to build the capacities of participants to work in specific areas related to human rights education.
- There should be support given to national training courses in human rights education that the participants and organisations involved in the sub-regional training courses in human rights education are implementing as a result of the training course they were involved in.
- More attention needs to be given to support young people in capacity building of NGO's and campaigning. This work can be done through youth clubs and youth communities at a local level.

- There could be a regional and/or sub-regional meeting of participants and trainers in order to evaluate further the work they have done so far. Alternatively, there could be thematic meetings for participants and trainers where they are able to evaluate what they have done so far and plan further follow up.
- A survey could be conducted of the participant's training needs on working with and introducing Compass with young people and these training needs could be addressed through specific or thematic workshops.
- There are numerous suggestions and comments relating to the further adaptation of Compass in Arabic. These comments and suggestions should be collected and Compass in Arabic (Ittijahat) should be adapted according to these.
- There should be a 'refreshment' or advanced seminar for the most committed and active participants from the regional trainings.
- It is important that local organisations receive material that can support them in their work. Other relevant educational material and tools (for eg. The Euromed T-Kit, Composito) should be translated and published in Arabic and then further disseminated.
- A clear networking process between trainers, participants and organisations is needed. Perhaps a database of all the activities and projects that are taking place can be created. This might be possible through the Euromed Youth Platform.
- There should be more activities done with young people, in particular, minority groups in the Euro-Mediterranean region, particularly in relation to intercultural dialogue and fighting against discrimination, intolerance and exclusion.
- Human rights education needs to use non formal education methodology but should be implemented in schools and universities in order to reach young people.
- A Euro-Mediterranean trainers' pool needs to be established similar to that of the Directorate of Youth and Sport's trainer's pool. However, the scope should be broadened so as it serves more than the Council of Europe but also other partners involved in Euro-Mediterranean youth work and human rights education.
- Advocacy for human rights education is needed in the Arab speaking countries and there should be more support to young people in building advocacy skills in this area.
- A seminar of an advanced nature is needed for active trainers in human rights education and Compass in Arabic.
- There needs to be more cooperation between NGO's, National Youth Council and governmental ministries, particularly within large events where human rights education is supported and used.
- Expertise, educational and institutional support from the Youth Partnership and the Directorate of Youth and Sport would benefit national and regional training courses on human rights education implemented by the trainers and participants of the sub-regional courses.

- An interdisciplinary training course on human rights education which would include policy makers, youth workers, and youth researchers would help build and further strengthen local networks.
- It is important to expand the opportunities of training in human rights education based on the Arabic version of Compass (Ittijahat), promote the concepts, methodology and training material among actors involved in youth activities, and not restrict its use only by human rights organizations.
- An internet-based forum for communication, sharing information and accessing resources to benefit both participants and trainers should be established. The forum could be administrated and monitored by the Partnership but contributions could come from the participants and trainers. Reports, photos, announcements and news items could be posted, and comments received. Issues for discussion could be raised on this forum and developed at a later stage for distance learning courses.
- The educational success of the previous training courses should be better supported by the co-organisers' support to the follow up by participants and their respective organisations. Trainers and participants of such courses should know clearly what to expect from all stakeholders involved in the process, in advance. Ownership of the courses and their process by all the partners is of obvious paramount importance.

Follow-up from the Partnership:

The evaluation and follow-up meeting of sub-regional training courses for trainers in human rights education in Arabic represents the end of a cycle which started with the translation of Compass into Arabic (Ittijahat) by the Council of Europe. The project which included the three sub-regional training courses in human rights education aimed to involve, train and associate trainers within the Euro-Mediterranean region to have an impact on youth work and human rights education. The way in which this was to be achieved included bringing human rights issues closer to the Euro-Mediterranean region whilst at the same time bringing young people closer to human rights and human rights education through the introduction of Compass (Ittijahat) and non-formal education methodologies.

In the follow up to this project, it is important to consider where the resources of the Youth Partnership between the Council of Europe and the European Commission are most needed and can be used most effectively.

Specific examples of the follow-up in 2008 include:

- A training course on human rights education and intercultural dialogue in co-operation with the Anna-Lindh Foundation. This should build on the experience that was gained in the training course that took place in Budapest, 2007 and also link closely to the European Year of Intercultural Dialogue in 2008.
- An activity focusing on the global dimension of intercultural dialogue. This activity will most likely be implemented in cooperation with the North-South Centre of the Council of Europe and the University on Youth and Development that takes place each year in Mollina, Spain.

- The Euro-Med T-Kit will be published in 2008 and there should be a training seminar that focuses on the T-Kit and in particular one thematic area. The thematic area may be Gender Equality of Human Rights.
- There will be a round table on Youth Policy cooperation in the Euro-Mediterranean area.

These are examples of some activities that will take place in 2008 and each of these activities will be organised and implemented in cooperation with different partners. Each partner brings in a new dimension to the activity. In relation to the Partnership, some of the questions that are important to discuss or look at further are:

1. What should the follow up and consolidation of the cycle of sub-regional training courses in human rights education in Arabic be?
2. Should there be a follow up training for the trainers (or active trainers) of the sub-regional training courses in human rights education in Arabic?
3. Should the Partnership promote a network of trainers in human rights education in Arabic speaking countries?
4. Should there be a specific trainer's pool of trainers in the Euro-Mediterranean area supported by the Partnership?

Round Table on initiatives, results and challenges by other partners active with human rights education in the region:

The aim of having a round table discussion was to share projects and strategies of different partners involved in human rights education within the broader Euro-Mediterranean region. Having an understanding of the various initiatives presently being taken, it is easier to determine what the specific role of the Partnership should be in the follow up of the sub-regional training courses in human rights education in Arabic. The Partnership should be clear that any initiatives implemented in terms of follow up are not simply a repetition of what is already being implemented by others, but is an added value and supports and compliments other partners and initiatives.

The following organisations, institutions and projects outline those that were presented in the meeting in Alexandria or were included in the 'Evaluation and Impact Study on the Sub-Regional Training Courses in Human Rights Education in Arabic'.

The **Swedish Institute Alexandria** has a programme of targeted seminars and activities in different priority areas relating to the Swedish government and promoting dialogue between Sweden, Egypt and the Arab region in general.

The **Anna Lindh Euro-Mediterranean Foundation for the Dialogue Between Cultures** is hosted by the Swedish Institute Alexandria and is a foundation comprising of a network of 37 networks in the 37 countries of the Euro-Med cooperation, working in areas such as human rights, youth, teacher training, women and journalism. Their major project in 2008 is the campaign "1001" Actions for Dialogue.

The **League of Arab States** is comprised of 22 countries from the Arab region and has an area of work focusing on youth. They work primarily on youth participation and dialogue with a human rights education approach throughout their activities. The main activity that brings youth leaders

from all the Arab countries together each year is the Arabic Youth Forum, which in 2008 will focus on the dialogue of civilizations.

The **Consultative Council for Human Rights Morocco** is a national institution aiming to promote and defend human rights as per the 'Paris principles'. They aim to do this through various training and education programmes and to work with other partners and create synergies in promoting human rights at a national level.

The **Euromed Network of Human Rights** is an network of 82 human rights organisations, institutions and individuals within the Euro-Mediterranean region. Among its activities is the Summer School Programme which was first organised in 2003 in Lebanon, 2007 in Cyprus and should continue annually.

The Middle East and Northern African (MENA) branch of **Amnesty International** works on building the campaigning capacities of young people in order to promote and defend human rights. The MENA office has a human rights education resource centre and produces training and reference material developed locally in Arabic for NGO's in the region and has a pool of experts on human rights education which they are hoping to expand.

The **National Council for Human Rights in Jordan** coordinates a national plan for human rights education amongst the various ministries of the government and was responsible for implementing the first phase of the World Programme of Human Rights Education in the formal education system in Jordan. They have various youth orientated training programmes.

The **Human Rights Education Associates** provides intensive training and support to young human rights defenders (NGO staff, lawyers, journalists, teachers, community workers) working in countries that are members of the Arab League in order to increase their advocacy and monitoring capacity and to foster a regional network of human rights advocates.

The **International Committee of Red Cross (ICRC)** runs an international educational programme, Exploring Humanitarian Law, to secondary school students in 12 countries in the Middle East and Northern Africa through ICRC delegations and in cooperation with national Red Cross organisations and educational ministries. It introduces young people, through training their teachers at schools or facilitators of youth groups, to the basic rules of international humanitarian law.

The **Arab Institute for Human Rights** is an active independent Arab organization working for the protection of human rights in the Arab world and promoting it through education. Their programmes target staff of Arab human rights organizations including organizations involved in development and child and women rights protection and development in addition to other target groups such as lawyers, student, judges and journalists.

The **Human Rights Information and Training Centre (HRITC)** is an independent NGO which aims at enhancing human rights values in Yemen and the Arab world according to international humanitarian law through promoting awareness of human rights, organising related activities, sessions, training courses, publications and documentation. HRITC training programs target human rights activists including lawyers, journalists, law enforcement staff and judges.

Appendix 1.

List of participants of the Evaluation and follow-up meeting of sub-regional training courses for trainers in human rights education in Arabic, Swedish Institute in Alexandria, Egypt, 29-31 October 2007

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Appendix 2.

REF: DJS/EYCB/Euro-Med/ArabicTCs/2008/10

Regional training courses for trainers and multipliers in human rights education based on the Arabic version of *COMPASS*

Evaluation and impact study of the courses

by Ali Chahine,
consultant

Budapest, December 2007

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EXECUTIVE SUMMARY

This report presents the findings of an evaluation and impact study of the three sub-regional training courses for trainers and multipliers in human rights education, based on the Arabic version of *COMPASS*. The three training courses were organized by the Youth Partnership between the European Commission and the Council of Europe between February 2006 and May 2007. The evaluation was undertaken by an external independent consultant, Ali Chahine, and was carried out between 25 September and 10 November 2007.

1. Background:

In 2000, the Council of Europe launched *COMPASS*, a manual on human rights education with young people. It also organised national and regional training courses in various languages to familiarize trainers and educators with its concepts, and hence to facilitate its reach to schools, youth groups and associations at a local level.

Responding to the requests of youth work and human rights education practitioners, the Council of Europe translated and published *COMPASS* into Arabic in 2004 to expand human rights education opportunities in Arab countries.

2. Regional Training Program on HRE

In 2005, the Youth Partnership between the Council of Europe and the European Commission initiated a programme of training trainers and multipliers in Arabic-speaking environments based on the Arabic version of *COMPASS*. The programme started with a training workshop for trainers in Budapest in 2005, and was developed further by organizing three sub-regional courses, all conducted in Arabic, in Amman, Alexandria and Fès, between February 2006 and May 2007.

The sub-regional courses, which brought together, on average, 30 participants and five trainers per course, aimed to develop the capacities of Arabic-speaking trainers in human rights education at local and regional levels, and enable them to use *COMPASS* and other available training resources.

3. Study Objective:

This study aims to evaluate the results and impact of these three courses in order to assess the value of the courses and to shape the future strategies and priorities of the Youth Partnership between the Council of Europe and the European Commission in relation to human rights education and intercultural dialogue.

4. Study Methodology:

The main elements that the study looked at to evaluate the courses' impact are:

1. The skills and knowledge gained and used afterwards by the participants.
2. The impact of the training courses on the participating organizations.
3. The level of follow-up activities and initiatives in human rights education launched after the courses.
4. The level of networking, collaboration and joint activities / projects initiated between the individual participants or their organizations, as a result of the courses.

The study also seeks to collect information on:

1. The trainers' and co-organizers' points of view on the courses' results and achievements.
2. Proposals and suggestions from participants, trainers and organizers for follow-up and consolidation of the courses by the Partnership.

3. The main existing international, regional and sub-regional initiatives for human rights education in the Euro-Mediterranean and Arabic-speaking region in terms of objectives, target groups and methodologies.

The information collected in the study was based on five sources:

- Post-course questionnaires, where two forms were developed, both in English and Arabic, and sent to the participants, trainers and organizers. One form was for the participants and the other form was designated for trainers and organizers.
- Interviews conducted with four people who were involved in the courses and in the translation of COMPASS.
- Results of the final evaluations by the participants and trainers at the end of each course.
- Internet-based information and other related publications.
- Conclusions and feedback on the study's outputs during the evaluation workshop, which took place in Alexandria between 29 and 31 October 2007.

Of the 113 people to whom the questionnaire forms were sent by email, 38 responded, giving an overall response rate of 34%, in spite of the fact that the deadline period was extended from seven to ten days. 28% of the participants and 87% of the trainers responded to the questionnaire. Unfortunately, none of the co-organizers responded to the questionnaire, but some of them were interviewed.

5. Respondents' Profile:

Observing the profile of the participants who responded revealed that there was clear disparity in their human rights experience, ranging from 1 to 13 years, as well a wide age range, from 18 to 48; both of these might have undermined consonance among them; furthermore, only 44% of them had previous experience in human rights training.

Again, the profile of trainers who responded showed disparity in their human rights experience, from 2 to 12 years; 36% of them did not consider themselves experienced in human rights training. This indicates that having previous experience in human rights training was not considered a pre-requisite in trainer selection.

6. Skills and Knowledge Gained:

The participants gained new skills mainly in using the manual *COMPASS*, its methodology and activities in training on human rights. They were exposed to new ideas on projects and activities they can implement to promote human rights education, in particular from sharing information and experiences with the organizers and other participating organizations during the courses. The additional new understanding and knowledge gained in human rights concepts was limited because the participants were already aware of most of these concepts; the courses therefore served to confirm their existing understanding. The responses of trainers reiterated similar conclusions.

Most of the participants (92%) did use the skills and knowledge they gained at least once after the course, mainly in training events and in using *COMPASS* exercises. Developing project proposals, designing training manuals and applying *COMPASS* to target groups other than youth were other forms of how the participants used their new skills. However, the use of these skills gained during the course varied among the participants. As an indicator, 54% of the participants modified *COMPASS* material to suit their local needs. The major reason for modifying activities was to adapt them to the context of the target group they were working with (32%). Other specific reasons mentioned for modifying *COMPASS* material were:

- To update it
- To fit within the limited time set for the session
- To adapt it to the handicapped trainees targeted
- To make it simple and within the level of knowledge and understanding of the trainees
- To make it suitable for young children.

The trainers reached the same conclusion, whereby 10 out of 11 trainers who responded believe that what the participants gained most was exposure to new training tools and methodology.

7. Impact on Participating Organizations:

The majority of the participants (88%) believe that their organizations benefited from the courses by having at least one person in their organization who is now trained in using *COMPASS*. The organizations also benefited by getting new ideas for human rights education projects, but to a lesser extent. However, only 60% of the participants believe that their organizations made changes or initiated new projects as a result of the courses.

Concerning the transfer of knowledge gained on the courses to their organizations, 92% of the participants shared what they learned on the course with their colleagues, and 76% of the participants were asked by at least one colleague in the organization to copy part of the material distributed on the courses. On average, each participant made copies for six colleagues. Trainers do confirm these conclusions, and six out of 11 trainers who responded believe that the organizations benefited by having one of their personnel trained on *COMPASS*. Five out of 11 trainers believe that the organizations benefited by acquiring new ideas for HRE projects and means for future funding.

8. Level of Follow-up:

Among the 72% of participants who carried out follow-up activities after the courses, the major type of activity they implemented was using *COMPASS* in training sessions and events. Other forms of follow-up activities were introducing *COMPASS* in-house within the organization or to other organizations and activists, developing project proposals on HRE, reviewing the material of the course and maintaining contact with other participants.

The following is a breakdown of how the participants carried out follow-up activities:

- 67% of the participants relied on their own initiative
- 39% worked within their work in their organization, or with its support
- 22% collaborated with other participants on the course.

Interestingly, all of the participants are willing to capitalize on the courses and willing and already planning to carry out follow-up activities in the future, mainly in conducting workshops on *COMPASS*.

9. Networking and Collaboration:

None of the participants reported any institutional collaboration between their organizations, other than developing project proposals. On an individual level, only 24% of the participants collaborated with other participants after the course. Types of joint activities carried out by participants are, in order of frequency:

1. Conducting training courses jointly, especially at local and national level (within same country)
2. The exchange of training schemes and material
3. Joint preparation and follow-up of project proposal discussed during the course, and approaching donors

4. Development of a brief *COMPASS* manual in the local Moroccan dialect
5. Visits to other organizations.

This indicates that the level of collaboration is mainly among the participants on their own initiative, whereas the organizations have not collaborated institutionally, although they are working on preparing joint proposals. The communication still exists among the participants but mainly for maintaining social relationships, although HRE issues are being shared and communicated to a lesser extent. On average, each participant maintains contact with 10 other people they met on the course. Of them, he/she communicates on issues related to human rights with, on average, five people. Each trainer, however, maintains contact with, on average, nine people on issues related to human rights.

10. Results according to Trainers:

In general, the trainers believe the courses were successful. They believe they had a satisfactory impact mostly on skills gained by participants, also on their impact on participating organizations and, to a lesser extent, on enhancing networking and collaboration. However, the greatest impact they believe the courses had was in developing their own training skills and giving them practice in training *COMPASS* in Arabic and in a regional context.

11. Main Proposals from Participants and Trainers to Consolidate the Courses:

- Evaluate the courses' impact and share the outcomes.
- Review the follow-up action plan and consider only realistic and feasible activities as stated by the participating organizations.
- Involve the organizations in all phases of the course and ask for their feedback on progress and follow-up.
- Ensure strict and clear criteria for selecting the organizations, participants and trainers.
- Establish an internet-based forum for sharing information and resources, and for distance learning.
- Benefit from the expertise of qualified trainers and participants at other training events.
- Support the proposed projects during the courses, both technically and financially.

12. Mapping of Human Rights Education in the Euro-Mediterranean Region:

In addition to *COMPASS*, there are several human rights education initiatives in the Arabic-speaking region that target youth. As with *COMPASS*, all of these initiatives promote human rights through non-formal education. Some of these initiatives target mainly youth, while in others, youth are one of several target groups they address.

The following lists the main regional and sub-regional initiatives and their target groups, objectives and methodologies.

'Youth for Human Rights', implemented by Human Rights Education Associates, targets young human rights defenders between the ages of 18-35 who work in Arab countries; its aim is to increase their advocacy and monitoring capacity and foster a regional network of human rights advocates. The programme's methodology is based on a distributed learning approach which involves distance learning, self-study and workshops.

'Exploring Humanitarian Law' (EHL), implemented by the International Committee of the Red Cross, targets young people between the ages of 13 and 18, and is being implemented in 12 countries in the Middle East and North Africa. Its objective is to help young people embrace the

principles of humanity through developing knowledge and understanding of EHL. The pedagogical approach of EHL, whose package is available in Arabic, relies on “exploring” the concepts related to Human Rights and International Humanitarian Law during armed conflicts. The facilitator or teacher explores the subject matter together with students and, at the same time, acts as a resource and mentor by showing them how questions can be framed and information put together.

The ‘International Human Rights Program’ (IHRTP), implemented by Equitas, targets mainly Iraqis who are either human rights activists or members of NGOs, and others from Egypt and Jordan. The programme aims to promote respect for human rights through effective human rights education, capacity building of NGOs and enhancing networking. The training programme has a curriculum model based on principles of adult experiential learning. It is an experience-based model where participants and facilitators are engaged in a process of mutual teaching and learning.

‘Making Rights a Reality’, by Amnesty International, was developed for its International ‘Stop Violence Against Women’ (SVAW) campaign. It contains seven modules, each aimed at a specific target group. The *Human Rights Education Workshop for Youth* module has specifically been designed for use by human rights educators working with young people aged 14-18 years. The module aims to introduce participants to human rights and understand violence against women as human rights violation, its effects and available protection mechanisms. The methodological framework is participatory and interactive, and accommodates 15-20 participants. All the materials in the pack are learner-focused, and a range of participatory education techniques are used, including group work, drama, role plays, case studies, brainstorming, discussions, and art work.

The ‘Training Programme of the Arab Institute for Human Rights’ (AIHR) covers the Arab countries and targets members of NGOs involved in protecting human rights and other specific target groups such as educators, trade unions, students, journalists, judges, political parties and official servants. The programme’s main objectives are to strengthen the civil society’s capacity, and to introduce the main concepts of human rights to categories of people who can influence the rule of law. AIHR has developed several pedagogic and training tools which are adapted according to training needs. These materials are in Arabic and are being delivered by Arabic-speaking facilitators.

The ‘Training Programme of Human Rights Information and Training Center’ (HRITC), based in Yemen, targets human rights activists and specific target groups such as lawyers, journalists, law enforcement staff, and judges mainly in Gulf countries and also in Jordan, Egypt, Sudan, and Syria. The programme’s objectives are to build capacities of NGOs in the promotion of human rights, and to introduce and associate the main concepts of human rights with the responsibilities of each profession. The courses developed by HRITC are delivered in Arabic, and follow in-house developed lessons plans. These include instructions to facilitators on conducting activities, exercises and group discussions.

The Summer School Programme of the ‘Euro-Mediterranean Human Rights Network’ (EMHRN) has so far organised two summer schools, the first in Beirut in 2003, and the second in Limasol, Cyprus, in 2007; there are plans to continue these annually. The programme targets young people aged between 18 and 35, who are human rights activists or members of NGOs involved in youth activities. It aims to establish better understanding of human rights concepts, provide training tools and material, investigate suitable training methodologies to be further developed, and provide networking opportunities among participating individuals and NGOs. The Summer

School methodology associates what the youth learn to their actual environment and context, and a training manual has been produced, comprising a collection of tools developed by some of its network members, to be used during its sessions.

13. Recommendations:

1. Expand the training initiative based on the Arabic version of *COMPASS*, promote the concepts, methodology and training material among actors involved in youth activities, and not restrict its use only by human rights organizations.
2. Establish an internet-based forum for communication, sharing information and accessing resources to benefit both participants and trainers. The forum would be administrated by the Partnership but contributions would come from the participants and trainers. Reports, photos, announcements and news items could be posted, and comments received. Issues for discussion could be raised on this forum and developed at a later stage for distance learning courses.
3. Monitor the level of collaboration and communication among the participants, and intervene as a catalyst when required. This task could be complemented by delegating some trainers to act as moderators on the e-forum or group email initiators.
4. Involve the participating organizations in the follow-up and ask for their input, progress report and appraisal of the participants.
5. Explain clearly to both participants and organizations what is to be expected on behalf of the Partnership, both technically and financially in terms of supporting the proposed projects, as well as what is expected from their side.
6. Redraft a realistic follow-up approach based on what the organizations and participants can actually do, including in it only what they propose and are sure they can implement.
7. Consider bridging between potential donors and those organizations that have sound proposals, assisting these organizations in approaching the donors and establishing a pool of proposals collected from the participating organizations for interested donors.
8. Enhance collaboration, at least at a national level, and overcome the limited resources available for travel by connecting all participants and organizations of the three courses and encouraging joint activities.
9. Consider establishing a roster of facilitators among the qualified and active trainers and participants of the three courses for training in other courses, or referring them to institutions looking for HRE trainers according to their areas of expertise or geographic location.
10. Encourage the adaptation of *COMPASS* material into the Arab context and document and share these modifications .

1. BACKGROUND:

Within its framework of the Human Rights Education Youth Programme, the Directorate of Youth and Sport of the Council of Europe published in May 2002, *COMPASS*, a manual on human rights education with young people. The Programme aims to put human rights at the centre of youth work and thereby to contribute to mainstreaming human rights education in youth work practice and activities.

COMPASS presents background concepts essential to human rights education as well as practical activities and methods for use in both formal and non-formal education contexts. Building on accumulated experience of non-formal education and youth work, the manual is based on learner-centred approaches and provides a framework for developing young people's skills, competencies and attitudes related to human rights education. It provides support to local pilot projects, national and regional training courses and specific activities related to various forms of human rights discrimination and violence. The central aim of *COMPASS* is to make the human rights education accessible, usable, useful and appealing to educators, teachers, trainers, activists, leaders and facilitators who are active in educational activities with the youth. The success of such educational initiative requires:

- The provision of the needed material, methodologies and tools in an appropriate accessible and simple form such as a training pack.
- Its availability in local language of the societies and groups it is targeting.
- The existence of trained facilitators, trainers and multipliers who can act and disseminate at regional, national and local levels.

As such *COMPASS* becomes not only a mere training manual available in various languages, but also a guide and encouragements for action and change.

Within this reasoning, Council of Europe translated *COMPASS* into 12 languages and organised national and regional training courses in various languages to ensure that trainers and educators are familiar with it and hence facilitate its reach to schools, youth groups and associations at local level.

As the Arabic speaking communities lack training resources and tools especially in human rights education and within the framework of Euro-Med Cooperation for Youth, the Council of Europe translated and published *COMPASS* into Arabic in 2004 in collaboration with the Lebanese Branch of *Nouveaux Droits de l'Homme-International (NDH)*. Through the translation of *COMPASS* into Arabic, the Council of Europe aims to expand human rights education opportunities and make it accessible for new groups and organizations in the Arabic speaking region.

2. REGIONAL PROGRAMME FOR TRAINING ON HUMAN RIGHTS EDUCATION:

In 2005, the Youth Partnership between the Council of Europe and the European Commission has initiated a programme of training trainers and multipliers in Arabic-speaking environments based on the Arabic version of *COMPASS*. The programme started with conducting a training workshop for trainers in Budapest 2005 and was developed further by organizing three sub-regional courses:

1. A training course for the Middle East and Gulf States region, organized in Amman between 6 and 13 February 2006.

2. An Arab-European course for Middle Eastern and European participants, organized in Alexandria between 1 and 9 April 2006.
3. A Maghreb-European training course, held in Fès, Morocco from 13 to 23 May 2007.

All the courses were held in Arabic. They brought together on average 30 participants and five trainers per course.

The sub-regional courses aimed to develop the capacities of Arab-speaking trainers in human rights education at local and regional levels and enable them to use *COMPASS* and other available training resources.

The objectives of the sub-regional workshops are:

1. Explore the role of human rights education and intercultural dialogue.
2. Develop the participants' knowledge and skills in human right education.
3. Introduce activities and methodology of *COMPASS* to the participants and how to use it and adapt to suit their local contexts and societies.
4. Enhance competencies, skills and knowledge of the participants in human rights education.
5. Establish a common understanding of the current situation and challenges of human rights education in the participating countries and the learning approaches available.
6. Plan projects to promote *COMPASS* locally and regionally.
7. Contribute to develop an informal network of trainers and organizations active in youth human rights education in Euro-Mediterranean region.
8. Contribute to integrate human rights education within the activities of Euro-Med Youth Partnership.

3. OBJECTIVES OF THE EVALUATION STUDY:

The study aims to evaluate the results and impact of these three courses in order to assess the value of the courses and to shape the future strategies and priorities of the Youth Partnership between the Council of Europe and the European Commission in relation to human rights education and intercultural dialogue.

The main elements the study looked at to evaluate the courses' impact are:

- The skills and knowledge gained by the participants and their utilization.
- The impact of the training courses on the participating organizations.
- The level of follow up activities and initiatives in human rights education launched after the courses.
- The level of networking, collaboration and joint activities/projects initiated between the individual participants or their organizations as a result of the courses.

The study also seeks to collect information on:

- The trainers and co-organizers points of view for the courses' results and achievements.
- Proposals and suggestions from participants, trainers and organizers for follow up and consolidation of the courses by the Partnership.
- The main existing international, regional, sub-regional initiatives for human rights education in the Euro-Mediterranean and Arabic-speaking region in terms of objectives, target groups and methodologies.

4. STUDY METHODOLOGY:

The study was based on:

- Post course questionnaires sent to participants, trainers and organizers of the three courses
- Interviews conducted with selected persons involved in the courses
- Results of the final evaluations by the participants and trainers at end of each course
- Internet-based information and other related publications
- Conclusions and feedback on the study's outputs during the evaluation workshop which took place in Alexandria between 29-31 October 2007.

The study work plan (see Annex 1) was jointly agreed upon between the consultant and Directorate of Youth and Sport taking into consideration the timeline ahead and the need to present the draft conclusions of the study during the evaluation and follow up meeting in Alexandria.

Two forms of questionnaires were developed both in English and Arabic and were sent to the participants, trainers and organizers. One form was for the participants (see Annex 2) and other form was designated for trainers and organizers (see Annex 3). The responses to the questionnaires were entered into a database and analyzed both quantitatively and qualitatively.

Of the 113 people to whom the questionnaire forms were sent by email, 38 responded, giving an overall response rate of 34%. The correspondents were given a period of one week to fill and return the questionnaires. The deadline was extended for three more days since only 21 responded within the initial one-week period. Looking at the number of responses, the following was observed:

- None of the co-organizers responded to the questionnaire.
- The participants of Fès training course were the most who responded (50%). This is expected since the Fès course was the last to be conducted, five months ago, hence the momentum and commitment created after the course were still "vivid".
- The levels of responses of Alexandria course were the least: only 11% of the participants.
- All of Amman course trainers responded.

Table 1: Response Rates of Each Group

Training Course	Number of participants attended the TC	Number of participants who responded	Response rate of participants	Number of trainers in each course	Number of trainers who responded	Response rate of trainers	Number of organizers attended the course	Number of organizers who responded	Response rate of organizers
Amman	27	7	25.93%	5	5	100.00%	2	0	0.00%
Alexandria	35	4	11.43%	5	4	80.00%	2	0	0.00%
Fès	28	14	50.00%	5	4	80.00%	4	0	0.00%
Total	90	25	27.78%	15	13	86.67%	8	0	0.00%

The quality of replies and information provided was frank and almost complete and reliable. 33 respondents answered the questionnaires completely while the remaining 5 did not complete on average 2-3 questions out of the 40 questions in the questionnaire. The respondents were frank and critical in their replies and openly stated what they thought of. The information was also reliable and only two out of 38 respondents provided two contradictory answers to two different but related questions.

The consultant also conducted interviews in Beirut and during the evaluation meeting in Alexandria with the following persons who gave additional insight into the study:

1. Ms. Carla Bou Kheir, trainer in Amman training course.
2. Mr. Julian Courson, member of the Beirut Branch of *Nouveaux Droits de l'Homme*, the institution which collaborated with Council of Europe in publishing the Arabic version of *COMPASS*.
3. Ms. Fabiola Dina, trainer in Fès training course and employee in Amnesty MENA Regional Office.
4. Ms. Muzna Masri, human rights consultant and ex-employer with Amnesty MENA Regional Office.
5. Ms. Susanne Shomali, coordinator of Amman training course.
6. Ms. Karima Benjelloum Touimi, participant and trainer, representing the *Association initiatives pour la protection des droits des femmes*, Morocco which was a co-organizer of Fès training course.
7. Mr. Riyad Al-Subuh, responsible of the training department in National Centre for Human Rights in Jordan which was a co-organizer of Amman training course.
8. Mr. Hamid El-Kam, trainer, representing *Conseil consultatif des droits de l'homme* – Morocco which is co-organizer of Fès training course.

The data collected from all these interviews mentioned above were gathered and analyzed to reach the conclusions of the study.

5. PROFILE OF RESPONDENTS:

Although the participants who responded and whose profile and background will be presented in this section, represent only 32% of all those who were involved in the workshop, still the observations remain indicative although not totally representative.

- 60 % of the participants who responded are volunteers in the organizations they were representing.
- Their age ranged between 18 and 48 years, with an average of 31 years.
- Their experience in human rights education ranges between 1 and 13 years with an average of 5.6 years which indicates that the invited participants on average have considerable experience in HRE, but there is a disparity among the participants' background experience. This disparity in experience, added to wide spread of age among participants might have undermined consonance among them.
- Advocacy is the human rights field in which least participants have experience (20%)
- Project management and informal education are the fields in which most participants have experience (60%).
- Only 44% of participants have previous experience in training in HRE.

On the other side, the sample of trainers who responded is more representative as they are 87% of all the trainers.

- 55% of the trainers who responded are volunteers in their organizations.
- The range of trainers ranged between 27 and 41 years old with an average of 32 years. This limited gap in age allows more harmony within the trainers' teams.
- Their experience in human rights education ranges between 2 and 12 years with an average of 6.3 years, again which shows disparity among the trainers' background experience in HRE.

- Formal education is the human rights field in which least participants have experience (18%)
- Non-formal education is the field in which most participants have experience (73%).
- 64% of the trainers have previous experience in training in HRE. This indicates that having previous experience in human rights education training was not considered a must in trainers' selection.

6. SKILLS AND KNOWLEDGE GAINED BY PARTICIPANTS:

Skills and Knowledge Gained:

The participants gained new skills mainly in using *COMPASS* manual, its methodology and activities in training on human rights. They were exposed to new ideas on projects and activities they can implement to promote human rights education particular from sharing information and experiences with the organizers and other participating organizations during the courses. The additional new understanding and knowledge gained in human rights concepts was limited because the participants were aware of most of these concepts and the courses served to confirm their existing understanding. Among the new concepts which the few participants understood better or differently are:

- Universality of human rights
- Importance of non formal education to promote human rights
- To become more acceptable and receptive to human rights issues which are not appreciated in their local societies such as homosexuality and rights of refugees.
- Relate development and other social problems to respect of human rights
- Sexual and reproductive education as a basic human right

Quantitatively, 84% of participants who responded stated that the course confirmed what they already knew about human rights education. The area which most of the participants gained was getting ideas to design and implement projects in HRE (64%), and the area which least of them gained was understanding human rights (28%). Gaining practice in human rights education was confirmed by 44% and gaining skills in training was stated by 36%.

Among the participants replies on what they considered they benefited most from the courses are in order of recurrence:

1. Usage of *COMPASS* as a training resource
2. Sharing ideas, experiences and information on what other organizations are doing
3. Meeting other people and keep communicating with
4. Observing how the trainers were working together and delivering the training
5. Being exposed to new cultural context.

The responses of trainers confirmed same conclusions.

Utilization of Gained Skills and Knowledge:

Most of the participants (92%) did utilize the skills and knowledge they gained at least once after the course mainly in training events and the use of *COMPASS* exercises. Other areas where the participants utilized what they gained in the course are:

- Ideas for compiling project proposal
- Development of in-house manual on training of women rights (Egypt)
- Applying the methodology in training law enforcement personnel on human rights (Syria)
- Development of local official manual on youth development and democracy (Yemen)

The utilization of these skills gained and material exposed to during the course varied among the participants. 36% of participants did use *COMPASS* very often and only 4% never used it after the course. The remaining used *COMPASS* either occasionally or often. *COMPASS* was mainly used to choose from its activities and exercises for training workshops. Visiting the *COMPASS* website was also used as another indicator for the level of participants' utilization of what they gained in the courses. 84% of the participants did visit *COMPASS* website after the courses (36% visited it between 1-3 times since the course, 20% between 4-6 times, 28% more than 6 times).

Interestingly, at least half of the participants (54%) considered *COMPASS* a useful training tool for their on-field training and went one step further in adapting it to their local needs. This is also an important indicator for the level of follow-up initiatives after the courses. The major reason for modifying the activities was to adapt it to the context of the target group they are working with (32%). Other specific reasons mentioned for modifying *COMPASS* material were:

- To update it
- To fit within the limited time set for the session
- To adapt it to the handicapped trainees targeted
- To make it simple and within the level of knowledge and understanding of the trainees
- To make it suitable for young children.

84% of the participants acknowledged that the course and *COMPASS* in specific, did contribute positively to their training delivery either by:

- Provision of interactive and attractive exercises
- Facilitating the communication with the trainees
- Offering a participatory training methodology, or
- Helping in raising debatable and controversial issues without causing dispute among the audience.

The trainers' responses confirmed same conclusions:

- The courses were successful in improving the participants training capabilities skills in HRE at an average scale of 7 out of 10.
- 10 out of 11 trainers who responded believe that what the participants gained most was exposure to new training tools and methodology.

7. IMPACT ON PARTICIPATING ORGANIZATIONS:

The participants (88%) believe that their organizations benefited from the courses. What most of them believe that their organization benefited from is to have at least someone in the organization that knows how to use *COMPASS* as a training tool and can introduce it to the existing training activities it is implementing. To less extent, the organizations benefited by getting new ideas for human rights education projects.

However, only 60% of the participants believe that their organizations made changes or initiated new projects as a cause of the courses. The main change they mentioned was to use *COMPASS* as a training resource in their activities and consider it as a reference. Another important change mentioned was the development of new projects on human rights education.

92% of the participants shared what they learned in the course with their colleagues. Means for transferring the knowledge gained by the participants to their organizations were one or combination of the following:

- Holding a meeting for that purpose (used by 52% of the participants)
- Organizing a training event (used by 48%)
- Submitting a report (used by 48%)
- Talking about it informally (used by 40%)

Those who did not share what they learned, justified it either by leaving the organization or not being well received or encouraged by the organization.

76% of the participants were asked by at least one colleague in the organization to copy part of the material distributed in the courses. On average, each participant made copies for 6 colleagues.

The trainers' responses confirmed same conclusions:

- The courses had positive impact on the participating organizations and improved their capabilities at an average scale of 6.27 out of 10.
- 6 out of 11 trainers who responded believe that the organizations benefited by being having one of their personnel being trained on *COMPASS*. 5 out of 11 trainers believe that the organizations benefited by acquiring new ideas for HRE projects and means for future funding.
- 82% of trainers believe that the participants were able to transfer the knowledge they gained in the courses to their organizations.

8. FOLLOW-UP ACTIVITIES AND INITIATIVES:

72% of the participants consider themselves that they did carry out follow-up activities after the courses. The main types of follow-up activities the participants hold are (in order of recurrence):

- Using *COMPASS* in training sessions and events
- Introducing *COMPASS* in-house within the organization
- Introducing *COMPASS* to other organizations and activists
- Preparing project proposals inspired by ideas gained in the course
- Reviewing the material of the course and reading them again
- Kept contact with other participants

On the means the participants used to carry out the follow-up activities:

- 67% of the participants who carried out follow-up activities relied on their own initiative
- 39% within their work in their organization or with its support
- 22% collaborated with other participants in the course

All of the participants plan to carry out follow-up activities mainly to conduct workshops on *COMPASS*, collaborate with other participants in organizing training events, prepare project proposals and develop training manuals for the organization based on *COMPASS*. 40% plan to carry out their future follow-up activities within their work in their organization or with its support, 36% relying on their own initiative and 24% in collaboration with other participants.

Concerning of what have been achieved so far as follow-up by the organizers, trainers and participants:

- 48% of the participants were satisfied with the organizers' follow-up of the course.
- 36% of the participants were satisfied with the trainers' follow-up of the course.
- 52% of the participants were satisfied with the participants' follow-up of the course.

On the other hand:

- 45% of the trainers were satisfied with the organizers' follow-up of the course.
- 36% of the trainers were satisfied with the trainers' follow-up of the course.
- 36% of the trainers were satisfied with the participants' follow-up of the course.

This shows that more than half of both participants and trainers consider what has been achieved so far as follow-up after the courses is not sufficient particularly what has been expected by them from the trainers and participants and to less extent from the organizers.

Several participants, especially those who attended Amman and Alexandria courses, complained that they were not contacted after the courses, did not receive any feedback or reports about the course, the other participants did not response to their follow-up suggestions, did not receive comments and enquiries about the projects they proposed, and they were not encouraged or “pushed” after the courses by trainers or organizers to maintain contact or follow-up.

On the hand, several participants appreciate the fact that the Partnership kept sending them information updates about what is going on and new events related to human rights education.

9. NETWORKING, COLLABORATION AND JOINT INITIATIVES:

Level of Networking and Collaboration among Participants and Organizations:

None of the participants reported any institutional collaboration between their organizations. On individual level, only 24% of the participants collaborated with other participants after the course. Types of joint activities carried out by participants are in order of recurrence:

- Conducting training courses jointly especially at local and national level (within same country)
- Exchange of training schemes and material
- Joint preparation and follow-up of project proposal discussed during the course and approaching donors
- Development of brief *COMPASS* manual in the local Moroccan dialect
- Visit to other organizations

It is noteworthy that some trainers referred some participants to other international training courses and invited other trainers to conduct training outside their country.

The main justification for not collaborating with other participants was that the other participant(s) did not respond. Other justifications were:

- Due to far distance
- Due to lack of resources to meet
- Lack of initiator or someone to push them to
- Changing job
- Being busy at work

Concerning communication between the participants, 35 out of 38 respondents are using the course group mailing list. Out of those 35 who are using the group mailing list:

- 64% are using it only for socializing
- 4% are using it for sharing issues related to human rights
- 24% are using it for both socializing and sharing issues related to human rights.

This indicates that the level of collaboration is mainly among the participants on their own initiative where as the organizations have not collaborated institutionally yet although working on preparing joint proposals. The communication still exists among the participants but mainly for maintaining social relations although HRE issues are being shared and communicated but to less extent. On average, each participant is maintaining contact with 10 other persons he/she met in the course. Out of them, 5 on average he/she communicates with on issues related to human rights. On the other hand, each trainer on average maintains contact with 9 persons on issues related to human rights.

10. RESULTS AND ACHIEVEMENTS ACCORDING TO TRAINERS:

Since none of the co-organizers responded to the questionnaire, the results in this section are confined to the trainers' points of view.

In general, the trainers believe the courses were successful. They believe they had satisfactory impact mostly on skills gained by participants, then on their impact on participating organizations and to less extent on enhancing networking and collaboration. However, the best impact they believe the courses had was developing their own training skills and giving them practice in training *COMPASS* in Arabic and in a regional context.

The trainers believe the courses were successful in achieving their objectives at an average scale of 6.57 out of 10.

All the trainers believe that the participants gained skills and knowledge especially in knowing how to use *COMPASS* as a training resource and being exposed to new training methodology. 10 out of 11 trainers believe the course had good or fair impact on the participants while as one out of 11 believes it had poor impact.

They believe the courses were able to improve the participants' training skills at an average scale of 6.91 out of 10.

The trainers believe the courses were useful for them as trainers at an average scale of 7.9 out of 10. The courses were most useful to trainers in:

- Practice to train *COMPASS* in Arabic
- Learn how to work within a training team and accommodate various personalities and training styles
- Understand better the training needs of Arab trainees
- Communicate and coordinate within an international training context
- Share and gain experiences from other trainers

The trainers believe the courses benefited the participating organizations at an average scale of 6.27 out of 10. The organizations benefited mostly from:

- Being introduced to *COMPASS* and having one its member at least trained on utilizing *COMPASS* training kit
- Utilizing *COMPASS* as a tool that can reach youth in a simple, amusing and participatory approach
- Getting new ideas on human rights projects
- Networking with other organizations and possible partnerships and funding.

8 out of 11 trainers evaluated the impact of the courses on participating organizations as good or fair, while 3 out of 11 considered it poor.

The trainers believe that the training course was able to enhance the collaboration, networking and joint activities among the participating organizations at an average scale of 6.55 out of 10. However, only three out of 11 trainers were able to mention joint activities:

- Organizing a youth camp on HRE in Morocco
- Awareness campaign on HR targeting school students in Mauritania
- Following up a joint project proposal and approaching donors

Seven out of 11 trainers evaluated the impact of the courses on enhancing networking and joint activities as good or fair, while four out of 11 considered it poor.

11. PROPOSALS AND SUGGESTIONS FROM PARTICIPANTS AND TRAINERS:

Suggestions for Evaluating the Courses and Benefiting from Lessons Learned:

1. Evaluate the courses' impact and its benefits and set a plan for next steps after the courses.
2. Evaluate the training courses and how they were organized and conducted, and learn from them for improving future courses.
3. Provide feedback about each participant performance during and after the course.
4. Initiate a discussion and invite comments on the course evaluation.
5. Partnership to distribute the course report and asks for feedback.
6. Use the e-forum or email list to evaluate the course and discuss the course report.
7. Partnership to encourage and share the adaptations and modifications carried out by the participants.
8. Partnership to encourage the proof reading of Arabic version of COMPASS, asks for comments and shares them.
9. Ensure the commitment of both the participants and the organizations they are representing prior to the course.
10. There is need to evaluate the courses and their impact and share the results with all involved.
11. Provide feedback about each trainer's performance during the course.
12. During course, discuss the proposed projects by the participants and check if they are feasible and have chance to be funded.

Suggestions for Networking and Exchanging Information among Participants:

1. Organize annual gatherings or events to bring the participants together even virtually on internet.
2. Partnership to bridge between the participants of the three courses, especially those who are coming from same country.
3. Establish an e-forum administrated by the Partnership for sharing information and ideas among participants.
4. Share courses reports and available information on the activities of other participants in relation to HRE.
5. Establish an internet-based forum or "blog" for sharing information, material, ideas and resources among the participants and trainers.
6. Divide the participants of each course into sub-groups and each trainer will mentor and follow-up one of the sub-groups as done after Fès training course.
7. Act as focal point and initiator of communication and collaboration among the participants and organizations.

8. Partnership to monitor the level of communication among the participants and when it slows down, intervene and re-initiate it.

Suggestions for Implementing Follow-up Actions:

1. Contact the participating organizations and encourage them to show progress in taking follow-up initiatives and utilizing what their representatives gained during the courses.
2. Partnership to support the participants to implement the projects they have proposed and planned during the courses.
3. Collect what each participant and organization is actually capable and willing to do as follow-up and set a realistic and feasible plan to be implemented accordingly.
4. Screen the sound and feasible project proposals and support them either by funding or by approaching possible donors.
5. Partnership to allocate within the Programme's budget a set amount to cover follow-up activities and initiatives.
6. Partnership to become more active in supporting and funding the projects which were proposed by the participants during the courses.
7. Participants to send regular progress reports on the progress of their follow-up initiatives and utilization of what have been gained in the course and the Partnership share them.
8. Partnership not to quit pushing and asking for progress and reporting on what has been achieved.
9. Contact the participants and ask for progress report on what has been achieved in the proposed projects set during the courses.
10. Partnership to support the proposed projects both financially and technically and at least at their start
11. Establish contact with the organization's leadership directly and share with it what is expected as follow-up and ask for its assessment on its participant's follow-up initiatives and utilization of gained skills and knowledge.

Suggestions for Enhancing Skills and Knowledge Gained:

1. Partnership to maintain contact with the participants and involves them in some of its other activities.
2. Establish e-learning forums accessible to those who attended the courses.
3. Complement this course by other training events to maintain developing the capacities and skills of the participants.
4. Consider benefiting from some of the qualified participants to facilitate in other courses organized by the Partnership.
5. Prepare a roster of trainers from those who participated in the course according to their geographic location and area of expertise.
6. Partnership to follow-up and checks on the participants' utilization of COMPASS and what obstacles they are facing in their practical applications.
7. Partnership to encourage joint training delivery by inviting qualified participants to facilitate in training events which it organizes and bring them in touch with trainers from different cultures.
8. Organize a Training of Trainers course to compliment the benefits of these three courses and utilize it by the Partnership to establish a pool of Arab-speaking trainers covering the region and can be referred to those parties who ask for such trainers locally or regionally.
9. Partnership to pay a role in bridging between the resource persons in human rights education on both sides of Euro-Mediterranean region and encourage exchange of expertise in both directions (North-South and South-North) and not confine the exchange in "one giving and the other receiving" modality. For example, the Partnership brings

trainers from Arab-speaking region who knows foreign language to facilitate in the training events it organizes in Europe.

Suggestions for Improving Future Similar Courses:

1. Explain clearly what is expected from the participating organization as post-course follow-up and ensure that its representative seconded to the course is in a position that can influence its implementation.
2. Ask participating organizations, prior to the course, for a written expression of willingness to implement what it suggests as follow-up activities.
3. Involve trainers at early stage of course preparation including setting the participants' selection process.
4. Establish a set of clear criteria for selecting the participants.
5. Conduct an interview with the candidates for participation by phone or through local partners or trainers
6. Avoid huge disparities in the participants' experiences. If necessary, organize the regional courses according to level of experience rather than geographic distribution.
7. Invite organizations that have the willingness, commitment and capabilities to utilize the benefits of the course in its activities.
8. Invite organizations that are actually involved in human rights education and have an established history not those who intend to do so and are participating to get acquainted with the topic.
9. Hold a pre-course preparation meeting for trainers and assign a team leader for the trainers with clear assignments per each.
10. Avoid involving the trainers in logistical and administrative issues since it will affect their dedication for facilitation and delivery.
11. Insure that the co-organizer organizations are interested in the topic and aware of its roles and responsibilities especially in relation to preparation and logistics.
12. The trainers' selection criteria should take into consideration their training skills and ability to collaboratively deal and accommodate with participants who are older or more experienced.

12. MAPPING OF MAIN INTERNATIONAL, REGIONAL, SUB-REGIONAL INITIATIVES FOR HUMAN RIGHTS EDUCATION IN THE EURO-MEDITERRANEAN REGION:

In addition to *COMPASS*, there are several human rights education initiatives in the Arab-speaking region that are targeting youth. Similar to *COMPASS*, all of these initiatives promote human rights through non-formal education. Some of these initiatives target mainly youth while in the others, youth are one of the several target groups they are addressing.

This section lists the main regional or sub-regional initiatives and explains their target groups, objectives and methodologies.

Human Rights Education Associates - Youth for Human Rights

Target Groups:

This program provides intensive training and support for young human rights defenders (NGO staff, lawyers, journalists, teachers, community workers) between the ages of 18-35 that work in countries that are members of the Arab League in order to increase their advocacy and monitoring capacity and foster a regional network of human rights advocates. Seventy five trainees and 30

auditors are engaged in the program which began in December 2006 and will continue till January 2008. The program is being organized by HREA in partnership with local regional partners: Arab Institute for Human Rights (AIHR) and Cairo Institute for Human Rights Studies (CIHRS).

Objectives:

The program is intended for young human rights defenders that are seeking to:

1. Expand the network of young people working in the human rights field in North Africa and the Middle East.
2. Develop the human rights advocacy and monitoring skills of the young defenders.
3. Provide support to the young HR advocates from experienced human rights defenders.
4. Increase their knowledge of the international and regional human rights standards and mechanisms.
5. Advance an advocacy project that is important to the community that they serve.

Methodology:

The program methodology is based on distributed learning approach which involves hands-on training, time for reading and reflection, group work, an extended engagement in the learning process, mentoring and the opportunity to apply knowledge and skills in a real-life situation and receive support and feedback. The learning approach followed allows instructor(s), students, and content to be located in different, non-centralized locations so that instruction and learning can take place independent of time and place.

The program includes on-line training, two workshops complemented by ongoing distant mentoring by HR experts. All instructions and material are in Arabic and the participants are required to complete all the components which include:

- a 3-month distance learning course on human rights advocacy (online)
- a 5-day regional workshop on human rights advocacy in Tunis (Tunisia)
- a 3-month distance learning course on human rights monitoring (online)
- a 5-day in-person workshop on human rights monitoring in Cairo (Egypt)
- on-going support in your human rights work from a mentor
- self-study of international and regional human rights standards and mechanisms

International Committee of Red Cross (ICRC) - Exploring Humanitarian Law (EHL)

Target Groups:

Exploring Humanitarian Law (EHL) is an international education program for young people between the ages of 13 and 18 which is being implemented in 12 countries in the Middle East and North Africa through ICRC delegations and in cooperation with either the National Red Cross or Red Crescent Society or through the Ministries of Education. It introduces young people, through training their teachers at schools or facilitators of youth groups, to the basic rules of international humanitarian law (IHL). The ICRC regional delegation in Cairo supervises and supports the implementation of this program in the region. The specific target groups are secondary school students, teachers and youth

Objectives:

The primary learning goal of EHL is to help young people embrace the principles of humanity in their daily lives and in the way they assess events at home and abroad.

Through developing knowledge and understanding of IHL and related humanitarian issues through school-based education is an attempt to prevent and limit violations of IHL and to promote observance of the hard core of human rights. EHL aims to:

1. Introduce concepts about respect for and protection of life and human dignity to real armed conflicts and other situations of violence among young people.
2. Provide support and resources and build capacities of local educational institutions in areas of human rights education.
3. Enforce collaborative academic and life skills of the young people.

Methodology:

EHL offers thirty hours of classroom activities making use of affective learning methods and participatory pedagogy. It is transnational in scope, cutting across political, social, religious and cultural contexts, and can be adapted to diverse educational settings.

The program is designed to be implemented by Ministries of Education and through schools EHL is delivered to young people. Nevertheless, in the countries where the program is not yet officially or fully adopted by the educational authorities, ICRC implements it through National Red Cross and Red Crescent Societies or specialized organizations. The International Committee of the Red Cross (ICRC) main contribution is to provide technical and academic support and contribute to the training and professional development of teachers.

The pedagogical approach of EHL relies on “exploring” the concepts related to Human Rights and International Humanitarian Law during armed conflicts. The facilitator or teacher explores the subject matter together with students and, at the same time, acts as a resource and mentor by showing them how questions can be framed and information put together.

A resource pack for facilitators/teachers provides lesson plans, activities and learning materials based on application of IHL both on historical and contemporary situations and its relevance to protect human dignity and reduce and prevent the suffering and destruction that result from war. The resource pack which is available in Arabic, is divided into five core modules which some are specific on IHL while introduce life skills such as communication, disagreeing respectfully, reasoning, research, problem-solving and critical thinking. The English language website EHL Virtual Campus serves as a resource centre and online community for the EHL program. It provides support to the growing EHL community by providing ongoing EHL training and access to program resources via internet.

Equitas - International Human Rights Program (IHRTP)

Target Groups:

Equitas, formerly known as Canadian Human Rights Foundation, has developed an International Human Rights Training Program (IHRTP) which covers several regions in the world. In Middle East and North Africa, the program is mainly focusing on Iraqi participants who are being trained outside Iraq. It also covers participants from other countries mainly Egypt and Jordan where several of the Iraqi training courses are taking place. The MENA program is over three years 2006-2008 and is funded by Canadian International Development Agency (CIDA). So far, the IHRTP has covered 57 participants who are either:

- Members of civil society organizations
- Activists and staff involved in Human Rights Education in the region.

Objectives:

The program has several objectives among which:

1. Contribute to increased respect for human rights in the Middle East and North Africa, and in particular in Iraq, through effective human rights education.
2. Help building the capacity of NGOs in targeted Arabic-speaking countries to enhance their capacity to design and implement effective human rights education projects.
3. Network and build partnerships with local institutions for mutual support and increased effectiveness through sharing information, strategies and resources (including those made available through this program).
4. Develop and implement specialized programs in the region to build support and respect for human rights in the region and in Iraq.
5. Increase Canadian awareness of human rights challenges, in Iraq and in the region and strengthen linkages between Canadian & Middle Eastern civil societies through annual exposure weeks.
6. Foster the equal enjoyment of human rights by both women and men.

Methodology:

The training program has a curriculum model based on principles of adult experiential learning. It is an experience-based model where participants and facilitators are engaged in a process of mutual teaching and learning. It aims for enforcing personal attitudes and perceptions on human rights concepts, gaining skills and knowledge in training and programming and practical application on the development of strategies for future actions. Ongoing reflection and evaluation, questioning of existing personal assumptions about human rights and critical examination of practices and beliefs are central tools in this transformative learning process.

The program involves the following activities:

- International Human Rights Training Program and Exposure Week for the participants in Montreal Canada.
- Regional Working Session.
- Regional Training-of-Trainers Workshops.
- Local Training Activities (3 sets)

To carry out the training event, Equitas has developed a set of training manuals that can be adapted to serve the specific needs of each target group and can be the blueprint for a complete training event ranging from three days to three weeks as is the case of the IHRTP. IHRTP manual, which is being used in the Middle East and North Africa program, consists of eight modules and focuses on both human rights content and the training skills of human rights educators. It is available in two versions for the facilitator and participant in English language.

Similar to *COMPASS* approach in pre-course preparation of the participants, IHRTP begins well before the actual face-to-face training session, with the application process and the pre-training assignment and continues well after the session in the form of follow up initiatives.

Amnesty International – Making Rights a Reality “ Human Rights Education Workshop for Youth” Pack

Target Groups:

The Human Rights Education activist toolkit, *Making Rights A Reality* was developed for Amnesty International’s Stop Violence Against Women (SVAW) campaign which was launched in March 2004. It contains seven modules each targeting a certain target group:

1. *Gender awareness workshops*, a general human rights education pack on the basic concepts of gender and women’s rights
2. *Campaigning to stop violence against women*, a guide to advocacy which provides information on practical methods of securing change such as lobbying, using the media and legal advocacy in criminal and civil courts.
3. *The duty of states to address violence against women* a guide to human rights law and standards relating to states’ duties under international law to address violence against women aimed at staff of governmental agencies and lawyers.
4. *Violence against women in armed conflict*, a guide to international legal standards relating to violence against women in armed conflict aimed at militarily personnel, state officials and militiamen.
5. *Human rights education workshop for youth*, a human rights education pack on women’s rights in international law aimed at young people.
6. *Human rights education workshop for journalists*, a human rights education pack on women’s rights in international law aimed at people working in the news media.
7. *Human rights education workshop for non-governmental organizations*, a human rights education pack on women’s rights in international law aimed at people working in non-governmental organizations.

The human rights education workshop for youth has specifically been designed for use by human rights educators working with young people aged 14-18 years. It can be used by and with people who have little or no knowledge of human rights.

These packs have been developed in several languages including Arabic and have been utilized by Amnesty International offices in MENA in their training programs particularly in Morocco, Tunisia, and Lebanon.

Objectives:

The learning objectives of youth pack are:

1. Introduces participants to human rights.
2. Examines VAW as a human rights violation.
3. Analyses the effects of VAW at an individual, social and community level.
4. Looks at issues of responsibility for stopping VAW at an individual, national and international level.
5. Examines how the human rights framework and different legal mechanisms can be used to support bringing an end to violence against women.

Methodology:

The methodological framework, which lies behind the workshop design and activities, is participatory and interactive which accommodate 15-20 participants. The workshop has been developed to draw on the experiences of the participants and create an interactive dialogue of

knowledge, ideas and experiences. The approach aims to establish a workshop atmosphere of mutual respect, equality, and sharing for both participants and facilitators. In that regard, the methodology encourages the facilitators not to limit themselves to simply convey the information but to be open to learning. Although the workshop and accompanying resources have been tested in different countries and reflect an understanding that the issues of women's rights and violence against them are multicultural, regionally specific materials are also provided at the end of each pack.

All the materials in the pack are learner focused and a range of participatory education techniques are used, including: group work, drama, role plays, case studies, brainstorming, discussions, and art work. With tips for facilitators and ideas for extra group activities, the pack presents a complete package what a facilitator needs to organize training sessions on human rights and violence against women.

Arab Institute for Human Rights (AIHR)

Target Groups:

Since it was founded in 1989, the Arab Institute for Human Rights (AIHR), has gained a reputation for being an active independent Arab organization in protection of human rights in the Arab world and promoting it through education. AIHR has developed several of its own programs and is also a partner of various international human rights organizations implementing human rights education programmes in the region. AIHR is currently implementing several human rights training programs targeting staff of Arab human rights organizations including organizations involved in development and child and women rights protection and development in addition to other target groups such as lawyers, student, judges and journalists.

AIHR main office is in Tunis and it has several sub-regional offices covering the neighbouring countries. For example, the sub-regional office of AIHR in Beirut covers Lebanon, Syria, Jordan, and Iraq.

The target groups of AIHR training programs are:

- Members of NGOs, mainly those focusing on defence of human rights, women, youth, minorities, refugees and protection of child's rights.
- Program Officers and Trainers in Official Education Institutions
- Trade Unions
- Students
- Journalists and media
- Representatives of governmental institutions such as national human rights institutions, national organisms in charge of women and children, ministries of Education, Justice, Social Affairs, Childhood, Women, Political and Administrative Development, etc.
- Representatives of political parties.

Objectives:

1. Strengthening the civil society's capacity and supporting its role in the promotion of human rights and democracy.
2. Introduce the main concepts and principles of human rights to categories that can influence public opinion and ensure proper governance and rule of law.
3. Expand the reach out of human rights education through supporting grass-root organizations in rural and marginalized areas.
4. Strengthening women's political participation and combating violence against women.

Methodology:

AIHR has developed several pedagogic and training tools to be used in the training events and workshops it is organizing. Most of these materials are in Arabic and being delivered by Arab-speaking facilitators who compose the pool of human resources AIHR has established from all over the Arab region.

The training content AIHR has developed is adapted according to each training project and is influenced by the context of each country and the specific training needs of target group. It is up to the trainer(s) to decide in consultation with the organizing party on how to formulate the training session modules. The methodology involves activities and exercises but still the level of interactivity and participation of trainees is less than those observed in training courses organized based on *COMPASS* approach and it mainly depends on the individual training style of the trainer.

In implementing its training events, AIHR focuses on post-workshop follow-up phase where it monitors all the requests of the NGOs following the course, the degree of conformity between the content of the course and the needs of the NGOs, and the impact of the course on the daily work of the NGOs.

Human Rights Information and Training Center (HRITC)**Target Groups:**

HRITC is an independent NGO aims at enhancing human rights values in Yemen and Arab world according to international human through promoting awareness of human rights, organizing related activities, sessions, training courses, publication and documentation. HRITC is among active organizations in human rights training in Yemen and Gulf countries. Its main office is in Ta'az and Sana'a and coordination offices in Amman and Cairo. HRITC training programs target for human rights activists and specific target groups such as lawyers, journalists, law enforcement staff, judges in Gulf countries, Jordan, Egypt, Sudan, and Syria.

Objectives:

- 1- Build capacities of NGOs in promotion of human rights and in fulfilling their roles within their societies in this aspect.
- 2- Introducing and associating the main concepts of human rights with the professions' responsibilities in protecting them according to international treaties and laws.

Methodology:

The Training Development unit within HRITC organizes national and regional training courses according to annual program. The courses are delivered in Arabic language and according to in-house developed lessons plans. The lesson plans include instructions to facilitators on conducting activities, exercises and group discussions. The trainings provided by HRITC are well received in Gulf countries.

Euro-Mediterranean Human Rights Network (EMHRN) – Summer School Program

Target Groups:

EMHRN is a network of 82 human rights organizations and institutions and individual from 30 Euro-Mediterranean countries based in the Euro-Mediterranean region. It was established in response to the Barcelona Declaration and the creation of the Euro-Mediterranean Partnership with aim to promote human rights and democratic reform and strengthen cooperation among NGOs within the region.

Among its activities is the Summer School Program which was first organised in Beirut in 2003 and then in Limassol, Cyprus in 2007 and supposed to continue annually. The program targets young people between 18 and 35 years old who are human rights activists or members of NGOs involved in youth activities.

Objectives:

1. Establish better understanding of human rights concepts through participatory and empowering approach.
2. Provide tools and material for the youth to utilize in their human rights activities with special emphasis on the human rights mechanism in the Euro-Mediterranean region.
3. Investigate human rights education tools and methodologies to be further developed in the region both locally and regionally.
4. Networking among participants in the Summer School and represented organizations.

Methodology:

The Summer School methodology associates what the youth learn to their actual environment and context where the training material and tools are developed in that perspective. The Summer School has developed a training manual to be followed during its sessions which is a collection of tools developed by some of its network members. It is important to note that EMHRN aims from the Summer Schools to investigate and further develop suitable human rights education methodologies.

13. CONCLUSIONS AND RECOMMENDATIONS:

Conclusions:

The courses were able to benefit the participants in terms of acquainting them into *COMPASS*, its activities and methodology and getting to know new ideas for promoting human right education especially for youth. The development of a complete training kit for human rights education in Arabic language is a genuine need and has been seen as useful and empowering especially for those who are active in human rights education but lack knowledge of foreign language.

Many participants showed interest and utilized these skills after the course but at personal level and many did modify some of *COMPASS* exercises to suit their target groups. The majority of the participants did not discover or learn new concepts or gain new knowledge in human rights but confirmed what already they knew before.

The impact of the courses on participating organizations was mainly seen by both trainers and participants in bringing *COMPASS* to the attention of the organizations and having someone

within trained to utilize it, in addition to bridging some of them. The level of utilization of the course benefits among the organizations varied depending on the willingness of the organization leadership and the initiative and capabilities of the participant.

No institutional collaboration was observed except for joint efforts in project proposals and searching for funding. Most of joint initiatives were at individual level among participants in form of local joint facilitation, planning of joint activities and development of proposals and sharing material and information in addition to few visits and referral to international workshops. Some participants did not show enthusiasm to other participant's proposal to collaborate mainly due to overloaded schedules. However, level of communication among participants and with some of the trainers was high mainly for maintaining social contact and to less extent to share information on HRE issues.

Both participants and trainers involved in the study anticipated higher level of follow-up after the courses on behalf of all parties involved. There was lack of sharing course reports, proposed projects were not followed and no follow-up event that gathered the participants was organized even virtually on internet. The organizers kept sending general information update on HRE issues but did not ask for any progress reports. One reason for dissatisfaction among the participants is their high expectations from the organizers to fund the follow-up joint projects they proposed during the courses but at the same time the participants did not consider lack of funding for the proposed projects as obstacle to follow-up the courses and consolidate its impact.

Both trainers and participants shared many suggestions to follow up the courses and consolidate them by the Partnership. These suggestions emphasized the use of internet, more involvement of the participating organizations, utilization of the people trained in other activities and the necessity to evaluate the courses and their impact and share and the outcomes and reports.

The course was useful to be conducted in Arabic because it allows those who do not know foreign language to participate and it facilitates for the participants its promotion and utilization after the course among their Arab-speaking communities. The only disadvantage was that some terminologies translated to Arabic are difficult to understand.

Overall, the courses were to high extent achieve their objectives, particularly in providing the participants with new skills and tools for HRE, and – to less but still satisfactory extent – to have an impact on the participating organizations and enhance collaboration.

Recommendations:

1. Expand the training initiative based on the Arabic version of *COMPASS*, promote the concepts, methodology and training material among actors involved in youth activities, and not restrict its use only by human rights organizations.
2. Establish an internet-based forum for communication, sharing information and accessing resources to benefit both participants and trainers. The forum would be administrated by the Partnership but contributions would come from the participants and trainers. Reports, photos, announcements and news items could be posted, and comments received. Issues for discussion could be raised on this forum and developed at a later stage for distance learning courses.
3. Monitor the level of collaboration and communication among the participants, and intervene as a catalyst when required. This task could be complemented by delegating some trainers to act as moderators on the e-forum or group email initiators.

4. Involve the participating organizations in the follow-up and ask for their input, progress report and appraisal of the participants.
5. Explain clearly to both participants and organizations what is to be expected on behalf of the Partnership, both technically and financially in terms of supporting the proposed projects, as well as what is expected from their side.
6. Redraft a realistic follow-up approach based on what the organizations and participants can actually do, including in it only what they propose and are sure they can implement.
7. Consider bridging between potential donors and those organizations that have sound proposals, assisting these organizations in approaching the donors and establishing a pool of proposals collected from the participating organizations for interested donors.
8. Enhance collaboration, at least at a national level, and overcome the limited resources available for travel by connecting all participants and organizations of the three courses and encouraging joint activities.
9. Consider establishing a roster of facilitators among the qualified and active trainers and participants of the three courses for training in other courses, or referring them to institutions looking for HRE trainers according to their areas of expertise or geographic location.
10. Encourage the adaptation of *COMPASS* material into the Arab context and document and share these modifications .

Annex I: Study Work Plan

Directorate of Youth and Sport
Education and Training Unit

Evaluation and impact study of the sub-regional training courses for trainers and multipliers in human rights education based on the Arabic version of *COMPASS*

Evaluation Study Work Plan

Consultant: Ali Chahine. **Consultancy Timeframe:** 25 September 2007 till 10 November 2007

Date	Activity	Who is Responsible	Remark
1 st October	Send draft of two questionnaires in English to COE	Consultant	One questionnaire for participants and other for trainers and organizers
3 rd October	Send feedback on the questionnaires	COE	
5 th October	Translate the final draft of the questionnaires into Arabic	Consultant	
6 th October	Send the questionnaires by email to participants, organizers and trainers giving one week deadline for replies (14 Oct is deadline to reply)	Consultant/ COE	It is preferable that COE request the respondents to fill the questionnaire either by sending the questionnaire directly to the respondents and asking them to fill and reply to the consultant's email OR send a complementary email asking for collaboration and filling the questionnaire which the consultant will send separately.
7 th -12 th October	Internet search for existing initiatives for human rights education training in the region	Consultant	
14 th October	Deadline for sending the answered questionnaires	Participants, trainers and organizer	
14 th -20 th October	Data analysis and study compiling	Consultant	
20 th October	Send draft version of study	Consultant	
23 rd October	Send feedback on the draft study	COE	
27 th October	Send final draft version of study	Consultant	
29 th -31 st October	Presentation of the draft summary of the session during the evaluation workshop	Consultant	a Power-Point presentation
10 th November	Deadline for sending the final version of study	Consultant	

Annex 2: Participants Questionnaire Form



European Commission

Directorate of Youth and Sport
Education and Training Unit

Evaluation and impact study of the sub-regional training courses for trainers and multipliers in human rights education based on the Arabic version of *COMPASS*

The training courses were organised by the Council of Europe, Directorate of Youth and Sport and the Partnership on Youth of the Council of Europe and European Commission, in cooperation with the following partner organisations:

- National Centre for Human Rights and Princess Basma Youth Resource Centre in Amman, Jordan;
- The Swedish Institute in Alexandria, Egypt;
- Conseil consultatif des droits de l'homme and the Association initiatives pour la protection des droits des femmes in Fez, Morocco.

Participants Questionnaire Form

Dear respondent,

This questionnaire aims to assess the impact and the results of the Human Rights Education Training Course you have attended. All data provided will be used statistically and conclusions of the evaluation will not refer to any particular respondent or refer to any names, so please express your ideas freely and present objective and frank replies. This questionnaire aims to improve the coming training courses and would be very helpful both for future trainees and you as well since its outcomes will be shared with all who were involved in the training course.

Please fill in your replies and email it to Mr. Ali Chahine, the consultant who is carrying the evaluation study at his email address ahs102@hotmail.com, copy to compass@coe.int

In case you need clarification for any question in this questionnaire, please enquire about it before replying by sending an email to ahs102@hotmail.com

Thank you in advance for your collaboration and for contributing in improving this initiative.

A.1) Which training course have you attended? a- Amman b- Alexandria c- Fez

A.2) Name:

A.3) Age:

A.4) Sex: a- Female b- Male

A.5) Organization you represented in the training course:

A.6) Your post/role in the organization:

A.7) Are you a-Volunteer b- Employee c-Part time Employee

A.8) For how many years have you been active in human rights education?

A.9) Which area in human rights education are you most active in (choose one answer):

- a- Advocacy
- b- Training
- c- Project Management
- d- Activist
- e- In school/formal education system
- f- Out of school/non formal education system
- g- other (please specify):

B.1) Out of scale from 1 (lowest) to 10 (highest), to what extent do you think the training course was able to achieve its objectives?

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

B.2.a) Did the training course make you, as an individual, think differently about human rights in general and human rights education? a-Yes b-No c-Confirmed what I knew already

B.2.b) If yes, how? Which concepts did you get to know or understand differently?

B.3.a) Did you gain new knowledge and skills in human rights education during the training course?

a-Yes b-No

B.3.b) If yes, in which of these areas?

- a- understanding human rights
- b- skills and tools in delivering training
- c- ideas to design and implement projects about human rights
- d- get to know about other organizations and get inspired of what they are doing
- e- collaborating and communicating with other organization you got to know during the training course
- f- practice in human rights education (eg. through *COMPASS* Manual)
- g- other areas (please specify):

B.4.a) Since the training course, did you use any of the skills, knowledge or material gained in your work? a-Yes b-No

B.4.b) If yes, when and how?

B.5.a) How often did you use *COMPASS* Manual since the training course?

a- not at all b- occasionally c- often d- very often

B.5.b) If you used *COMPASS*, when and how did you use it?

B.6.a) Did you develop, adapt or enhance any of the material and resources you were exposed to during the training course (for eg. *COMPASS* activities or themes)? a-Yes b-No

B.6.b) If yes, which material and how did you modify it?

B.6.c) Why did you modify the material?

a- to update the information?

b- to adapt it to the target group you were working with?

c- other reasons (please specify):

B.7.a) As a result of the training course, have your capabilities in human rights training improved?

a-Yes b-No

B.7.b) If yes, please mention at least one incident or reason that makes you believe that your capabilities in human rights training have improved?

B.8.a) Did you carry out any activity or initiative as a follow up action after the training course?

a-Yes b-No

B.8.b) If yes, please mention some of them?

B.8.c) If yes, how did you conduct them?

a- my own initiative

b- within my work in my organization or supported by my organization

c- with participants from other organizations represented in the training course

d- other (please specify):

B.9.a) Are you planning to conduct any follow up activities or initiatives in the future?

a-Yes b-No

B.9.b) In case no, why?

B.9.c) In case yes, please explain what are you planning to do?

B.9.d) In case yes, how do you plan to conduct them?

a- my own initiative

b- within my work in my organization or supported by my organization

c- with participants from other organizations represented in the training course

d- other (please specify):

B.10) What do you think is the most useful thing you gained from the training course?

B.11) Have you ever visited the *COMPASS* website after the training course?

a- never b- between 1 and 3 times c- between 4 and 6 times d- more than 6 times

C.1.a) Did your organization benefit from the training course? a-Yes b-No

C.1.b) If yes, how did it benefit, please mention specific points?

C.2.a) Did you have the chance to share or discuss what you got to know or learn during the training course with your colleagues in the organization? a-Yes b-No

C.2.b) If yes, how?

a- by submitting a report

b- by talking about it to other colleagues when seeing them

c- by holding a meeting especially to discuss about it

d- by organizing a workshop for personnel of the organization

e- other:

C.2.c) If no, what are the reasons?

C.3.a) Has anyone in your organization copied or borrowed part or all of the material you got in the training course? a-Yes b-No

C.3.b) If yes, how many times:

C.4.a) Has your organization made changes or started any of its activities or projects based on ideas or knowledge you brought back from the training course? a-Yes b-No

C.4.b) If yes, please mention which activities or projects and how they changed?

D.1.a) With how many people who attended the training course are you are still in contact with?

D.1.b) With how many people who attended the training course are you are still in contact with because of reasons related to human rights education?

D.2.a) Are you part of a group email list of the training course participants?

a-Yes b-No

D.2.b) If yes, what are you using the group email list for:

a- to maintain social contact with the other participants

b- to share information on issues related to human rights

c- other reasons (please specify):

D.3.a) After the training course, did you collaborate with any other participants of the course in issues or activities related to human rights? a-Yes b-No

D.3.b) If no, what do you think are the reasons?

D.3.c) If yes, please explain with whom and how you are collaborating or collaborated?

E.1.a) How do you evaluate the impact of the training course on the group of participants (choose one answer only)?

a- good impact

b- fair impact

c- poor impact

- d- no impact
- e- negative impact (i.e. worse than before)

E.1.b) In case your answer is “e”, why do you think it had a negative impact?

E.2) How do you think the training course has influenced or affected the group of participants?

E.3.a) How do you evaluate the impact of the training course on the organizations represented (choose one answer only)?

- a- good impact
- b- fair impact
- c- poor impact
- d- no impact
- e- negative impact (i.e. worse than before)

E.3.b) In case your answer is “e”, why do you think it had a negative impact?

E.4) How do you think the training course has influenced or affected the organizations represented?

E.5.a) How effective was the training course in promoting cooperation and networking among participants, trainers and organizations ?

- a- very effective
- b- fairly effective
- c- little effect
- d- no effect
- e- negative effect (i.e. worse than before)

E.5.b) In case your answer is “e”, why do you think it had a negative effect?

E.6.a) So far, are you satisfied about the follow up of the training course from the organizers?

- a-Yes
- b-No

E.6.b) So far, are you satisfied about the follow up of the training course from the trainers?

- a-Yes
- b-No

E.6.c) So far, are you satisfied about the follow up of the training course from the participants?

- a-Yes
- b-No

E.6.d) If no, why are you not satisfied?

E.6.e) If yes, what have been achieved as follow up actions after the training course that make you satisfied?

E.7.a) Do you think there is something can be done as of now by the organizers, trainers or participants to enhance the follow up of the training course and consolidate its impact?

- a-Yes
- b-No

E.7.b) If yes, what do you propose?

E.8.a) What do you suggest for future training courses in order to enhance the knowledge and skills the individual participants will gain?

E.8.b) What do you suggest for future training courses in order to enhance its impact on the participating organizations and its programs?

E.9) What should be the role of the Directorate of Youth and Sport, and the Partnership on Youth between the Council of Europe and European Commission, in the future?

E.10.a) Was it useful to have the training course conducted in Arabic language?
a-Yes b-No

E.10.b) What are the advantages of conducting the training course in Arabic language?

E.10.c) What are the disadvantages of conducting the training course in Arabic language?

E.10.d) In which language do you prefer the future training course to be conducted?

E.11) Any other remarks, suggestions or ideas?

F.1) Are you aware of any other national or international organization or institution that is involved in human rights education training in your country or region? a-Yes b-No

F.2) In case yes, please fill in the following table to the extent of your knowledge:

Organization Name	What do you know about the initiative or the project	Contact details of the organization (website or emails)

Thank you for your contribution.

Annex 3: Organizers and Trainers Questionnaire Form



European Commission

Directorate of Youth and Sport
Education and Training Unit

Evaluation and impact study of the sub-regional training courses for trainers and multipliers in human rights education based on the Arabic version of *COMPASS*

The training courses were organised by the Council of Europe, Directorate of Youth and Sport and the Partnership on Youth of the Council of Europe and European Commission, in cooperation with the following partner organisations:

- National Centre for Human Rights and Princess Basma Youth Resource Centre in Amman, Jordan;
- The Swedish Institute in Alexandria, Egypt;
- Conseil consultatif des droits de l'homme and the Association initiatives pour la protection des droits des femmes in Fez, Morocco.

Organizers and Trainers Questionnaire Form

Dear respondent,

This questionnaire aims to assess the impact and the results of the Human Rights Education Training Course you have attended. All data provided will be used statistically and conclusions of the evaluation will not refer to any particular respondent or refer to any names, so please express your ideas freely and present objective and frank replies. This questionnaire aims to improve the coming training courses and would be very helpful both for future trainees and you as well since its outcomes will be shared with all who were involved in the training course.

Please fill in your replies and email it to Mr. Ali Chahine, the consultant who is carrying the evaluation study at his email address ahs102@hotmail.com , copy to compass@coe.int

In case you need clarification for any question in this questionnaire, please enquire about it before replying by sending an email to ahs102@hotmail.com

Thank you in advance for your collaboration and for contributing in improving this initiative.

A.1) Which training course have you contributed to? a- Amman b- Alexandria c-Fez

A.2) During the training course, you were: a- trainer OR b- organizer

A.3) Name:

A.4) Age:

A.5) Sex: a- Female b- Male

A.6) Organization you are member of :

A.7) Your post/role in the organization:

A.8) Are you a-Volunteer b- Employee c-Part time Employee

A.9) For how many years have you been active in human rights education?

A.10) Which area in human rights education are you most active in (choose one answer):

- a- Advocacy
- b- Training
- c- Project Management
- d- Activist
- e- In school/formal education system
- f- Out of school/non formal education system
- g- other (please specify):

B.1) Out of scale from 1 (lowest) to 10 (highest), to what extent do you think the training course was able to achieve its objectives?

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

B.2.a) Do you think the training course made some of the participants understands human rights concepts and human rights education differently? a- Yes b- No

B.2.b) If yes, what makes you thinks so?

B.3.a) Was the training course able to provide the participants with new knowledge and skills in human rights? a-Yes b-No

B.3.b) If yes, in which of these areas?

- a- understanding human rights
- b- skills and tools in delivering training
- c- ideas to design and implement projects about human rights
- d- get to know about other organizations and get inspired of what they are doing
- e- collaborating and communicating with other organization they got to know during the training course
- f- practice in human rights education (eg. through *COMPASS* Manual)
- g-other areas (please specify):

B.3.c) If no, why did it fail to do so?

B.4.a) Since the training course, has any of the participants contacted you? a-Yes b- No

B.4.b) If yes, for what reasons the participant(s) contacted you:

- a- for socializing
- b- to inquire about issues related to material presented during the training course or ask for further references

- c- to ask for advice or support in a follow up activity related to the training course such as holding human rights training course
- d- for sharing information and networking
- e- other reasons (please specify):

B.5.a) Are you aware of any attempt or initiative by any of the participants to adapt or enhance any of the material and resources they were exposed to during the training course? a-Yes b-No

B.5.b) If yes, which material and how did you modify it?

B.5.c) What do you think is the reason for modifying the material?

- a- to update the information
- b- to adapt it to the target group they are working with
- c- other reasons (please specify):

B.6) Out of scale from 1 (lowest) to 10 (highest), to what extent you think the training course was able to improve the participants' human rights training skills and capabilities?

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

B.7) What do you think are the most important things the participants gained from the training course?

B.8.a) Out of scale from 1 (lowest) to 10 (highest), to what extent you think the training course was useful to you?

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

B.8.b) How was the training course useful, in which specific areas, skills or knowledge?

C.1.a) Out of scale from 1 (lowest) to 10 (highest), to what extent you think the training course was able to impact the participating organizations capacity and improve their programs?

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

C.1.b) In which aspects did the participating organizations benefited from the training course most?

C.2.a) Do you think the participants were able to transfer the knowledge, skills and ideas gained during the training course to their organizations? a- Yes b- No

C.2.b) If no, what do you think are the reasons for failing to do so?

D.1) Out of scale from 1 (lowest) to 10 (highest), to what extent you think the training course was able to enhance the collaboration, networking and joint activities among the participating organizations?

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

D.2.a) Are you aware of any joint activity or joint project that was initiated between participating organizations as a result of the training course? a-Yes b- No

D.2.b) If yes, can you explain what it was about:

D.3) With how many people who attended the training course, are you still in contact with because of reasons related to human rights?

D.4.a) After the training course, did you collaborate with any other participants or trainers of the course in issues or activities related to human rights? a-Yes b-No

D.4.b) If no, what do you think are the reasons?

D.4.c) If yes, please explain with whom and how you are collaborating or collaborated?

E.1.a) How do you evaluate the impact of the training course on the group of participants (choose one answer only)?

a- good impact

b- fair impact

c- poor impact

d- no impact

e- negative impact (i.e. worse than before)

E.1.b) In case your answer is "e", why do you think it had a negative impact?

E.2.a) How do you evaluate the impact of the training course on the organizations represented (choose one answer only)?

a- good impact

b- fair impact

c- poor impact

d- no impact

e- negative impact

E.2.b) In case your answer is "e", why do you think it had a negative impact?

E.3.a) How effective was the training course in promoting cooperation and networking with other trainers and organizations ?

a- very effective

b- fairly effective

c- little effect

d- no effect

e- negative effect

E.3.b) In case your answer is "e", why do you think it had a negative effect?

E.4.a) So far, are you satisfied about the follow up of the training course from the organizers?

a-Yes b-No

E.4.b) So far, are you satisfied about the follow up of the training course from the trainers?

a-Yes b-No

E.4.c) So far, are you satisfied about the follow up of the training course from the participants?

a-Yes b-No

E.4.d) If no, why are you not satisfied?

E.4.e) If yes, what have been achieved as follow up actions after the training course that make you satisfied?

E.5.a) Do you think there is something can be done as of now by the organizers, trainers or participants to enhance the follow up of the training course and consolidate its impact? a-Yes

b-No

E.5.b) If yes, what do you propose?

E.6.a) What do you suggest for future training courses in order to enhance the knowledge and skills the individual participants will gain?

E.6.b) What do you suggest for future training courses in order to enhance its impact on the participating organizations and its programs?

E.7) What should be the role of the Directorate of Youth and Sport, and the Partnership on Youth between the Council of Europe and European Commission, in the future?

E.8.a) Do you think something could have been done in the past (either before the training course, during the training course or just after the training course) by the organizers, trainers or participants that would have enhanced the follow up of the training course and improved its impact? a-Yes b-No

E.8.b) If yes, what do you think should have been done?

E.9.a) Was it useful to have the training course conducted in Arabic language? a-Yes b-No

E.9.b) What are the advantages of conducting the training course in Arabic language?

E.9.c) What are the disadvantages of conducting the training course in Arabic language?

E.9.d) In which language do you prefer the future training course to be conducted?

E.10) Any other remarks, suggestions or ideas?

F.1) Are you aware of any other national or international organization or institution that is involved in human rights education training in your country or region? a-Yes b- No

F.2) In case yes, please fill in the following table to the extent of your knowledge:

Organization Name	What do you know about the initiative or the project	Contact details of the organization (website or emails)

Thank you for your contribution.